

Okanagan Senate

THE FIRST SPECIAL MEETING OF THE OKANAGAN  
SENATE  
FOR THE 2019/2020 ACADEMIC YEAR

THURSDAY, 23 JULY 2020

3:30 P.M. to 5:00 P.M.

1. **Call to Order – Dr Santa J. Ono** (information)
2. **Membership – Dr Kate Ross** (information)  
New Members:  
Dr Steven Lewis Point, O.B.C, Chancellor, to replace Mr James Lindsay Gordon (end of term).  
Dr Lesley Cormack, Deputy Vice-Chancellor & Principal, to replace Dr Deborah Buszard (end of term)  
Dr Peter J. Simpson, Dean of the College of Graduate Studies, to replace Dr Jennifer Jakobi (end of term)  
Dr Gino DiLabio, Dean *Pro Tem.* of the Faculty of Arts & Social Sciences and Dean *Pro Tem.* of the Faculty of Science (new offices)
3. **Remarks from the Chair and Related Questions – Dr Santa J. Ono** (information)
4. **Remarks from the Deputy Vice-Chancellor and Related Questions – Dr Lesley Cormack** (information)
5. **Remarks from the Provost and Related Questions – Dr Ananya Mukherjee-Reed**
6. **Presentation and Discussion on Draft Indigenous Strategic Plan – Dr Sheryl Lightfoot, Dr Margaret Moss, and Ms Adrienne Vedan** (information) (docket pages 3-42)
7. **Academic Policy Committee – Dr Jan Cioe**  
New Policy: O-131 Digital Assessment Tools (approval) (docket page 43-47)
8. **Curriculum Committee Dr Peter Arthur**
  - a) Transcript Notation due to COVID-19 (approval) (docket page 48-53)
  - b) Changes to Subject and Course Codes for Workday Implementation (approval) (docket page 54-65)



## 9. **Report from the Registrar – Dr Kate Ross**

- a) 2020-2023 Triennial Election Results - Continuation (information) (docket page 66)
- b) Matters Approved by the Senate Agenda Committee on behalf of Senate between its Meetings Senate (information) (docket page 67)
- c) Update on the Integrated Renewal Plan (information)

## 10. **Other Business**

Under the *Rules and Procedures of Senate*, a consideration of business other than that in the call for the special meeting is not permitted.



DRAFT 2.0 - May 2020

# UBC INDIGENOUS STRATEGIC PLAN

2020









# CONTENTS

<b>limləmt, hay č xʷ q ə, Thank you</b> .....	6
<b>Message from President Ono</b> .....	7
<b>Truth before reconciliation</b> .....	8
<b>Looking back on our journey</b> .....	10
<b>A collective voice for the way forward</b> .....	14
<b>UBC Indigenous Strategic Planning process</b> .....	16
<b>Meaningful reconciliation at the centre</b> .....	18
<b>Our relationships</b> .....	20
<b>Vision, mission and values</b> .....	21
<b>Implementing Indigenous human rights</b> .....	24
<b>Transforming intent into action</b> .....	26
<b>Starting today</b> .....	36
<b>Planning team</b> .....	37
<b>Photo credits</b> .....	38



**The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are forced to go the distance.**

—Justice Murray Sinclair, Truth and Reconciliation Commission of Canada

DRAFT 2.0 - May 2020



DRAFT 2.0 - May 2020





## limləmt, hay č xʷ q ə, Thank you

We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the University of British Columbia has the privilege to be situated.

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) people.

The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy̓əm and Syilx peoples have been stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC

strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓əm and the Syilx peoples.







I am humbled to share with all UBC students, faculty, staff and partners the 2020 UBC Indigenous Strategic Plan (ISP). The purpose of the Plan is to guide UBC towards our goal of becoming a leading voice in the implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.

The UN Declaration is part of a global societal agenda for the 21st Century and an essential component of reconciliation in Canada. Through this Plan, we at UBC will play a leading role in its implementation as a part of our academic mission.

The advancement of Indigenous peoples' human rights is of the utmost importance to the University. We are uniquely suited to act as a living laboratory, a place to develop and implement innovative and path-breaking research,

teaching, and engagement with Indigenous communities.

