



Okanagan Senate

THE SEVENTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2018/2019 ACADEMIC YEAR

THURSDAY 28 MARCH 2019

3:30 P.M. | SCI337

- 1. Minutes of the Meeting of 28 February 2019 – Dr Deborah Buszard**
 (approval) (docket pages 2-13)
- 2. Business Arising from the Minutes – Dr Deborah Buszard**
- 3. Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard** (information)
- 4. Presentation of Certificates of Thanks for 2018-2019 Student Members of Senate – Dr Deborah Buszard** (information)
- 5. Council of Senates Budget Committee – Dr Ramon Lawrence**
 2019 Budget Presentation (information)
- 6. Admission & Awards Committee – Dr Gregory Wetterstrand**
 - a. New and Revised Awards (approval) (docket pages 14-15)
 - b. Changes to English Language Proficiency Requirements for Master's and Doctoral Degrees (approval) (docket pages 16-20)
- 7. Curriculum Committee – Dr Peter Arthur**
 Curriculum Proposal from the faculties of Applied Science, Creative & Critical Studies, Education, and Health and Social Development (approval) (docket pages 21-43)
- 8. Report of the Librarian – Ms Heather Berringer**
 Annual Report (information) (docket pages 44-58)
- 9. Presentation on Inclusion Action Plan – Dr Deborah Buszard, with Associate Vice-President Sara-Jane Finlay** (information)
- 10. Other Business**

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

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

OKANAGAN SENATE

MINUTES OF 28 FEBRUARY 2019

DRAFT

Attendance

Present: Prof. S. Ono (Chair), Dr K. Ross (Secretary), Dr S. Alam, Dr P. Arthur, Dr P. Barker, Dean G. Binsted, Dr D. Buszard, Dr R. Campbell, Mr S. Chong, Dr J. Cioe, Mr I. Cull, Ms B. Dawson, Ms T. Ebl, Mr A. Fipke, Dr J. Gustar, Dr J. Jakobi, Dr. R. Lalonde, Dr. R. Lawrence, Dr S. Lawrence, Dr M. Legault, Dr Y. Lucet, Dr B. Marcolin, Dr A. Mukherjee-Reed Mr F. Pena, Ms M. Reekie, Dr D. Roberts, Dean *Pro Tem*. B. Rutherford, Dr R. Sadiq, Ms R. Snider, Dean R. Sugden, Dean *Pro Tem*. D. Tannant, Dean B. Traister, Mr J. Traplin, and Dr G. Wetterstrand.

Regrets: Ms H. Berringer, Mr M. Campbell, Ms D. Cater, Mr Y Chen, Ms C. Comben, Dr J. Corbett, Dr J. Eikenaar, Dean B. Frank, Ms L. Fraser, Chancellor L. Gordon, Dr M. Horrfar, Dr J. Hossain, Dr J. Johnson, Mr J. Loepky (LOA), Ms B. MacBean, Mr V. Tamondong, and Dr P. Wylie.

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, President Santa J. Ono call the meeting to order at 3:34 pm.

Minutes of 31 January 2019

Gordon Binsted
Peter Arthur

}

That the Minutes of the Meeting of 31 January 2019 be adopted as corrected:

Missing punctuation inserted on pages 1-6.

Approved

Remarks from the Chair

See Terry's notes.

President Ono noted that many senators were on hand in January for the opening of The Commons. He said that this new facility was only possible thanks to the financial support of our



partners in the Federal and Provincial Governments, as well as the current and former students who contributed nearly \$10 million to the project.

Dr Ono advised that last month he was in Ottawa for UBC's annual Day on the Hill, raising awareness among our federal government partners about outstanding UBC research, researchers, and students. One of the groups we spoke to was the British Columbia members of the federal Liberal caucus. He also noted that last month he had the honour of giving a keynote address to the School Community Mental Health Conference in Vancouver that was organized by the provincial Ministry of Education.

The president advised that last week he participated in a ceremony at the UBC Vancouver campus for the raising of the Musqueam flag. This follows the raising of the flag of the Okanagan Nation here at UBC Okanagan last September. He said that these flags formally signify UBC's recognition of Indigenous peoples in whose lands the university resides and will add to a growing visible Indigenous presence on both campuses.

Dr Ono said that he was pleased to note that UBC has been once again named as one of BC's top employers and one of Canada's top employers of young people – the only post-secondary institution to make the list in 2019. He expressed his pride in the faculty and staff of this university who have helped us achieve these rankings.

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor, Dr Deborah Buszard noted the Donor Recognition Awards the previous evening. She advised that currently the Okanagan campus had 289 donor funded awards contributing \$680 000 in annual student funding. The Okanagan component of UBC's endowment is now at \$8 000 000.

Dr Buszard advised that due to a storm in Vancouver the February board meeting was shorted to be a phone-in meeting for time sensitive approval; as a result, the Okanagan 2040 Outlook discussion was deferred to the April Board meeting. At the telephone meeting the two new residence buildings for the Okanagan campus - Skeena and Nechako - were approved for construction.

Senator Cioe asked what UBC's policy was for resident space allocation? Do we guarantee seats for first years?

Dr Buszard replied that yes we do.

The Associate Vice-President Students, Senator Cull, elaborated, saying we guarantee all first year students, all international students, all indigenous students, and all students with special needs space in residence.

Senator Cioe asked if we had a plan for married student residences.



Dr Buszard said there was considering given for mixed housing by having a demand study for students, faculty, and staff. Our study indicated that this was not a desirable area for faculty and staff; however, there is demand for some rental housing for graduate students, visiting professors, etc. She added that we are exploring that as part of mixed use development proposals for some sites. We did contemplate this for current residences, but we had a standard development financing model for them.

Senator Wetterstrand thanked the Deputy Vice-Chancellor for mentioning the award totals. He asked if 289 was the award type total or the number of students.

Dr Buszard advised that it was the number of students.

The President said that both he and the board chair reviewed the 2040 plan and were appreciative of the amount of work that went into the proposal.

Academic Policy Committee

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

BACHELOR OF APPLIED SCIENCE ACADEMIC REGULATIONS

Jan Cioe Deborah Roberts	}	<i>That Senate approve proposed revisions to the Academic Calendar language concerning supplemental examinations in the Academic Regulations for the Bachelor of Applied Science, as put forward by the Faculty of Applied Science in the attached two-column form.</i>
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Senator Lalonde noted that this change was already in the calendar.

The Association Registrar, Mr Christopher Eaton said he would see how this happened and ensure this did not happen again.

Approved

ACADEMIC VICE-RESIDENT

Jan Cioe Gordon Binsted	}	<i>That the Senate recommend to the Board of Governors that the title and responsibilities of Provost and Vice-President Academic (UBC Okanagan) be assigned to the current</i>
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*Provost and Vice-Principal Academic (UBC Okanagan) as set out in the attached proposal; and
 That the Senate recommend to the Board of Governors that the Deputy Vice-Chancellor and Principal cease to be an academic vice-president, but remain a senior academic administrator under Policy 18 and Section 27 (2)(f) of the University Act.*

Dr Cioe advised that the Senate Academic Policy Committee has reviewed the attached submission from the Deputy Vice-Chancellor and Principal (who is also currently an Academic Vice-President with the title of Vice-President Academic and Research) regarding the academic vice-presidency for the Okanagan campus. The Committee agrees with the proposal that a transition in the academic vice-president titles to the incumbent Provost and Vice-Principal Academic (who is also currently an academic associate vice-president) would be of benefit to the rational organization of the campus and University. The Committee further notes the support of the Okanagan deans for this proposal.

Approved

NB: Dr Ananya Mukherjee-Reed abstained

Admission and Awards Committee

The Chair of the Senate Admissions and Awards Committee, Dr Gregory Wetterstrand, presented.

NEW AWARDS

See Appendix A: Awards Report

Gregory Wetterstrand Deborah Roberts	}	<i>That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.</i>
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Dr McNeil noted that one of the new awards was unusual as it was being funded by a student group.

Dr Cioe said that it was unclear how many graduate entrance awards would be awarded.

Dr Rutherford said that 6 would be awarded: 3 in the sciences and 3 in the arts.



Approved

ENROLMENT TARGETS

Gregory Wetterstrand }
 Jan Cioe } *That Senate approve the 2019-20 academic year
 Enrolment Targets, with the addition of 20
 students in the Faculty of Education.*

With permission of Senate, the Deputy Registrar for the Okanagan campus, Mr Alfred Vogt, presented the proposal.

Senator Cioe noted that we had 133 people in nursing for 130 seats. How did we fit 3 more?

Dr Binsted replied that we have a bit of fall off in later years, so we slightly over-enroll in Year 1.

Dean Traister asked what the relationship was between the domestic and international targets.

Mr Vogt said we tried to establish the same complete levels for domestic and international students. So, if one body is stronger than the other we may not achieve the other target.

Senator Cioe said that international enrolment was a political issue on the campus that was not accurately reported in the media.

Senator Roberts asked if we used tuition as a way of controlling international enrolment.

Mr Vogt said no, the dollar may affect how many applications we received, but not who we accepted.

Senator Cioe said UBC needed to make clear that international enrolment is not about profit: we need and want a diverse student body.

Senator S. Lawrence asked if we had data on if international enrolment by program

The Registrar, Dr Kathleen Ross, said that this was available by faculty and program and could be made available.

Senator Traister said there was a challenge between our enrolment targets and our physical plant capacity. He commended APSC for growing their enrolment, but as their projections increase and we make room for students, he suggested we were putting more pressure on physical resources and faculty. He noted that there was a physical limit to the amount of space we will



ever have. The dean predicted that arts enrolments will recover in the next 5 years and it will be difficult to place these students if we have taken up space by currently in demand programs. We need to manage current demand with future demand.

Senator Wetterstrand said that at Admissions and Awards we did take into consideration these matters. The reality is that there are some large programs and some smaller programs. Those large programs help fund our smaller programs. He hoped we could embrace both.

Senator Cioe said one relevant faculty is the size of the rooms. There are some programs that can manage large classes and we need to consider that with our assessments. Programs have rate limiters such as lab spaces.