The Province of British Columbia is the first government in Canada and the Common Law world to pass legislation implementing the UN Declaration. With this Plan, we are responding to this mandate and want to set a positive example for other universities across Canada, and the world, on how to continue to uphold our responsibilities to Indigenous peoples. Through the Plan, we also hope to demonstrate the success that can be achieved for all members of society when we work together toward a better and more just future.

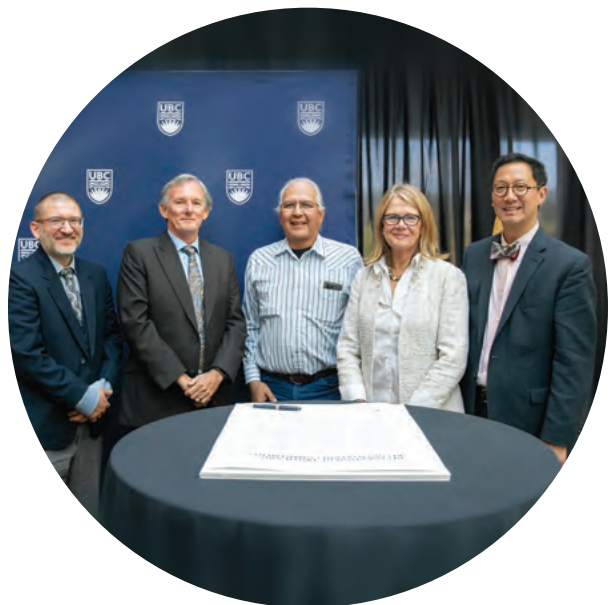
We know that implementing this Plan will take hard work and the resolve of all members of the UBC community at every level, especially those at the highest level. Through this Plan, we commit ourselves to taking meaningful collective action for a more just and equitable future for all.



Due to the leadership and bravery of thousands of Indigenous peoples across Canada, it is now well documented that the ultimate objective of the residential school system was to destroy the cultural, political and social institutions of Indigenous peoples. This included a targeted campaign to forcibly remove children from the care of their parents and to place them under the control of a state that regarded them as less than human. At the same time, land was stolen, the Indian Act heavily restricted Indigenous peoples' lives, and a reserve pass system was set in place to monitor movement of Indigenous people. Many aspects of cultural expression were also made illegal, including language and ceremony. These actions represent a conscious and deliberate attempt to eradicate Canada of the sophistication and rich cultural diversity among Indigenous peoples.

As an entity created by and governed under provincial legislation, the University of British Columbia has been, and continues to be, in many respects, a colonial institution. An understanding of the role that UBC, and all post-secondary institutions in Canada have played in colonization is important to put the Indigenous Strategic Plan into context.

As acknowledged by President Uno in 2018, universities bear part of the responsibility for this history, not only for having trained many of the policy makers and administrators who operated the residential school system, and doing so little to address the exclusion from higher education that the schools so effectively created, but also for tacitly accepting the silence surrounding it. In years past, even after the signing of human rights declarations and ethics





agreements that followed World War II, university professors conducted research at residential schools that exploited their deplorable conditions without attempting to change them.

In modern times, the continuing failure to address this history has meant that the previous ways of thinking—or of not thinking—about the residential school system have remained largely intact. By failing to confront a heinous history, we have become complicit in its perpetuation. This is not a result that we, as a university, can accept any longer.

The last of the residential schools closed in Canada in 1996, but the experience of Indigenous peoples in Canada after contact with Europeans, and the inter-generational effects of residential schools, makes it easy to understand why many have struggled to flourish in public school systems, and even more so in post-secondary education institutions.

For many Indigenous students, faculty and staff, colonialism is a daily reality at UBC. One need not look far to recognize the value that has been placed on Eurocentric approaches to teaching and research to understand why so many do not see themselves reflected in the classroom and workplace. When Indigenous worldviews, as expressed in their legal traditions, governance institutions, economies and social structures, are excluded from life on campus, we deprive both Indigenous and non-Indigenous community

members of broader understandings of what it means to be a scholar, an inventor, an advocate, a healer and an entrepreneur, among other areas of expertise.

In the last decade we have experienced a significant national shift in the recognition of Indigenous peoples' rights. With it has come a new set of expectations for all educational institutions. Nationally, the key drivers of this shift started with the Truth and Reconciliation Commission of Canada's (TRC) work and publication of its 94 Calls to Action in 2015, including Call to Action #43 which calls "upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation". This was followed by Canada's full endorsement, without qualifications, of the United Nations Declaration on the Rights of Indigenous Peoples in 2016.

Just as the update to this Plan was beginning to move forward, the National Inquiry into Missing and Murdered Indigenous Women and Girls delivered its final report, along with its 231 Calls for Justice, in early June 2019.

Most recently, in November 2019, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act.

In its final report, the Truth and Reconciliation Commission delivered a call to educational institutions at all levels to build student capacity for intercultural leadership with understanding, empathy, and mutual respect. It also calls on us all to implement the United Nations Declaration on the Rights of Indigenous Peoples. Provincial mandates now require universities in British Columbia to have response plans in place and report annually on their implementation progress. Through this Plan, our aim is to foster a more inclusive and respectful environment where the truth about our failings as an educational institution in the past serves as a continuous reminder of why the work ahead must be prioritized throughout the University.



Reconciling our collective colonial history will require enormous effort and work. Ending colonialism will not happen instantly, but there are concrete steps UBC has taken, and plans to take, to advance this as a priority.

Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008. This Plan started with a working group, who completed a consultation and revisions process, and put together a comprehensive framework that defined 10 areas in which meaningful actions to address Indigenous peoples' concerns should occur. Subsequent implementation reports were published in 2010, 2012, and 2014.

The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017. This development process included several cross-body campus working groups and an on-line discussion forum which concluded in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identified key areas of need and opportunity in a new global and national context.

Through this early engagement process, we came to understand that engagement with Indigenous peoples no longer means only developing

new programs. Reconciliation, as defined by these inquiries and the United Nations Declaration on the Rights of Indigenous Peoples, is now a collective responsibility of the entire University to play an active role in supporting the Indigenization of our university.

A great amount of work went into the development of the 2018 Plan which provided the structural framework for ongoing engagement with UBC's Indigenous partners and community members. Following the completion of this framework, the Implementation Committee initiated further engagement across the UBC community to develop a clear plan of action for all Faculties and operating groups at UBC.

DRAFT 2.0 - May 2020



UBC has been fortunate to be the academic home for many Indigenous people who have already taken up the work of advancing Indigenous peoples' human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work. Thus, a core objective for this Plan will be to create broader responsibility, at all levels of the University community, to advance

Indigenous peoples' rights and alleviate the onus these champions have been carrying for some time.

As demonstrated by the initiatives taken to date, our journey is marked by incremental forms of success. These successes are important, however, they are limited in scope and, taken together, have not yet provided a sufficient model for advancing reconciliation. They have addressed neither the underlying issues at the centre of the University's structure nor the work the University needs to undertake to lay an enduring foundation for the future relationship with Indigenous peoples on our campuses and beyond.

A new model of planning is needed, which lays a longer-term foundation and re-calibrates our relationship with Indigenous students, faculty, staff and partners in a systemic way. Our collective goal must be to move beyond the implementation of program specific initiatives to lay a foundation for long-term relationships that actively advance the human rights of Indigenous peoples on campus, in British Columbia, in Canada and across the world.





## In the lead up to and following the implementation of the 2009 Plan, UBC took incremental steps to advance Indigenous engagement and inclusion.

The following is a list of many (but not all) of those steps.





**2010**

UBC Okanagan  
Aboriginal Centre

**2010**

UBC Okanagan bilingual  
street signs in nsyilxcən

**2012**

School of Community  
and Regional Planning –  
Indigenous and Community  
Planning Specialization  
(Graduate Studies)

**2014**

Centre for  
Excellence in  
Indigenous  
Health

**2015**

Massive Open  
Online Course  
(MOOC)  
Reconciliation  
Through Indigenous  
Education

**2017**

Indigenous Research  
Support Initiative

**2017**

Reconciliation  
Pole raised at UBC

**2019**

Indigenous  
Student  
Collegium at  
Vancouver  
campus

**2010s****2012**

UBC-Okanagan  
Nation Alliance  
Memorandum of  
Understanding  
Renewed

**2014**

Specialization in  
Aboriginal Law

**2012**

UBC Okanagan  
Centre for  
Indigenous  
Media Arts

**2012**

UBC-Langara  
Aboriginal  
Transfer Program

**2015**

UBC-Okanagan  
Nation Alliance  
Memorandum of  
Understanding

**2016**

UBC Okanagan –  
shilíʔtn, a permanent  
installation by Syilx  
artist Les Louis