Senator Arthur said that we are at 106% of our funded seats. As we move forward, we need to consider that as we only receive tuition and not grant funding.

Deborah Buszard said that at least 5% over targets was safest, as different programs can have different demands at different times. It was important to meet government targets for expectations and 101% was much better than 99%.

Dr Mukherjee-Reed said that our biggest challenge was the balance between faculties. There is a set number of funded seats but it was not a zero-sum game as it takes 4-5 years for students to progress through their degrees.

Dr Arthur said that last year some faculties went well over their targets. Who cuts them off?

The Provost said that these discussions happened at the Strategic Enrolment Management Committee.

Dr Ross said that the yields were complicated.

Dr McNeil said he agreed with being overenrolled if that encouraged government support. He asked if we had that government support.

The president said it was more the risks of being under-enrolled.

Senator S. Lawrence said we should have both maxima and targets

Mr Vogt said we were looking at that and multi-year targets.

Mr Eaton clarified that under the *University Act* it was actually the maxima that the Board and Senate were to approve.



Senator Ebl asked if we had enough faculty and student support resources to support our increases for international students.

Senator Cioe said the APSC numbers were going up by 20 international and 20 domestic seats. He asked why we were going for 50/50? The government only supported 20 domestic seats.

Senator Sadiq said that this was just a coincidence. The 20 domestic students were just for 1 program the 20 international was for all programs.

Senator Arthur said we should have the Senate Learning and Research Committee do an analysis for international student support.

Dr Buszard said that we have essentially no graduate funded seats at UBC. We also have close to 1000 graduate students. We report them as akin to domestic undergraduates. Overall, UBC is at 116% of target.

Approved

Agenda Committee

The Chair of the Senate Agenda Committee, Dr Peter Arthur, presented.

SENATE MEETING DATES

Peter Arthur
Barb Dawson

} *That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2019-2020 be established as follows:*

- *26 September 2019*
- *24 October 2019*
- *21 November 2019*
- *19 December 2019*
- *30 January 2020*
- *27 February 2020*
- *26 March 2020*
- *30 April 2020*
- *14 May 2020*

Approved

Curriculum Committee



The Chair of the Senate Curriculum Committee, Dr Peter Arthur, presented.

FEBRUARY CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Peter Arthur Greg Wetterstrand	}	<i>That Senate approve and recommend to the Board of Governors for approval the new course brought forward from the Faculty of Arts and Sciences and the new courses brought forward from the Faculty of Creative & Critical Studies.</i>
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Senator noted that the Faculty of Creative and Critical Studies was dropping the use of vectors, and asked the students if vectors were of use to them.

Several student senators replied in the negative.

Senator Legault said that the faculty consulted with students before making the request.

Senator Lalonde said he found vectors to be useful.

The Registrar suggested that visual scheduling provided this kind of information.

Senator Binsted said that vectors did not account for different learning experiences.

Senator R. Campbell said that vectors could have a use in controlling faculty from lengthening or shortening contact hours.

Dean Traister said this did not seem like a good way to police this.

Senator Lucet said that vectors helped the faculty know what the commitment was for contact hours.

Dean Traister raised a pointed of information – were vectors being approved?

The Associate Registrar replied that vectors are a component of course descriptions being considered for approval.

Senator Lalonde noted that there was a triple cross listing being proposed.

The Associate Registrar said it was discouraged but not prohibited.



Approved

NB: Senators Lalonde, Cioe and Campbell abstained

Reports from the Registrar

ACADEMIC YEAR REPORT

Dr Ross presented next year's confirmed academic year for information, noting her satisfaction with the long break between terms in the Winter session.

Senator Cioe said there was a strong move for a fall reading break. The academic policy committee is striking a working group, he asked if any senators who would like to serve on that committee.

Senator Marcolin noted the issue of differing term dates. The Associate Registrar, Mr Eaton, said it was to balance the days.

Senator Roberts asked if we could be lenient about residence move out days with the 29 April end of exams.

Mr Cull said that we have become more lenient on the 24 hour rule. We would give them a day or two to move out.

Other business

By general consent, the following motion was considered:

Candidates for Degrees

Jan Cioe
Dwayne Tannant

} *That the candidates for degrees, as recommended by the faculties and College of Graduate Studies, be granted the degrees for which they were recommended, effective February 2019, and that a committee comprised of the Registrar, the relevant deans, and the Chair of Senate be empowered to make any necessary adjustments.*

Approved



Adjournment

Seeing no other business, the meeting was adjourned at 5:00 p.m.



Appendix A: Awards Report

NEW AWARDS:

Chemistry Course Union Teaching Assistant Award

A \$1,000 award is offered by the Chemistry Course Union to a student enrolled in an undergraduate or graduate degree program at the University of British Columbia, Okanagan campus. The award recognizes a student in good academic standing who has made outstanding contributions as a teaching assistant in chemistry courses. Adjudication is based on a candidate's leadership, professionalism, and service to chemistry students. The award is made on the recommendation of the Chemistry Department selection committee. (First award available for the 2018/19 Winter Session)

UBC Okanagan Student Emergency Assistance Fund

Funds have been made available by donors to assist students in any program or faculty at The University of British Columbia, Okanagan campus. The funds are for students confronting proven financial need who may require short-term financial assistance due to an unforeseen and unexpected event. The fund is administered by Enrolment Services. (First award available for the 2019/20 Winter Session)

Vern Nielsen Memorial Bursary in Management

Two bursaries of \$1,000 each are offered by the Rotary Club of Kelowna Foundation in honour of Mr. Vern J. Nielsen to third or fourth-year undergraduate students in the Faculty of Management at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session)

UBC Tuum Est Experiential Award

One-time entrance awards valued at up to \$3,500 are available for outstanding domestic students entering the University directly from secondary schools (or CEGEP in Quebec) to support their participation in experiential learning opportunities. Eligible students must demonstrate excellent academic ability, a strong UBC applicant personal profile, and a high level of engagement in the community and extracurricular activities. The award is adjudicated by Enrolment Services through the admissions process and awarded to students after the offer of admission to UBC is extended; however, funds are released in-course upon confirmation of participation and/or registration in an approved experiential learning activity at UBC including co-operative education, international exchange, undergraduate research, and other experiential learning activities as approved by the student's faculty. (First award available 2019/20 Winter Session)

IKBSAS Graduate Entrance Award

Six IKBSAS Graduate Entrance Awards valued at \$15,000 each are available to students entering their first year of graduate studies in a thesis-based Masters or Doctoral program in the Irving K. Barber School of Arts and Sciences or an Interdisciplinary Graduate Studies program with a supervisor who is a member of the Irving K. Barber School of Arts and Sciences. (First award available 2019/20 Winter Session)



Appendix B: Curriculum Report

FACULTY OF ARTS AND SCIENCES:

GWST 440

FACULTY OF CREATIVE AND CRITICAL STUDIES:

ENGL 154

SPAN 402

THTR 304, WRLD 304

ARTH 403, WRLD 403

THTR 403

ARTH 370, ARTH 375, DIHU 370, DIHU 375, WRLD 370, WRLD 375

THTR 309, ARTH 309, CULT 380

CULT 313

THTR 313, WRLD 313

THTR 180

THTR 212

THTR 412



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28 March 2019

From: Senate Admissions and Awards Committee**To: Okanagan Senate****Re: New Awards recommended for approval by the Okanagan Senate**

- a) New award: Master of Data Science Domestic Scholarship
- b) New award: Master of Data Science International Scholarship
- c) New award: Lieutenant Governor's Medal for Inclusion, Democracy and Reconciliation

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

***Motion:** That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

NEW AWARDS:**a) Proposed Award Title: Master of Data Science Domestic Scholarship**

Master of Data Science Domestic Scholarship is a \$5,000 entrance scholarship offered annually to a domestic student in the Master of Data Science program at UBC Okanagan. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee. (First award available for the 2019/20 Winter Session)

b) Proposed Award Title: Master of Data Science International Scholarship

Master of Data Science International Scholarship is a \$5,000 entrance scholarship offered annually to an international student in the Master of Data Science program at UBC Okanagan. The scholarship recognizes a student who has demonstrated academic and

leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee. (First award available for the 2019/20 Winter Session)

c) Proposed Award Title: Lieutenant Governor's Medal for Inclusion, Democracy and Reconciliation

One medal is offered annually by the Lieutenant-Governor of British Columbia to a student graduating from any four-year undergraduate degree program who demonstrates academic merit and contribution to the life of the University and/or to their community in the areas of inclusion, democracy, and/or reconciliation. Contributions in the area of inclusion refer to the promotion of diversity and inclusion and demonstration of strong collaboration and unifying efforts through the promotion and display of tolerance and respect for others. Contributions in the area of democracy refer to the strengthening of democracy through civic engagement or the advancement of human rights and demonstration of the recognition of the fundamental rights and dignity of all persons at a local, national, or global level. Contributions in the area of reconciliation refers to action taken to transform society by establishing a renewed relationship with Indigenous peoples and efforts undertaken to heal communities. This award has no monetary value. The award is made on the recommendation of the Lieutenant Governor's Medal Committee. (First award available for the 2018/2019 winter session)

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



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28 March 2019

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Admissions Proposal – College of Graduate Studies, English Language Proficiency Requirement, revise requirements for Master’s and Doctoral Degrees

The Committee has reviewed and recommends to Senate for approval the revised English Language Proficiency admissions requirements for Master’s and Doctoral Degrees.