**2018**

Indian Residential  
School History and  
Dialogue Centre  
and Apology

**2018**

Okanagan  
Nation flag  
installed on  
Okanagan  
campus

**2020**

Senior Advisor  
to the DVC and  
Principal on  
Indigenous Affairs

**2019**

Musqueam  
flag installed  
on Vancouver  
campus

**2019**

UBC Okanagan  
Declaration  
of Truth and  
Reconciliation  
Commitments



# A collective voice for the way forward

The Indigenous Strategic Plan is the result of extensive engagement. The Okanagan campus, together with the Okanagan Nation, began this process with the development of a Declaration of Truth and Reconciliation Commitments and the implementation of five key recommendations received from the Aboriginal Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation.

Inspired by the UBC Okanagan Declaration, Indigenous and non-Indigenous community members on the Vancouver and Okanagan campuses were engaged in a process to review the 2018 Indigenous Strategic Plan and explore opportunities to further ground its goals and objectives within the local, national and global imperative of reconciliation.

This engagement process occurred over the 2019/2020 school year and involved meetings with deans and executives, faculty and staff, students and our Indigenous community partners. It also included a university-wide survey including UBC alumni.

The Indigenous Strategic Plan, which resulted from these extensive engagements, forms UBC Vancouver's response to the Truth and Reconciliation Commission of Canada's Calls to Action.

The engagement process centred on three key themes:

**Research** – How UBC engages in and conducts research that impacts Indigenous peoples and promotes research initiatives that promote Indigenous inclusion and the values of respect, relationship, responsibility and reverence.





**Learning and Teaching –**

The structures, systems and policies that promote a safe and inclusive learning environment for Indigenous students and support them to achieve success, however they choose to define it. It also relates to all aspects of the programs and curriculum that support and promote Indigenous worldviews, knowledge systems, languages, culture, systems of law and governance, as well as the expertise of the instructors that develop and deliver curriculum throughout UBC.

This Plan is the result of more than 2,500 unique engagements, and over 15,000 ideas, opinions and comments shared by Indigenous and non-Indigenous individuals across both campuses and with our Indigenous community partners. The feedback received was collated and analysed and ultimately culminated in the eight goals and 43 actions the University will collectively take to advance our vision.

**Service** – Support systems and processes in place for prospective Indigenous students, current Indigenous students, Indigenous faculty and staff as well as initiatives that promote meaningful engagement with our Indigenous community partners locally, nationally and internationally.







Workshops with  
UBCO leadership and  
Indigenous Caucus



Engagement sessions  
with UBCO and UBCV  
campus communities



Engagement  
sessions with  
Musqueam Indian  
Band and the  
Okanagan Nation  
Education Council



President's Group  
Leadership Forum



Open houses with  
UBCO and UBCV  
campus communities



**1,200+**  
In-person Engagements



Indigenous Strategic  
Planning Committee is  
engaged on 2018 draft



**2017**  
Creation of Ad Hoc  
Committee to guide  
Indigenous Strategic  
Planning process





**16+**

Individual Meetings  
with Deans and  
Executives

## UBC Indigenous Strategic Planning Process



**1,273**

Responses

Online Survey to  
UBCV & UBCO  
campus communities



**15,000+**

Individual Ideas, Opinions  
and Comments



# Meaningful reconciliation at the centre



**Our engagement process was designed to be somewhat analogous to the story of the raising of the Reconciliation Pole, installed here at UBC in April 2017.**

**About the Artist** – Born in 1952 at Masset, BC, Haida Gwaii, master carver Tsidansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweller and print maker and is considered a pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional Haida totem poles and designed new poles and sculptures found across the globe. Between 2009 and 2013 Hart created, designed, and carved The Dance Screen (The Scream Too), a monumental sculpture now residing at the Audain Art Museum in Whistler. James Hart was awarded the Order of British Columbia (2003), and honorary doctorates in Fine Arts from Emily Carr University of Art + Design (2004) and Simon Fraser University (2017). In 2016, he was elected a member of the Royal Canadian Academy of Arts.