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

Motion: *That Senate approve the revised English Language Proficiency admissions requirements for Master’s and Doctoral Degrees.*

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: College of Graduate Studies Faculty/School Approval Date: Month Day, Year Effective Session: 2019S	Date: Month Day, Year Contact Person: Alicia Meehan Phone: 250.807.8780 Email: Alicia.meehan@ubc.ca
Type of Action: Revise Admissions requirements – Faculty / College level	
Rationale: TOEFL has changed their paper-based tests including the associated scoring. The scoring is now in-line with the internet-based test, so we are updating our admission requirements to reflect the changes to the test and scoring. Note: there is not a speaking component to the paper-based test.	
Proposed Academic Calendar Entry: Homepage – Faculties, Schools, and Colleges - College of Graduate Studies – Admission – Master’s Degrees [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,998,1197 Present Academic Calendar Entry: Homepage – Faculties, Schools, and Colleges - College of Graduate Studies – Admission – Master’s Degrees [...]
<p>[13888] English Language Proficiency Requirement</p> <p>[13889] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:</p> <ul style="list-style-type: none"> • [13890] TOEFL (Test of English as a Foreign Language): 90 overall with a minimum score of 22 in Reading & Listening and a 	<p>[13888] English Language Proficiency Requirement</p> <p>[13889] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:</p> <ul style="list-style-type: none"> • [13890] TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); 90 overall with a minimum score



<p>minimum score of 21 in Writing & Speaking (Internet version); <u>minimum score of 22 in Reading & Listening and a minimum score of 21 in Writing (paper version); or</u></p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual score less than 6.0; or • MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test. <p>[13891] Individual graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[...]</p>	<p>of 22 in Reading & Listening and a minimum score of 21 in Writing & Speaking (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual score less than 6.0; or • MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test. <p>[13891] Individual graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[...]</p>
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Admissions Proposal Form Okanagan Campus

Faculty/School: College of Graduate Studies Faculty/School Approval Date: Month Day, Year Effective Session: 2019S	Date: Month Day, Year Contact Person: Alicia Meehan Phone: 250.807.8780 Email: Alicia.meehan@ubc.ca
Type of Action: Revise Admissions requirements – Faculty / College level	
Rationale: TOEFL has changed their paper-based tests including the associated scoring. The scoring is now in-line with the internet-based test, so we are updating our admission requirements to reflect the changes to the test and scoring. Note: there is not a speaking component to the paper-based test.	
Proposed Academic Calendar Entry: Homepage – Faculties, Schools, and Colleges - College of Graduate Studies – Admission – Doctoral Degrees [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,998,1196 Present Academic Calendar Entry: Homepage – Faculties, Schools, and Colleges - College of Graduate Studies – Admission – Doctoral Degrees [...]
<p>[13868] English Language Proficiency Requirement</p> <p>[13869] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:</p> <p>[13870]</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language): 90 overall with a minimum score of 22 in Reading & Listening and a 	<p>[13868] English Language Proficiency Requirement</p> <p>[13869] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:</p> <p>[13870]</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); 90 overall with a minimum score



<p>minimum score of 21 in Writing & Speaking (Internet version); <u>minimum score of 22 in Reading & Listening and a minimum score of 21 in Writing (paper version); or</u></p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual component score less than 6.0; or • MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test. <p>[13871] Graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[...]</p>	<p>of 22 in Reading & Listening and a minimum score of 21 in Writing & Speaking (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual component score less than 6.0; or • MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test. <p>[13871] Graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[...]</p>
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28 March 2019

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

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

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval the new courses brought forward from the Faculty of Applied Science, the new courses brought forward from the Faculty of Creative & Critical Studies, the revised Post-Baccalaureate Education Program brought forward from the Faculty of Education and the new course brought forward from the Faculty of Health and Social Development.*

- a. From the Faculty of Applied Science
 - i. ENGR 424
 - ii. ENGR 441
 - iii. ENGR 448
 - iv. ENGR 457

- b. From the Faculty of Creative and Critical Studies
 - i. ENGL 109
 - ii. ENGL 155, DIHU 155
 - iii. ENGL 430
 - iv. FREN 457
 - v. HEBR 101, HEBR 102

- c. From the Faculty of Education
 - i. Post-Baccalaureate Education Program

- d. From the Faculty of Health and Social Development
 - i. HEAL 101

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



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

Category: 1	
Faculty/School: Faculty of Applied Science Dept./Unit: School of Engineering Faculty Approval Date: November 8, 2018 Effective Session: 2019W	Date: 2018.05.10 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: This new course is added to support and enhance the education in civil asset management at the School of Engineering. It is aligned with the strategic direction of our campus and school. The technology advances make the “smart city development” a very important field for system engineering. The training will prepare the students the capabilities to build the next-generation community for better quality of life of Canadians.	
Proposed Academic Calendar Entry: <u>ENGR 424 (3) Smart Cities</u> <u>Smart city concept, smart city standardization, smart grid and energy management, Internet of Things and cloud computing for smart city, smart city lighting, intelligent transportation, technology enhanced infrastructure, water solutions, smart buildings and technology, data analytics in smart cities. [3-0-0]</u> <u>Prerequisite: Fourth-year standing in a B.A.Sc. program</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: November 8, 2018 Effective Session: 2019W	Date: October 16, 2018 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: This new course is added to support and enhance education in environmental engineering in the School of Engineering. The course provides training for students interested in careers related to drinking water treatment. The course will introduce students to the theoretical fundamentals and design considerations necessary to implement advanced treatment systems that are increasingly used in modern drinking water facilities to reduce public health risks.	
Proposed Academic Calendar Entry: <u>ENGR 441 (3) Advanced Water Treatment Processes</u> <u>Theory and design of advanced drinking water treatment processes used for challenging source water conditions including advanced oxidation, membrane filtration, ultraviolet disinfection, and adsorption processes. Discussion of removal of emerging contaminants (e.g. pharmaceuticals), regulated and unregulated disinfection by-products, and current issues in potable water treatment and quality. [3-0-0]</u> <u>Prerequisite: ENGR 447</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: November 8, 2018 Effective Session: 2019W	Date: 2018.02.06 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: A course on air pollution is required for licensure by EGBC as an environmental engineer. This is the last engineering course we are missing from our undergraduate civil engineering degree for students that wish to be licensed as an environmental engineer.	
Proposed Academic Calendar Entry: <u>ENGR 448 (3) Air Quality and Pollution Control Engineering</u> <u>Airborne contaminants classification, reactions, health issues, and their ecological effects. Meteorological considerations and air quality modeling. Control methods for particulate and gaseous pollutants [3-0-0]</u> <u>Prerequisite: ENGR 347 or CHEM 304 and EESE 212</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: November 8, 2018 Effective Session: 2019W	Date: October 16, 2018 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: This new course would be added as a technical elective for the Electrical and Mechanical programs at the School of Engineering, Faculty of Applied Science. This course provides training for students interested in a career in the energy sector and caters to a growing interest in renewable energies. The course will support research needs on renewable energy, smart grids, power electronics, and power systems.	
Proposed Academic Calendar Entry: <u>ENGR 457 (3) Power System Analysis II</u> <u>Symmetrical components, asymmetrical faults calculations, power system stability, basics of Smart Grids and deregulated electricity markets, introduction to optimal power flows, photovoltaics and wind power generation. [3-0-0]</u> <u>Prerequisite: ENGR 455</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20190117 Effective Session: 2019W	Date: 2018/ 12/ 04 Contact Person: Dr. Jordan Stouck Phone: 250.807.9663 Email: Jordan.stouck@ubc.ca
Type of Action: New Course	
Rationale: <p>A number of institutional changes have prompted the need for this new course. These include: revisions to B.C. secondary school diploma requirements, revision of first year English prerequisites from “required” to “strongly recommended,” and proposed changes to the B.A. The first two changes mean that students will now enter first year English based on UBC acceptance. Recent institutional research indicates that the international student body at UBC Okanagan, many of whom are multilingual, now comprises 16.2% or 1477 students. English 109 “Studies in Composition: Multilingual Perspectives” will offer an option for additional preparation to all multilingual or English as an Additional Language (EAL) students who are under-prepared for university writing and need support to succeed in first year.</p> <p>The proposed ENGL 109 course (6 credits, 2 semesters, proposed enrolment cap of 20) will allow students to take a single, integrated two-semester course that effectively combines and enhances the instruction provided in both the existing ENGL 009 and ENGL 112 courses. The learning outcomes will be equivalent to the existing ENGL 112, but the students will have twice the number of contact hours, spread over two terms, to achieve the outcomes in a course whose pedagogical design is attentive to EAL writing needs. Moreover, the ongoing, small group format (at 20, the proposed course cap is lower than regular first year English courses) will encourage a cohort and sense of community, which will be further aided by a requirement to participate in a campus event or service to better acclimatize to UBC Okanagan’s community. Fostering a sense of inclusion within UBC Okanagan’s campus community is important for student success, especially for international students.</p> <p>Existing alternatives (ENGL 009, ENGL 112, and the ENGL 15X courses) for first year English will remain open to all students. In recognition of the time and monetary investment required for a 6-credit course, ENGL 109 will include a mandatory writing portfolio review and assessment at the end of the first semester. A study plan and additional resources will then be provided for any students at risk of failing ENGL 109. The course has been designed to scaffold students toward university-level research writing skills, and takes an academic literacy approach based on acculturating students to the expectations of university-level discourse.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>ENGL 109 (6) Studies in Composition: Multilingual Perspectives</u></p> <p><u>Practice-based course in principles of university-level writing for multilingual international and domestic students. Emphasizes communication skills in rhetoric, critical analysis, grammar, documentation, and research-based writing. Credit will be granted for only one of ENGL 109, ENGL 112 or ENGL 114.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: none</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative & Critical Studies Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20190102 Effective Session: 2019W	Date: 20181113 Contact Person: Dr. Emily Murphy Phone: 250.807. 8073 Email: emily.murphy@ubc.ca
Type of Action: New Course	
Rationale: To support the growing offerings in digital arts, digital humanities, and media studies across the Faculty, I propose a first-year course to teach humanistic analysis and critique through the lens of contemporary technology. This course seeks to parallel existing offerings in the ENGL150 suite of courses, with content specifically tied to humanities methods for the study of technology. The application of humanistic observation and analysis across media forms is increasingly necessary as technologies change at a rapid pace. Students will learn these skills by building simple digital prototypes through which they express humanistic argumentation. Course development is based in English and Cultural Studies faculty research and expertise.	
Proposed Academic Calendar Entry: <u>ENGL155 (3) Writing and Making Technology in the Humanities</u> <u>Introduction to digital and technological cultures with a focus on humanities methods, drawing on a range of periods in technological development and critical approaches to studying technology. At least 35% of class involves practice-based instruction in humanities criticism, prototyping, writing, and research.</u> <u>Prerequisite: Students must have one of a) 70% in English 12 or English 12 First Peoples; b) a 5 on the LPI; c) a passing grade in ENGL 009; d) or an acceptable equivalent.</u> <u>For a list of equivalency options consult the Student Services website at http://students.ok.ubc.ca/enrolment-services/course-registration/first-year-english.html.</u> <u>Equivalency: DIHU 155</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



**DIHU155 (3) Writing and Making
Technology in the Humanities**

**Introduction to digital and technological
cultures with a focus on humanities
methods, drawing on a range of periods
in technological development and critical
approaches to studying technology. At
least 35% of class involves practice-
based instruction in humanities
criticism, prototyping, writing and
research.**

**Prerequisite: Students must have one of
a) 70% in English 12 or English 12 First
Peoples; b) a 5 on the LPI; c) a passing
grade in ENGL 009; d) or an acceptable
equivalent.**

**For a list of equivalency options consult
the Student Services website at
[http://students.ok.ubc.ca/enrolment-
services/course-registration/first-year-
english.html](http://students.ok.ubc.ca/enrolment-
services/course-registration/first-year-
english.html).**

Equivalency: ENGL155



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

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20190102 Effective Session: 2019 W	Date: Nov. 12, 2018 Contact Person: Dr. Margaret Reeves Phone: 250.807.9639 Email: margaret.reeves@ubc.ca
Type of Action: New Course	
Rationale: <p>This new course is intended to serve the needs of both upper level English as well as Gender and Women's Studies students. This course draws on the expertise of several faculty members in the English Program who are either cross-appointed to both English and GWST or are English faculty who have been appointed as Associate Members of the GWST program. This course meets the needs of English majors and honours students requiring early modern courses to fulfill their requirements, and also broadens the historical depth in GWST students' understandings of the history of feminist thought. The course has previously been offered as a Special Topics course (ENGL 416A) and is now being regularized in anticipation of an annual offering. The course is compatible with the values expressed in Aspire because it meets the aim of fostering intercultural awareness and respect for differences in its investigations of the way early feminist writers interrogated the situations of gendered and racialized subjects during the early modern period. This course does not need new resources as three faculty members within FCCS are qualified and willing teach the course, and its demands on resources can be managed within FCCS. There are already sufficient library resources to support the course.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>ENGL 430 (3) Feminist Forerunners: Early Modern Women's Literature and Contemporary Theory</u></p> <p><u>Advanced study of feminist social and political thought, investigating the relationship between early modern women's writing and contemporary theory. Areas of inquiry include the politics of literary and theoretical canons, the representation of female subjectivity, sexuality, race, and class, and the responses of women and women writers to restrictive cultural and behavioural codes.</u></p> <p><u>Prerequisite: Third-year standing.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: none</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Languages and World Literatures Faculty/School Approval Date: 20190102 Effective Session: 2019W	Date: 2018-11-04 Contact Person: Dr. Francis Langevin Phone: 250.807.8188 Email: francis.langevin@ubc.ca
Type of Action: New Course	
Rationale: FREN457 <i>Translation II</i> , is a continuation of FREN357, <i>Translation I</i> . It replaces FREN458 (<i>French-English</i>) and FREN459 (<i>English-French</i>) (separate Cat 2 deletion). It is an advanced comparative stylistics course for French speakers and learners. FREN458 and FREN459 have not been offered regularly. This new course will essentially combine these two courses and focus on the process of two-direction translation. It also aligns with the configuration of French translation courses at UBCV. With the new emphasis in the French program on competency-based learning, it is anticipated that more students will be aiming to develop skills in translation, and this new course will address that need in a comprehensive way.	
Proposed Academic Calendar Entry: <u>FREN 457 (3) Translation II</u> <u>Applied translation from French to English and from English to French.</u> <u>Different translation methods and intermediate to advanced terminology in comparative stylistics.</u> <u>Prerequisite: FREN 357</u>	Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: Languages and World Literatures Faculty/School Approval Date: 20190117 Effective Session: 2019 W	Date: 2019-01-02 Contact Person: Anderson Araujo Phone: 250-807-9589 Email: Anderson.araujo@ubc.ca
Type of Action: New Courses	
<p>Rationale:</p> <p>The current relevance of Modern Hebrew lies in its cultural, political and historical importance. Knowledge of Modern Hebrew has rich academic applications in other disciplines, such as Political Science, International Relations, and History. As we pursue our campus' vision of interdisciplinary scholarship, intercultural awareness, and global citizenship, the study of Modern Hebrew offers our students a new, unique perspective of the Middle East, its issues, and their global impact.</p> <p>Another significant global aspect is that in contemporary German academia Hebrew courses are now frequently sponsored by German departments as part of the Jewish-German reconciliation. This co-operation is building on - and continuing the tradition of cultural diversity and the long history of Jewish-German scholarship that was violently ruptured by the Holocaust. In tandem with that effort, the Reichwald Endowment in German Studies will fund these two Hebrew courses at UBC Okanagan. As neither UBC Vancouver nor UBC Okanagan currently have a course in Modern Hebrew, teaching these two courses would provide our students with a unique perspective on the Middle East and on German-Jewish studies by offering a unique complement to the languages currently taught at UBC Okanagan. Furthermore, in the future, Modern Hebrew could also be offered online at UBC Okanagan in order to potentially reach a far greater number of students between our two UBC campuses, and beyond. A potential instructor has already been identified.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>HEBR 101 (3) Beginners' Modern Hebrew I</u></p> <p><u>Development of listening, speaking, reading, and writing in Standard Modern Hebrew, with an emphasis on oral communication.</u></p> <p><u>HEBR 102 (3) Beginners' Modern Hebrew II</u></p> <p><u>Continuation of HEBR 101. Further development of listening, speaking, reading, and writing in Standard Modern Hebrew, with an emphasis on oral communication.</u></p> <p><u><i>Prerequisite: HEBR 101</i></u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: none</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Faculty/School Approval Date: 04/2018 Effective Session: 2019W	Date: 2018/08/30 Contact Person: Dr. Stephen Berg Phone: 250.807.9682 Email: stephen.berg@ubc.ca
Type of Action: Collapsing the Inclusive Education, Early Learning, and Language and Literacy Education Certificate and Diploma programs into a Certificate and/or Diploma in Interdisciplinary Studies in Contemporary Education	
Rationale: <p>By offering a more comprehensive Certificate/Diploma Program in Interdisciplinary Studies in Contemporary Education, students could take courses from three post-bac areas (Early Learning, Language & Literacy, Inclusive Education) to obtain their 15 credit certificate and/or 30 credit diploma. The Early Learning Program has been suspended for a number of years due to low enrolment and only the Language & Literacy Certificate is being offered as we cannot commit to a full diploma due to a lack of numbers.</p> <p>A more comprehensive program would allow students to still obtain what they need for their school district requirements and TQS (Teacher Qualification Service). This could potentially increase student numbers in all of our courses allowing more flexibility in offering courses in all three programmatic areas (Early Learning, Inclusive Education, Language and Literacy Education) without the long-term commitment of the single program option. Students could create their own personalized integrated program and could complete their program at a faster rate due to the broad range of available courses.</p> <p>Additionally, with the implementation of a new certificate and diploma in Interdisciplinary Studies in Contemporary Education, we would streamline our student admissions, which is a better fit for their professional learning.</p> <p>We could also develop more substantive school district partnerships (across the province) that could result in career-long supports and opportunities (cohorts and laddering into graduate programs).</p>	



Proposed Academic Calendar Entry:

Post-Baccalaureate Education Programs

[14683] Post-Baccalaureate Certificate and Diploma

[14684] The Education Post-Baccalaureate Certificate (15 credits) and Post-Baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education that has already been achieved. The Post-Baccalaureate Certificates and Diplomas do not carry credit toward certification to teach in public schools in British Columbia. A Post-Baccalaureate Certificate (15 credits) or a Post-Baccalaureate Diploma (30 credits) will be issued upon completion.

[14685] Admission Requirements

[14686] Admission to the Post-Baccalaureate Certificate/Diploma programs requires a Bachelor's degree, teacher's certification, or permission of the Dean of Education. Students wishing to enrol in individual courses but who are not in a Post-Baccalaureate Certificate or Diploma program

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1018,0>

Present Academic Calendar Entry:

Post-Baccalaureate Education Programs

[14683] Post-Baccalaureate Certificate and Diploma

[14684] The Education Post-Baccalaureate Certificate (15 credits) and Post-Baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education that has already been achieved. ~~These programs~~ do not carry credit toward certification to teach in public schools in British Columbia.



require third-year standing as well as permission of the Dean of Education.

[14687] Advanced Standing and Transfer Credit

[14688] Courses permitted for advanced standing or transfer credit must be senior-level university coursework, and must be conceptually consistent with the Post-Baccalaureate Certificate/Diploma specialization. Transfer courses require approval from the **Director of Professional Programs** and/or the Dean of Education. A maximum of 6 credits of coursework may be transferred toward the Post-Baccalaureate Certificate. A maximum of 12 credits of coursework may be transferred toward the Post-Baccalaureate Diploma. **All transfer credits will be from a recognized institution and must be disclosed and approved at the time of application or authorized by a letter of permission from the Okanagan School of Education.** Transfer courses must not have been used for credit toward other certificates, diplomas, or degrees.

[14689] Program Structure

[14690] To respond to professional schedules, Post-Baccalaureate Certificate/Diploma courses are offered as Saturday sessions (during winter terms), **online, and blended format**, and also as regularly scheduled Summer Session courses. The Post-Baccalaureate Certificate is awarded after the completion of 15 credits. The Post-Baccalaureate Diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a maximum six-year period **(certificate/diploma programs).**

[14685] Admission Requirements

[14686] Admission to the Post-Baccalaureate Certificate/Diploma programs requires a bachelor's degree, teacher's certification, or permission of the Dean of Education. Students wishing to enrol in individual courses but who are not in a Post-Baccalaureate Certificate or Diploma program require third-year standing as well as permission of the Dean of Education.