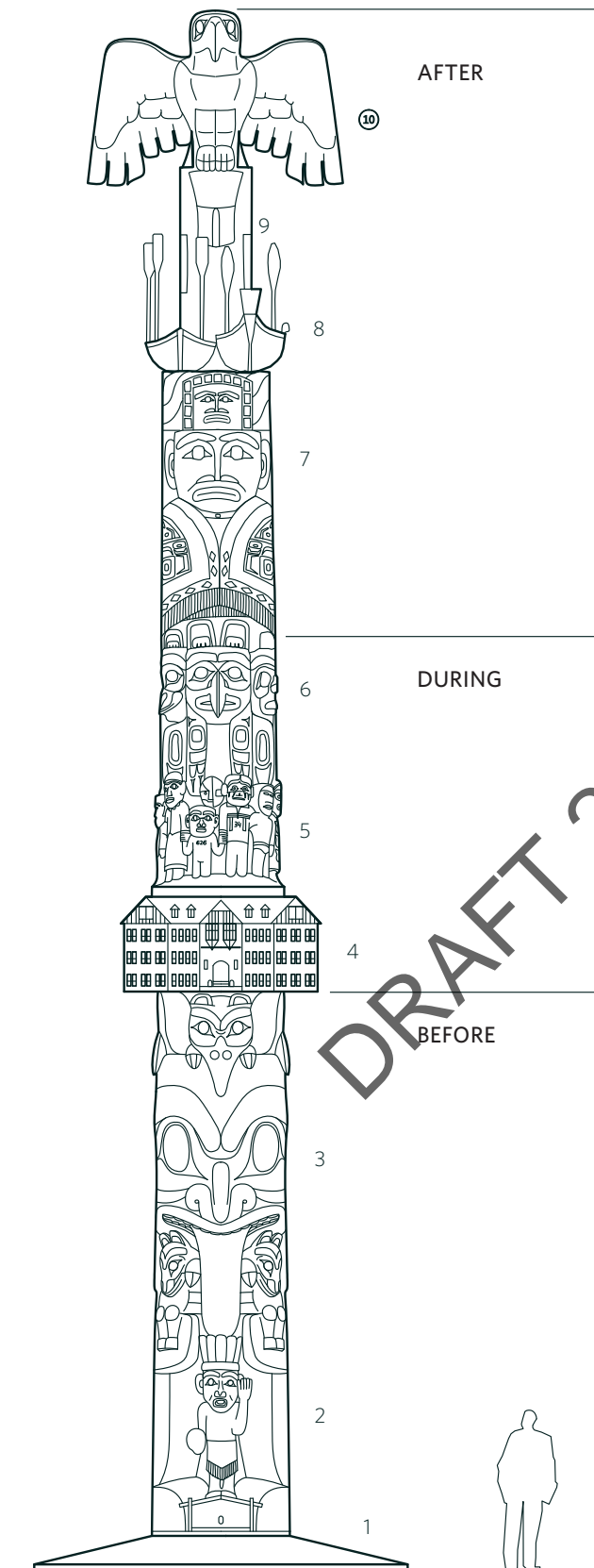
**About Reconciliation Pole** – The Reconciliation Pole is situated on the unceded ancestral and traditional territory of the hən'q'əmin'əm' speaking Musqueam people. The pole, carved from an 800-year-old red cedar log, was installed on April 1, 2017.

The Reconciliation Pole recognizes a complex history, which includes the history of the Indian residential schools that operated for more than 100 years, the last one closing in 1996. Indian residential schools forcibly separated an estimated 150,000 children from their parents, families, and culture. Many students died in the schools and many more suffered severe forms of psychological, physical, and sexual abuse. For the Haida people today, carving and publicly raising new poles is a way of honouring history and celebrating the ongoing vitality of cultural practices. Though culturally distinct, the Reconciliation Pole honours all First Nations who have persisted through the dark experience of the schools and look to a better future.

The Reconciliation Pole took a team of experienced carvers to complete over a number of months, led by Haida artist James Hart, with a small amount of carving by some members of the University community as a way of sharing ownership of the pole's message of reconciliation. The pole depicts First Nations, Inuit and Métis peoples' genocidal experience with this country's residential school system and how, despite this past, Indigenous peoples are reclaiming their culture and rights.

With the blessing of Musqueam, the pole was raised through the efforts of hundreds of people, both Indigenous and non-Indigenous, young and old, who together pulled on a handful of ropes in the same direction. This image alone is a powerful symbol of unity and a demonstration of what can be achieved when we work towards a common set of goals. The implementation of this Plan, like the pole raising, will take a major collective effort, with all Faculties and operating units pulling in the same direction.





### What Story Does Reconciliation Pole Tell?

Haida poles are read from bottom to top.

- 1 Surrounding the base of the pole are salmon symbolizing life and its cycles.
- 2 Between the legs of Bear Mother is sGaaga (Shaman) who stands on top of the Salmon House and enacts a ritual to ensure their return.
- 3 Bear Mother holds her twin cubs, Raven looks out from between Bear Mother's Ears.
- 4 A Canadian Indian residential school house, a government-instituted system designed to assimilate and destroy all Indigenous cultures across Canada.
- 5 The children holding and supporting one another are wearing their school uniforms and numbers by which each child was identified. Their feet are not depicted as they were not grounded during those times.
- 6 Four Spirit Figures: killer whale (water), bear (land), eagle (air) and Thunderbird (the supernatural). They symbolize the ancestries, environment, worldly realms and the cultures that each child came from.
- 7 The mother, father and their children symbolize the family unit and are dressed in traditional high-ranking attire symbolizing revitalization and strength of today.
- 8 Above the family is the canoe and longboat shown travelling forward—side by side. The canoe represents the First Nations and governances across Canada. The longboat represents Canada's governances and Canadian people. This symbolism respectfully honours differences, but most importantly displays us travelling forward together side by side.
- 9 Four Coppers, coloured to represent the peoples of the world, symbolize and celebrate cultural diversity.
- ⑩ Eagle represents power, togetherness, determination and speaks to a sustainable direction forward.

The 668,000+ copper nails covering areas of the pole are in remembrance of the many children who died at Canada's Indian residential schools — each nail commemorates one child.

UBC has a complex network of relationships with and obligations to Indigenous peoples locally and globally. The diagram below is provided as a starting point for understanding this network of relationships. It is crucial that UBC recognizes and attends to each and every one of our relationships within this network in purposeful and meaningful ways.

Our nearest relationships and responsibilities are with our host nations of Musqueam and the Okanagan Nation Alliance with whom we have deepening and formalized relationships as expressed through a Memorandum of Affiliation (with Musqueam) and a Memorandum of Understanding (with the ONA).

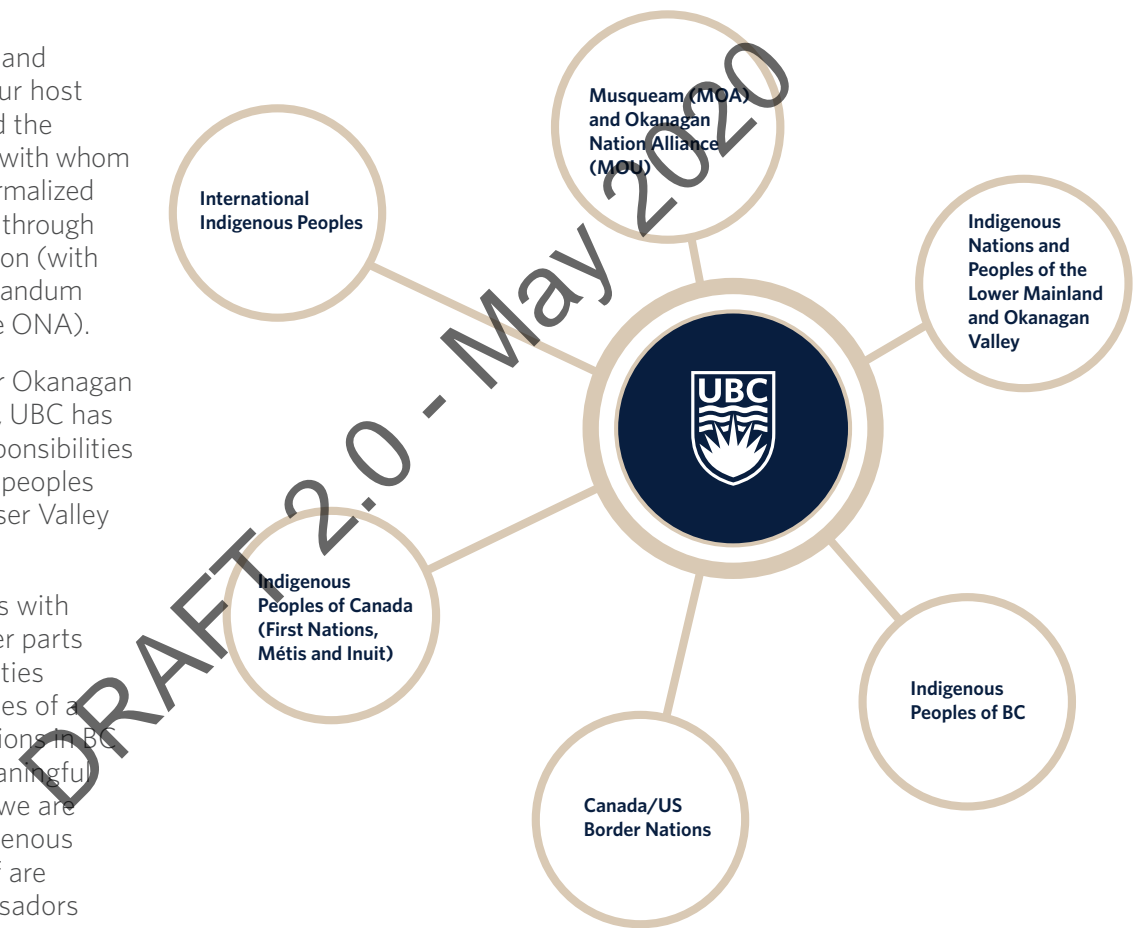
Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