[14687] Advanced Standing and Transfer Credit

[14688] Courses permitted for advanced standing or transfer credit must be senior-level university coursework, and must be conceptually consistent with the Post-Baccalaureate Certificate/Diploma specialization. Transfer courses require approval from the ~~Specialization Program Coordinator~~ and the Dean of Education. A maximum of 6 credits of coursework may be transferred toward the Post-Baccalaureate Certificate. A maximum of 12 credits of coursework may be transferred toward the Post-Baccalaureate Diploma. Transfer courses must not have been used for credit toward other certificates, diplomas, or degrees.

[14689] Program Structure

[14690] To respond to professional schedules, Post-Baccalaureate Certificate/Diploma courses are **normally** offered as Saturday sessions (during winter terms) and also as regularly scheduled



<p>[14691] Note: some courses may require prerequisites.</p> <p>[15506] Interdisciplinary Studies in Contemporary Education Post-Baccalaureate Certificate and Diploma</p> <p>[15507] The Interdisciplinary Studies in Contemporary Education Post-Baccalaureate program is for educators seeking flexibility where areas of study can be tailored to meet their needs and interests. The program is designed to prepare teachers to work with children and adolescents in a variety of areas, including early learning, inclusive education, and language and literacy. Educators can focus on one, two, or all three of these program areas, while still meeting the educational needs and requirements for specialization (learning assistance or resource teachers). The purpose is to expand current knowledge and understanding with practical implications within school environments to support teacher development and so that all students have equitable access to learning and achievement.</p> <p>[15508] Interdisciplinary Studies in Contemporary Education Course Options</p> <p>ECED 405 Foundations of Early Childhood Education ECED 416 Kindergarten Curriculum ECED 420 History of Early Childhood Education ECED 421 Supporting Young Children through Home ECED 438 Observation and Recording ECED 440 Play and Early Childhood Education ECED 441 Language Nests in Early Learning ECED 443 Theories of Early Learning ECED 444 Early Numeracy ECED 445 Poverty, Child Development, and Early ECED 463 Early Language and Literacy Development ECED 480 Special Topics in Early Childhood Education EPSE 421 Assessment of Learning Difficulties EPSE 431 Programming for Children with Specific</p>	<p>Summer Session courses. The Post-Baccalaureate Certificate is awarded after the completion of 15 credits. The Post-Baccalaureate Diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a maximum six-year period.</p> <p>[14691] Note: some courses may require prerequisites.</p> <p>[15506] Early Learning Post-Baccalaureate Certificate and Diploma</p> <p>[15507] Early childhood is a critically important period for establishing strong foundations for lifelong learning and well-being. The Early Learning program provides teachers with the philosophy, understanding, and skills to create optimal learning environments, assess children appropriately, and design learning experiences to support children's development.</p> <p>[15508] The Early Learning program will be of academic interest to experienced teachers of young children and to new teachers of kindergarten and primary.</p> <p>[15509] Early Learning Post-Baccalaureate Program Course Options</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

EPSE 433	Assessment and Positive Behavioural Support in Schools and Community Settings	POE 433	Foundations of Early Childhood Education
EPSE 437	Interventions for Children and Adolescents with Behavioural Disorders	ECED 418	Kindergarten Curriculum
EPSE 464	Literacy for Diverse Learners in the Elementary Grades	ECED 420	History of Early Childhood Education
EPSE 465	Literacy for Diverse Learners in Middle and Secondary Grades	ECED 421	Supporting Young Children through Home, School, and Community
EPSE 466	Numeracy for Diverse Learners	ECED 438	Observation and Recording
EPSE 467	Social and Emotional Development of Diverse Learners	ECED 440	Play and Early Childhood Education
EPSE 468	Creating Positive Learning Environments for Inclusive Education	ECED 441	Language Nests in Early Learning
EPSE 469	Education for Students with Sensory Loss or Motor Impairments	ECED 443	Theories of Early Learning
EPSE 470	Selected Topics in Inclusive Education	ECED 444	Early Numeracy
EPSE 471	Applied Project in Inclusive Education	ECED 445	Poverty, Child Development, and Early Learning
EPSE 472	Issues in Inclusive Education	ECED 463	Early Language and Literacy Development
LLED 441	Introduction to Teaching Children's Literature	ECED 480	Special Topics in Early Childhood Education
LLED 449	Teaching Adolescents' Literature		
LLED 450	Teaching and Learning Language and Literacy: Kindergarten and Primary Grades		
LLED 451	Teaching and Learning Language and Literacy		
LLED 452	Literacy in the Content Areas: Intermediate		
LLED 460	Theoretical Foundations and Research in Literacy		
LLED 461	Assessment of Literacy and Learning		
LLED 463	Early Language and Literacy Development		
LLED 464	Literacy for Diverse Learners in the Elementary Grades		
LLED 465	Literacy for Diverse Learners in Middle and Secondary Grades		
LLED 466	ESL and Literacy Education		
LLED 467	Drama in English Language Arts Education		
LLED 468	Language, Literacy, and Numeracy		
LLED 481	Digital Media in English Language Arts Education		
LLED 490	Special Topics in Language and Literacy		

[14692] Inclusive Education Post-Baccalaureate Certificate and Diploma

[14693] The Inclusive Education Post-Baccalaureate program is designed to prepare teachers to work with children and adolescents who have diverse needs, and to support inclusive practices in classrooms and schools so that all students have equitable access to learning and achievement.

[14695] The Inclusive Education Post-Baccalaureate program will appeal to BC-certified B.Ed. graduates who are currently employed as, or who wish to become, learning assistance teachers or resource teachers. The program will also appeal to classroom teachers who want to create inclusive environments in their instructional practice.

[14694] Inclusive Education Post-Baccalaureate Program Course Options

EPSE 421	Assessment of Learning Difficulties
EPSE 431	Programming for Children with Specific
EPSE 433	Assessment and Positive Behavioural S
EPSE 437	Interventions for Children and Adolesce
EPSE 464	Literacy for Diverse Learners in the Ele
EPSE 465	Literacy for Diverse Learners in Middle



	<p>EPSE 466 Numeracy for Diverse Learners</p> <p>EPSE 467 Social and Emotional Development of Diverse Learners</p> <p>EPSE 468 Creating Positive Learning Environments for Inclusive Education</p> <p>EPSE 469 Education for Students with Sensory Loss or Motor Impairment</p> <p>EPSE 470 Selected Topics in Inclusive Education</p> <p>EPSE 471 Applied Project in Inclusive Education</p> <p>EPSE 472 Issues in Inclusive Education</p> <p>[15510] Language and Literacy Education Post-Baccalaureate Certificate and Diploma</p> <p>[15511] The Language and Literacy Education program is designed for teachers and administrators who wish to deepen and extend their knowledge in areas of literacy and language arts, including oral and written communication, reading, children's and adolescents' literature, English education, ESL, literacy in the content areas, new media literacy, assessment, and literacy for diverse learners.</p> <p>[15512] Language and Literacy Education Post-Baccalaureate Program Course Options</p> <p>LLED 441 Introduction to Teaching Children's Literature</p> <p>LLED 449 Teaching Adolescents' Literature</p> <p>LLED 450 Teaching and Learning Language and Literacy</p> <p>LLED 451 Teaching and Learning Language and Literacy</p> <p>LLED 452 Literacy in the Content Areas: Intermediate</p> <p>LLED 460 Theoretical Foundations and Research</p> <p>LLED 461 Assessment of Literacy and Learning</p> <p>LLED 463 Early Language and Literacy Development</p> <p>LLED 464 Literacy for Diverse Learners in the Elementary</p> <p>LLED 465 Literacy for Diverse Learners in Middle and Secondary</p> <p>LLED 466 ESL and Literacy Education</p> <p>LLED 467 Drama in English Language Arts Education</p> <p>LLED 468 Language, Literacy, and Numeracy</p> <p>LLED 481 Digital Media in English Language Arts Education</p> <p>LLED 490 Special Topics in Language and Literacy</p>
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[17597] Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate

[17598] The Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate is designed to prepare and offer professional development for English Language Learning specialists, Learning Assistance Teachers, and other district-level consultants, school-based teachers, and educational practitioners in additional language teaching and learning to students in the K-12 system and beyond.

[17599] The Teaching English and Additional Languages (TEAL) Post-Baccalaureate program consists of 15 credits of courses drawn primarily from the Language and Literacy Education (LLED) offerings. Students must complete 9 credits of core courses: LLED 494 (3), LLED 495 (3), and LLED 496 (3) and an additional 6 credits of electives which can be selected from within the Faculty of Education's Post-Baccalaureate Programs. Additional courses may be approved as electives by the Faculty of Education Post-Baccalaureate Program Coordinator and the Director of the Faculty of Education.

[17657] Certificate Requirements

- 9 credits of core courses:
 - LLED 494(3) Introduction to Additional Language Te
 - LLED 495(3) Curriculum and Materials Design in Ad
 - LLED 496(3) Theory and Practice in Additional Lang

[17659]

- 6 credits of electives from within the Faculty of Education's Early Learning Post-Baccalaureate Program, Inclusive Education Post-Baccalaureate Program or Language and Literacy Education Post-Baccalaureate Program (as listed above).