We also have relationships with Indigenous nations in other parts of the province. UBC facilities are located on the territories of a number of Indigenous nations in BC and we strive to build meaningful partnerships everywhere we are hosted. Many of our Indigenous students, faculty and staff are proud citizens and ambassadors of these nations.

Next, we have relationships with trans-boundary nations whose governments are based in the United States, representing yet another set of relationships and responsibilities that we as a university community must nurture.

Then, there are Indigenous peoples across Canada including First Nations, Inuit and Métis peoples, all of whom hold inherent and protected rights within Canada's constitutional framework. UBC has yet another set of obligations and responsibilities to all Indigenous nations and peoples of Canada.

Finally, as emerging international leaders in the advancement of Indigenous human rights, this Plan creates opportunities for UBC to continue to build relationships with Indigenous peoples across the globe.



Like 'Aboriginal', the term 'Indigenous' refers to First Nations, Inuit and Métis people, either collectively or separately. It is the preferred term in international usage, e.g. the United Nations Declaration on the Rights of Indigenous Peoples, and is increasingly being chosen over 'Aboriginal' both formally and informally in Canada.



This Plan has a bold and long-term vision for UBC, the progress of which will be monitored closely through implementation measures and updated on an ongoing basis until our

goals are achieved. We hope that as the Plan is implemented that a gradual shift will take place in UBC's culture creating an environment where respect for Indigenous rights is woven into the

daily life of the University. For students, faculty and staff this will mean an environment in which they feel valued, respected and in which they will have every opportunity to thrive.

## Vision

UBC as a leading university globally in implementation of Indigenous peoples' human rights.

## Mission

To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

## Values

Throughout the engagement process and creation of this finalized Indigenous Strategic Plan we have emphasized the values of excellence, integrity, respect and accountability and this is evident in the final strategic plan document. We engaged directly with a cross-section of the UBC community in

finalizing this Plan, and their voices and inputs have guided the Plan now being put into action.

As this Plan is implemented, we will continue to emphasize these values of excellence, integrity, respect and accountability as we ensure that this Plan works best for Indigenous peoples and the University as a whole.

The Indigenous Strategic Plan is also committed to upholding the value of academic freedom in the context of Indigenous human rights. UBC's Strategic Plan 2018-2028 defines academic freedom as "a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure."



# ACTION PLAN

DRAFT 2.0 - May 2020



**/// We're involved in a national project  
of remedial learning, and the  
academy is in the front row. ///**

— Marie Wilson, Truth and Reconciliation Commission of Canada





The Indigenous Strategic Plan provides thoughtful guidance for action and a framework for reconciliation in a post-secondary context. In post-TRC Canada, we are morally and ethically compelled to implement these global human rights standards. Pursuing reconciliation is a collective university responsibility, a thread that runs through all areas

of the University. The following section is designed to guide and enable Faculties and others to follow through on the University's commitment to meaningful reconciliation. It is intended not as a portfolio in itself but rather, as a guide to help Faculties, units and portfolios develop their own plans for implementation, considering their

unique contexts and capabilities. In short, it is an enabling document. In implementing Indigenous human rights as a university community, we build an environment in which students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples.