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

Category: 1	
Faculty/School: Faculty of Health and Social Development Dept./Unit: School of Social Work Faculty/School Approval Date: 2019/01/03 Effective Session: 2019W	Date: 2019/02/01 Contact Person: Hilla Shlomi Phone: 250.807.8774 Email: hilla.shlomi@ubc.ca
Type of Action: [delete other choices] New Course HEAL 101 (3): Mental Health in Social Contexts	
Rationale: This new Health Studies (HEAL) course will reach a large audience of students interested in mental health and social work. It will fill an existing gap in students' knowledge of the social work profession, as well as increase students' understanding of the complexity of factors affecting people's mental health. The course will be unique as it will emphasize a social framework of understanding mental health, which is much different than the commonly used psychological framework. It aims to teach students to think critically about the determinants of mental health. Finally, the course will encourage students to take social action and will aim to teach students basic skills they can utilize to do so.	
Proposed Academic Calendar Entry: HEAL 101 (3) Mental Health in Social Contexts Social frameworks used to understand mental health and wellbeing of individuals, families and communities [3-0-0]	Draft Academic Calendar URL: Not required. Present Academic Calendar Entry: NA

2018 OKANAGAN LIBRARY REPORT TO SENATE

Heather Berringer
Chief Librarian and Associate Provost, Learning Services
The University of British Columbia, Okanagan Campus
Covering the period January 1, 2018 – December 31, 2018

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

Solidly aligned with the priorities articulated in *Aspire* and UBC's new strategic plan, the Library continued to make significant contributions to the Okanagan Campus in 2018 in each of its areas of focus: **Teaching and Learning, Discovery and Research, Campus and Community, Spaces and Collections, and Team and Organization.**

Teaching and Learning

Embedded in student and campus life, the Okanagan Library is integrated in transformative teaching and learning efforts, providing essential services, spaces, and resources for student success. In 2018, the Library continued its foundational work in providing excellent reference services, launched new information literacy initiatives, and, through its Writing and Research Services unit, began to explore the needs of students with language backgrounds other than English and provide additional support for undergraduate award winners.

Providing outstanding library reference services

The Okanagan Library has two primary service points¹: the campus Library's single service desk and the Innovation Library, located in downtown Kelowna at Okanagan Regional Library's Kelowna branch on Ellis Street. Together, these handled nearly 28,000 individual questions over the past 12 months. 2,050 additional in-depth research consultations took place during the same period through referral to professional librarians.

Information literacy initiatives

During the period covered by this report, librarians taught nearly 200 instructional sessions, many of which were integrated directly into course content. Topics ranged from subject-specific information search and retrieval strategies to sessions on copyright, scholarly communication and publishing, research data management, performing systematic and literature reviews, critical evaluation of information, and effective integration of published research into academic writing, including appropriate use of citation styles.

Our Learning & Curriculum Support Librarian's immediate priority in 2018 was improving coordination of the Library's longstanding First Year English instructional program. This

¹ In early 2019, a third service location will open in the Commons' Special Collections area.

year, the program spanned over two semesters. In the Winter 2 term, the program saw 7 librarians deliver a total of 30 instructional sessions to first year English students, with 6 sections of the course requesting additional follow-up instruction following the initial session. In the Winter 1 term, the program saw 6 librarians and two graduate co-op students deliver a total of 48 instructional sessions to first year English students, structured around orienting students to the foundational aspects of information literacy, research skills, and library basics. 1592 students were reached through these sessions, and 18 sections of the course requested additional follow-up instruction following the initial orientation session. Further online support will be offered, beginning in the Winter 2 (2019) term, through library basics Canvas modules, and work has begun on modules (which will be completed by Summer 2019) to support the use of APA and MLA citation styles.

A draft three-year Okanagan Library instructional strategy has now been created through consultation with our librarian cohort. The strategy focuses on areas such as targeted curriculum/program mapping that identifies required and research-intensive courses within programs that are strong candidates for a Library instruction component; this work has been done in the School of Education and is underway in the School of Social Work. Further strategic directions include improved communication strategies for the Library's instructional offerings, development of Canvas Commons Modules and internal Library toolkits for reusable learning objects, more robust assessment for the First Year English Instructional Program, and peer observation and professional development opportunities for librarians to help them further develop their teaching practice.

Writing and Research Services

The Library's Writing and Research Services (WRS) unit provides access to a suite of services that support undergraduate and graduate students, post-doctoral fellows, and faculty members in the areas of scholarly writing, publishing, and other critical scholarly communication constructs including copyright and academic integrity. Combined, the undergraduate Writing and Research Centre (WRC) and the Centre for Scholarly Communication (CSC, which serves graduate students, post-doctoral fellows, and faculty members) held over 2,500 individual appointments and 65 workshops/boot camps in 2018. WRS also provided specialized classroom-embedded sessions in 22 courses in multiple disciplines.

Support for students with language backgrounds other than English

In response to both client and student staff requests for more tailored support for students from language backgrounds other than English, WRS applied for and was awarded Excellence Fund funding for three years (just over \$35,000) for (1) a pilot of English academic conversation support in the WRC and (2) the development of English as Additional Language (EAL)-specific training for WRC student staff in collaboration with an Education faculty member's research project on the professional development needs of writing centre student tutors.

College Reading and Language Association (CRLA) Certification

The WRC's CRLA International Tutor Training Program Certification was up for review last year. As of June 3, 2018, UBC's Writing Consultant Training has been approved for

all 3 levels of Stage 2. All tutors who completed the WRC's Tutor Training Program are now certified based on the number of program modules and tutoring hours they completed. To date, we have awarded 75 CRLA Certificates to WRC student staff.

Irving K. Barber School of Arts and Sciences Undergraduate Research Awards

The Centre for Scholarly Communication now supports the IKBSAS Undergraduate Research Award (URA) winners through a new series of targeted workshops and one-on-one consultations. The CSC also provided feedback on each URA winner's presentation during an all-day practice session in preparation for the Symposium. The 2018 participants included 16 URAs and 6 International URAs. Additionally, the 14 NSERC-USRA winners were invited to participate in the 2018 summer workshops and Symposium. Each summer workshop was attended by approximately 25 students; the January 2018 "Writing the URA Application" workshop was attended by 150 students.

Service partnerships with the College of Graduate Studies

The Centre for Scholarly Communication continues to work closely with the College of Graduate Studies to find areas of alignment and potential collaborations. The Peer Writing Group Network partnership has led to the formation of 16 peer writing groups, with over 100 participating students. The Thesis Formatting Service partnership provides students with a flexible, reasonably priced option for resolving issues relating to document formatting (i.e.: tables of contents, margins, text formatting, alignment of tables and charts, etc.) while respecting the academic purpose and integrity of the thesis writing and submission process. This service also flags copyright issues arising in theses and refers students to the CSC for guidance on how to quickly resolve copyright concerns to ensure timely graduation.

Research and Discovery

The Library continues to play a critical role in the research enterprise, seeing steady growth in the number and variety of individuals – from graduate students, to lab managers, to researchers completing Tri-Agency grant applications – attending relevant workshops and requesting assistance with the creation of research data management plans. We have also seen an increase in the number of faculty members depositing previously published research articles into cIRcle (UBC's institutional repository) to meet Tri-Agency funding requirements. This year, we have focused on streamlining services to researchers and strategically supporting open scholarship efforts.

Digital Scholarship Services Review

Services and tools that support UBC Okanagan faculty research are dispersed among units, creating barriers to access for researchers, interfering with researchers' seamless transition between research support units, and contributing to a lack of awareness of a constantly expanding list of services and tools. Faculty consultation and feedback have indicated that the effort and time required to discover, access, learn, and use these

services and tools slow down research activities and can be a burden for the researcher. This is especially true for new faculty.

A new Digital Scholarship Services (DSS) storefront will bring together researcher-facing services and tools provided by the Library, Research Computing Services, and the Office of Research Services and will support a more formalized partnership to better coordinate services and maximize institutional investments. The DSS storefront is proposed as a single point of contact and access to create a more seamless support network for researchers, allowing them to access, in one location, the information, tools, and services needed to support the entire research lifecycle. This will also facilitate better tracking of research support and gathering of assessment metrics for services that are currently being tracked in multiple units. This data will ensure quality control, assist in empirically identifying gaps in support services and tools used by researchers, and allow evidence-based investment in improving research support. Some examples of areas that the DSS storefront will support through services and tools include:

- Video-Conferencing
- High Performance Computing
- Lab Set-up/Research Support and Grant Consultation
- Research Data Lifecycle Management
- Data Storage
- Tri-Agency Open Access Policy Compliance
- Research Metrics
- Digital Asset Creation
- Copyright Support
- Open Scholarship
- Grant Proposal Review

To date, the DSS Steering Committee has reviewed and prioritized existing researcher-facing services that will be brought together for the DSS storefront. Steering Committee members consulted with UBC Okanagan researchers, the Office of Research Services/Vice-Principal Research, Research Computing Services, Advanced Research Computing, IT Services, and the Library. The recommendation for a DSS storefront has been endorsed by the DSS Steering Committee's five faculty advisors and other committee members as well as each of the partner units. The Steering Committee is currently creating service models, building an inventory of DSS services and tools, and writing an implementation plan for the DSS storefront.

Open Scholarship Initiatives

The Library, working with faculty and campus partners in the Okanagan and Vancouver as part of the Open Science Task Force, continued to make strides toward implementing plans and supports to engage students and researchers in best practices around Open Science this year. Organizing workshops, participating in Open events, engaging in dialogue with researchers about the issues and tools related to Open, and piloting the integration of Open practices into select Biology undergraduate classes are a few of the highlights from 2018.

These accomplishments helped secure strategic funding from UBC to continue these efforts, and, going forward, the Task Force will continue to engage in enhancing the knowledge base and infrastructural supports available to researchers, while ensuring our students are poised to tackle issues of replicability and bias in their studies and research.

Campus and Community

The Okanagan Library displays leadership in the establishment of partnerships with campus and community in order to advance the University's strategic initiatives and take our passion and expertise outside the Library's walls. In 2018, our community partnership initiatives included our Digitized Okanagan History project, another successful Leader in Residence event, and a new partnership with Project Literacy in addition to the opening of the new ORL@UBC location (see p. 10) and the community programming delivered through our Innovation Library (see p. 9). On-campus and inter-campus projects included a new season of our podcast series *Frequencies*, a variety of events and programs created and delivered by our student Peer Technology Assistants, and expansion of the records management program collaboration with the UBC Records Management Office.

Frequencies Podcast Series

The Library's *Frequencies* podcast series provides a platform for campus researchers to discuss their research in a highly accessible format. Each season revolves around an emerging topic or current event, with each episode tackling the issue from a different perspective. Season 3 was released in 2018, for International Women's Day, exploring current campus research into sex and gender issues, and how these issues continue to shape and reshape our culture.

Digitized Okanagan History (DOH)

DOH is a collaborative initiative led by the UBC Okanagan Library that promotes access to unique historical resources currently held in repositories throughout the Okanagan Valley. The project provides online access to scanned copies of these local resources worldwide on a 24/7 basis and has received an overwhelmingly positive response from the Okanagan community. Many of the partner organizations are small and lack the funding and expertise to pursue this digitization work on their own. Overall, they recognized an alignment with their mission, which includes a principled commitment to contributing to the public trust of historical materials, considered this a welcome hand of assistance, and view the project as a valuable opportunity.

Continuing the work begun in the summer of 2017, student teams in 2018 again travelled to repositories where they scanned archival materials and collected existing digitized copies along with associated descriptive information. Once back at UBCO, the resources were prepared and uploaded to the DOH website (<http://doh.arcabc.ca>) which forms part of *Arca*, a provincially recognized platform maintained by BC Electronic Library Network.

By the end of 2018, the DOH website included some 35,000 digital objects drawn from 20 regional repositories.

In addition to the ongoing creation of new digital content throughout 2018, DOH hosted a June meeting at the UBCO campus of all existing and prospective project partners to review project developments and share plans for the upcoming year. Based on feedback from the meeting and the growing trust amongst project partners, the model of outbound trips to repositories was largely replaced with the transportation of local material to UBCO which offered greater efficiency, a wider range of equipment, and year-round scanning.

During the year, DOH coordinators oversaw two important new studies which will expand the scope of the original project. Based on feedback from project partners citing the unparalleled value of local newspapers in documenting community history, an intern gathered detailed information about all newspapers published in the Okanagan region, identified the extent, location and formats of all existing holdings, and compiled contact information for copyright holders. This information will be used to create a comprehensive community newspaper digitization proposal. The second study has been carried out in the neighbouring Columbia Basin/Kootenay region to assess the feasibility of replicating the DOH experience there.

DOH represents a unique initiative and positions UBC Okanagan as a regional leader in digital preservation and, more broadly, as a recognized partner in growing the capacity of the heritage community.

Leader in Residence

In June, the Library's Leader in Residence (LIR) program featured Gillian Byrne, Manager, Toronto Reference Library. There were nearly 50 in-person attendees from 11 different institutions who attended the day-long event.

The Library's 2019 LIR program will, for the first time, span two days and host two library leaders: Elliott Shore, former Executive Director of the Association of Research Libraries and Camille Callison, Indigenous cultural activist and Learning and Organizational Development Librarian at the University of Manitoba.

Peer Technology Assistant (PTA) programming

In 2018, the Library's PTAs developed and executed programming in collaboration with Library staff to engage, interact, and foster an inclusive sense of community in the Library; more than 30 programs have been delivered since September 2017. 2018 highlights from these programs included a series of contests, stress reduction activities and promotion, book displays related to student course work and campus events, and Thrive and MoveUBC programming collaborations.

Through these programs, the Library has directly collaborated with a significant number and variety of community and campus partners including Kelowna Heritage Museum, United Way, Okanagan Regional Library, Bark2Go (School of Education), Campus Food Exchange, VOICE Campus Research Project, Biochemistry Course Union, Exercise is

Medicine Student Group, Disability Resource Centre, Equity & Inclusion Office, Co-op Office, Wellbeing Project, Campus Recreation, and the Pride Resource Centre.

Student feedback indicates that our PTAs value this added responsibility to the position, and learning from one another. They are keen to engage with their colleagues and Library staff, and learned lessons around time management, communication, and how to capture the attention of their peers.

Project Literacy Partnership

Through its Writing and Research Services unit, the Library has partnered with Project Literacy Kelowna to help facilitate UBC Okanagan student access to Project Literacy's individualized literacy support services. This community partnership enables Project Literacy Kelowna to bring their One to One Tutoring Program for English language acquisition to the campus community. Providing these services in an on-campus location will be particularly beneficial for the many UBC students with language backgrounds other than English. Project Literacy-trained tutors began meeting with their assigned learners in October in the Writing and Research Centre.

Records Management

The campus records management program continues to make significant strides, with a number of pilot initiatives becoming increasingly operationalized.

The program's tailored electronic records review service, which includes a department-level information management policy, new electronic folder schema, implementation plan, and customized naming convention, piloted with a single unit in 2017. In 2018, standardized modules were created in support of this process and, by December 2018, our Records Manager was actively involved with activity in nine units, with five additional units on a waiting list.

The campus records storage pilot proved successful and has now been operationalized, with three additional accounts added in 2018. 200 boxes of campus records are currently in storage in the Commons' secure Vault facility.

Two cross-campus collaborations with colleagues in Vancouver have also moved forward:

- The Online Payment Tool (OPT) Digitization Policy Development Committee was mandated to articulate the functional requirements of a digitization program that would permit the recognition of a scanned image as the authoritative record, and allow the destruction of the paper referent. This Committee completed its report in 2018, and submitted its recommendations to KPMG for audit.
- The Digital Transfer Tool Working Group was tasked to develop an effective means to transfer digital records to archival custody. In 2018, the recommended tools (code, procedures) were tested and assessed, fixity across transfer and

authentication details were captured in pilot, and the working group finalized a draft digital preservation framework document.

Spaces and Collections

The Library's resources and facilities are very much at the core of its mission, and we make every effort to be both proactive and responsive in their provision. 2018 was a year heavily focused on space – between the renewal of the Library's main floor and the construction of The Commons, the time and resources required to ensure project success were considerable. Also, the proposed addition of makerspaceUBCO to the Library's portfolio generates new opportunities for campus and community engagement.

Spaces

Inclusive Technology Lab (ITL)

The ITL continues to provide individual students with peer and professional support to learn assistive technology, and take guidance and advice from its cross-campus advisory council in the creation and delivery of new initiatives. With generous donor support, we also continue to expand the lending collection as student needs and preferences change.

Innovation Library

In 2018, the Innovation Library hosted a number of community programs, including a session on identifying “fake news” and an extremely successful public lecture entitled “Are the Chinese a Problem?” featuring Dr. Henry Yu, Associate Professor of History from the UBC Vancouver campus and moderated by *CBC Radio West* host Sarah Penton. Student-led and delivered at the neighbouring Innovation Centre, this event attracted over 85 attendees, a combination of in-person and online. Both the lecture and the subsequent Q&A session were live-streamed to Facebook and archived on the UBC Okanagan Library's YouTube channel to create a legacy educational resource.

makerspaceUBCO

In 2017, UBC Okanagan administration approved, for a one-year pilot, allocation of campus space in the EME building to be developed into a proof of concept makerspace. In November 2018, this allocation was extended for two additional years.

makerspaceUBCO's vision statement designates it as an inclusive learning space, that will serve as a bridge to other campus and regional organizations and as a hub for innovation, design thinking, and prototyping, encouraging cross-sectoral collaboration.

Direction for makerspaceUBCO is informed by an interdisciplinary steering committee of colleagues who represent the interests and needs of the diverse UBC Okanagan community and select community partners. At the recommendation of the Steering Committee, administrative and operational oversight of the space is currently transitioning to UBC Okanagan Library from the Office of the Provost.

Library Main Floor Renovation

In Summer 2018, construction began on the Library's main floor; the renovated space opened in September. Designed to help better align services and spaces between the Library and Commons buildings, the renovation included:

- A reimagined service zone, that removes physical barriers and better showcases Library support for student learning. The large, imposing reference desk was replaced with a series of modular, height-adjustable consultation areas to encourage students to interact with our staff. New tables were installed in proximity to this area to facilitate librarians working one-on-one and in small groups with students on an appointment and referral basis. In addition, a workshop area – bookable by library employees in order to work with slightly larger groups – was created.
- An active learning classroom that will support Library instruction activities and offer a new kind of learning environment. The new Library classroom can accommodate over 35 students, and is equipped with technology that facilitates student collaboration and encourages engagement during class.
- A satellite Okanagan Regional Library (ORL) location that offers a rotating leisure reading collection and the opportunity for on-campus holds pickup. The Library has also made arrangements to accept return of ORL materials on campus; these items can be dropped off at the Library's service zone or in Library book drops.
- A flexible program space that can be booked by campus partners to showcase services and host small events. The Flex Space's glass walls provide a highly visible location, in close proximity to the Commons connection, which will open in early 2019.
- Improved seating options for informal learning, in configurations to encourage both individual and collaborative work.

The Commons

The Commons seeks to reimagine the campus learning experience, facilitate interdisciplinary research opportunities, and contribute to community engagement. Connected to the existing Library on the main and third floors, The Commons considers emerging technology requirements, and responds to student demands for interactive spaces that support both collaborative and independent work.

The Commons building is scheduled to open on January 2, 2019 and significant Library resources and expertise were invested in the design and construction process throughout 2018. On January 2, select spaces within the building are expected to be available for use:

- The Commons' 400-seat classroom (Floor 2) will be the largest on campus, and was specifically developed to support innovative pedagogy, including through its unique portable classroom whiteboards. Classes will be scheduled in this space beginning in January 2019.

- The Galleria space (Floor 2) outside the new classroom is a flexible, collaborative study space, with significant natural light and small group configurations.
- 32 new group study rooms (Floors 0, 1, and 3) are available in the Commons, and the majority will open on January 2. The rooms seat combinations of 4, 6, and 10 users; all are equipped with wipe board walls, and a selection (on Floor 1) have monitors with HDMI connections, projectors, and/or videoconferencing capability. Most rooms will be bookable using the campus study room booking system; a small number will be available on a first come, first served basis.
- The North Reading Room (Floor 3) is a quiet area, furnished to encourage individual study.
- The D. Ross Fitzpatrick Great Hall (Floors 0 and 1) is an open, two-level collaborative space with a wide variety of furniture and whiteboard options to encourage interaction and active learning.

Other elements of the Commons will open later in January, and into the later part of the term. Anticipated opening dates for the various building components are as follows:

January 3, 2019

- UBC Studios Okanagan will open in its new space (Floor 2), with a Digital Design Lab, encouraging creation of multimedia (video and photo creation/editing, 3D modeling), and providing valuable training space.

January 15-30, 2019

- The Lois and Cliff Serwa Reading Room (Floor 1), with its high ceilings and mountain views, offers a collection of active (bike and treadmill) workstations, desktop computer access, and individual study options.
- The Comma Café (Floor 1) will feature locally sourced healthy food options, including vegan and gluten-free selections.
- Okanagan Special Collections (Floor 1) will reopen with a new, secure reading room and environmentally controlled Vault facility that will be home to institutional records, archival collections, and the campus public art collection.
- The Engagement Theatre (Floor 1) will offer large format display capability and enhanced sound system for public presentation and community engagement in the high-traffic area between The Commons and the Library building.

February 1-15, 2019

- The Graduate Student Commons (Floor 3) will provide a space uniquely designed to foster graduate student collaboration and support the overall academic wellbeing of graduate students on campus. Filled with natural light and student-centric design, the Graduate Student Commons will provide space for both individual and group study.

During this period, the connections to the Library building are also scheduled to open on Floors 1 and 3.

Elements of The Commons slated to open later in the term include gender neutral washrooms (Floors 1 and 3) and the building’s Visualization and Emerging Media Studio (Floor 1).

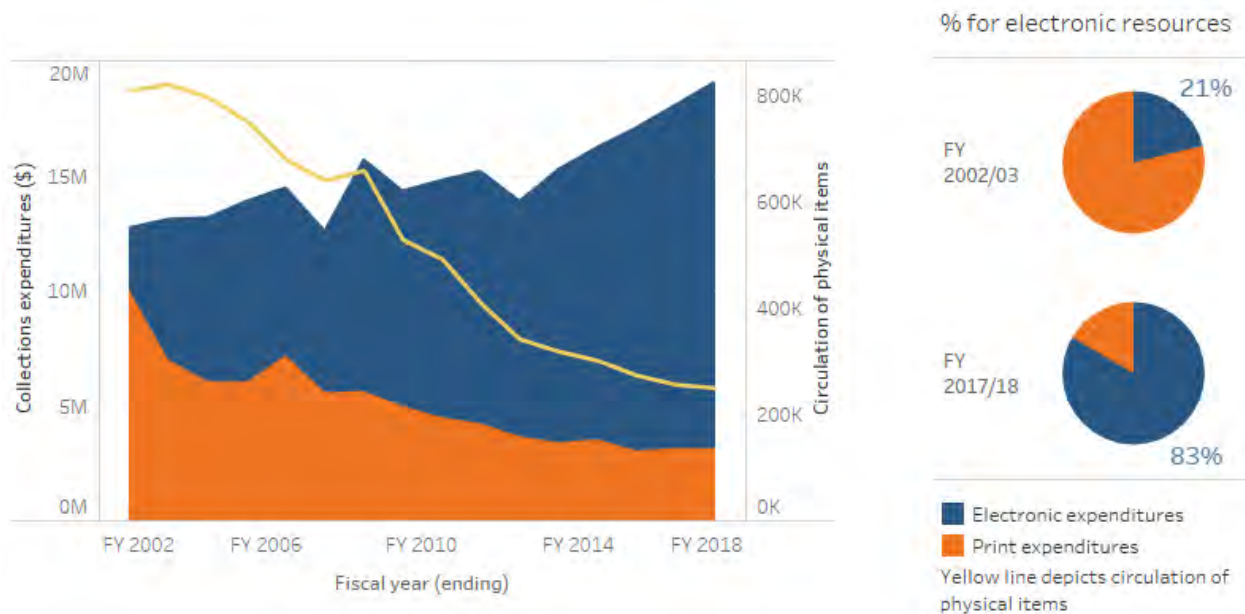
Website Redesign

The most popular “space” in the Library, our website represents the Library point of contact most regularly accessed by users. After many years, and in alignment with the launch of the new <http://ok.ubc.ca> website, the Library began the process of a major website redesign in 2018. User experience testing took place in Fall, and site inventory and development of content strategy are presently underway. The current project timeline proposes launch of the Library’s new site for Summer 2019.

Collections

UBC Okanagan Library circulation represented over 27,000 transactions in 2018, including book, audiovisual resource, and technology lending. Our physical collections represent a robust, active working collection of just over 200,000 volumes, with reliance on the Point Grey campus primarily for access to multiple copies and deep research collections.

UBC Library Collections Expenditures & Circulation of Physical Items (2003-2018)



Today, **83%** of UBC Library collections funds are spent on licensing or acquiring electronic resources, reflecting the transformation in scholarly dissemination. Loans of physical materials continue to decline while use of electronic content grows, underlining a shift in usage patterns underway for more than a decade.

Across both campuses, UBC Library has adopted an e-preferred purchasing policy, which provides increased online access to materials to both campuses.

Special Collections and Archives

The Okanagan Special Collections (OSC) represents a significant collection of materials related to the Okanagan and regularly attracts community attention as a regional research hub. OSC accessioned four new archival collections in 2018:

- British Columbia Women's Institute fonds (53 boxes): The BC Women's Institute is a public service organization dedicated to campaigning on issues affecting women. During the early- to mid-20th century, these campaigns centred on agriculture and food security, public health, and skills development for women. The fonds consists of handbooks, meeting minutes, and a small selection of photographs from chapters throughout the province. Estimated date range: ca. 1897-2009.
- Zoellner-Whitham Family fonds (2 boxes): Personal papers, photographs, and other records created and collected by Dorothy Zoellner (nee Whitham), a life-long Kelowna resident, school teacher, writer, and active member of the Okanagan Historical Society. Descendant of an early European settler family in the Kelowna area. Zoellner's father was a local pharmacist and amateur photographer; future accruals (2019) to the fonds will include these photographs, which reportedly depict Kelowna city scenes from the 1920s-30s. Estimated date range: ca. 1920 – 2000.
- Crump Collection (approximately 50 photographs): A small aggregation of photographs recovered from storage in a residence near Canoe (Salmon Arm), BC, formerly belonging to a relative of Norris Roy "Buck" Crump, President of C.P. Rail, 1955-94. Comprised primarily of photographs of railroads and trains between the Shuswap and the Rockies, and one memorial program from a railway fatality (avalanche) near Revelstoke, BC. Estimated date range: ca. 1900-1960.
- Redlich Pond Collection (2 DVDs and 1 folder of text): Videography of Redlich Pond, in Glenmore (Kelowna) BC by resident James Anderson. Videos span a period of approximately 12 years and document changes in biodiversity.

In 2018, just over 650 new digital assets were created by the OSC team, with two new archival collections loaded to UBC Library's Open Collections platform: the Joe Harris Collection and the Lillian Estabrooks Collection.

Public Art Program

The Public Art program continued to expand the University's Art Collection by attracting some exceptional donations in 2018. These offer fresh educational opportunities and transform the campus with rich, new art installations that set UBC Okanagan apart.

The most important addition to the collection this year was *Fire Down on the Labrador* (1980), a rare and valuable print by David Blackwood, a celebrated member of the Order of Canada and the Order of Ontario. This work is considered a masterpiece by the Art Gallery of Ontario, which arranged a major Blackwood retrospective around it in 2011. The Public Art Advisory Committee also reviewed and approved 44 other new

acquisitions, including works of regional, national and international significance (e.g.: Željko Kujundžić, David Blackwood, and Anton Van Dalen, respectively). The appraised value of the 2018 acquisitions is \$115,114, which represents a 14% increase in the collection's overall value (currently at approximately \$827,608). There are 555 works in the collection (not including two external loans). Sixty-four percent of the collection consists of works by professional artists, while thirty-six percent is made up of works by students. Nine percent of the works in the collection are by Indigenous Canadian artists, and another five percent are by worldwide Indigenous artists.

The curator continues to provide art proposals for art installations across campus, overseeing the process from proposal stage to final installation, labelling and cataloguing of the works. Projects included new displays in the Faculty of Education and a consultation with the School of Nursing. Outstanding support for installation of these projects is provided by campus Facilities staff.

A unique initiative in 2018, an inter-campus loan arrangement was made for 20 works from the UBC Okanagan Public Art Collection to be installed at the "Innovation UBC Robson Square Hub" in early June.

The Curator has cultivated several external relationships by offering support to donors seeking information about their artworks, directing them to professional appraisers, and assisting with identification, authentication, and other basic research data regarding their collections. We are pleased that some of these initiatives continue to result in significant donations to the university.

Team and Organization

As an organization, the Library is committed to employee growth and development. 2018 saw us continue our efforts in ongoing employee training, host our Leader in Residence program (see p. 7), perform a Communications Review to examine staffing and resourcing requirements in this area, and begin development of a diversity, equity, and inclusion strategy.

Communications Review

In March, the UBC Okanagan Library performed a review of its communications practices. The main purpose of this review was to discuss the effectiveness of the Library's tactics, channels, and workflow in order to accurately provide solutions for improvement; reviewers were from UBC Vancouver Library Communications, who scheduled a series of meetings with internal stakeholders to assess their collaborations with the Okanagan Library Communications team. Following the on-site visit, a survey was circulated to Library employees as an opportunity for follow-up statements. Results of the survey reflected the in-person discussions.

The review identified issues with strategic communication and planning, internal workflow processes, and the Library's communications approach, and provided recommendations

that included the hire of a dedicated communicator. A 0.6 FTE Communications Officer was hired for the Library in Fall 2018.

Diversity, Equity, and Inclusion Plan (Phase 1: Recruitment and Hiring, 2018)

UBC Okanagan Library's Diversity and Inclusion Working Group on Recruitment and Hiring began its work in April. The group's mandate was to conduct a focused review of, and apply a diversity and inclusion lens to, recruitment and hiring of positions being posted by the Library. It was also tasked to investigate, propose, and deliver a process to create a vision for diversity and inclusion in UBC Okanagan Library, and make recommendations for ongoing governance in this area.

The first part of the report was delivered in July, and focused on recruitment and hiring; a second part, to be delivered in 2019, will discuss how the Library can retain a diverse workforce through the development of an inclusive organizational culture.