## Goals

1

**Leading at all levels:** Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

2

**Advocating for the truth:** Facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

3

**Moving research forward:** Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

4

**Indigenizing our curriculum:** Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.



5

**Enriching our spaces:**  
Enrich the UBC campus landscape with a stronger Indigenous presence.

6

**Recruiting Indigenous people:** Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

7

**Providing tools for success:**  
Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

8

**Creating a holistic system of support:**  
Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

# Transforming intent into action

The following section provides a guiding framework of actions for Faculties, programs and operational units to develop their own plans for implementation.

## GOAL 1

**Leading at all levels:** Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

### Action 1

Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.

### Action 2

Ensure that all faculties and cross-university strategies identify Indigenous engagement and the advancement of Indigenous peoples' human rights as a specific strategic area of focus and commitment.

### Action 3

Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this Plan.

### Action 4

Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this Plan in Faculty and operational plans.

### Action 5

Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.

**“I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships.”**

—ISP Engagement Participant



## GOAL 2

**Advocating for the truth:** Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

### Action 6

Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.

### Action 7

Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.

### Action 8

Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

### Action 9

Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

**Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community.**

—ISP Engagement Participant

## GOAL 3

**Moving research forward:** Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

### Action 10

Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.

### Action 11

Establish Research Chair positions for faculty who demonstrate excellence in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights locally, nationally and around the world.

### Action 12

Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

### Action 13

Co-develop research protocols and community-specific ethical research guidelines with interested community partners to ensure students and Faculties are approaching research opportunities with communities in a respectful and formalized manner. This includes the imperative of free, prior and informed consent and protocols on the ownership, control, access and possession of Indigenous data.

### Action 14

Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.

**Involve Indigenous communities in all facets of research including active and meaningful collaboration – from planning and design, to execution, data collection, data analysis, interpreting outcomes, and broadly sharing research results.**

—ISP Engagement Participant



## GOAL 4

**Indigenizing our curriculum:** Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

### Action 15

Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.

### Action 16

Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.

### Action 17

Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.

### Action 18

Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.

**Any student should walk out of their graduating ceremony with an understanding of this past, and an appreciation of Indigenous peoples.**

—ISP Engagement Participant



“Students need to see modern Indigenous people in an academic setting. They need to view Indigenous people as people in the here and now who hold knowledge and power.”

—ISP Engagement Participant

## GOAL 5

**Enriching our spaces:** Enrich the UBC campus landscape with a stronger Indigenous presence.

### Action 19

Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.

### Action 20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

### Action 21

Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

### Action 22

Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.

### Action 23

Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.



## GOAL 6

**Recruiting Indigenous people:** Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

### Action 24

Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.

### Action 25

Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.

### Action 26

Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.

### Action 27

Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.

### Action 28

Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.

### Action 29

Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.

### Action 30

Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.

**A first step in the right direction would be to work towards a major increase in Indigenous students, staff, and faculty. The more we are able to increase Indigenous access to UBC, the more this knowledge will become part of our community in non-tokenizing ways.**

—ISP Engagement Participant

## GOAL 7

**Providing tools for success:** Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

### Action 31

Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.

### Action 32

Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.

### Action 33

Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.

### Action 34

Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.

### Action 35

Identify Indigenous faculty and staff mentors who volunteer to be available, recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces.

### Action 36

Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.

### Action 37

In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

“My colleagues and I are keen to integrate Indigenous ways of knowing into our teaching, but don't have the tools, are apprehensive about teaching materials we don't understand well ourselves, and want to ensure that we are being authentic and respectful.”

—ISP Engagement Participant



## GOAL 8

**Creating a holistic system of support:** Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

### Action 38

Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.

### Action 39

Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.

### Action 40

Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.

### Action 41

Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.

### Action 42

Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.

### Action 43

Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.

**“I would like to see support programs that specifically address Indigenous students' issues from an Indigenous perspective.”**

—ISP Engagement Participant







**Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation.**

*— 2015 Report of the Truth and Reconciliation Commission of Canada*





With a new standard of excellence in the promotion of Indigenous peoples' human rights set out in this Plan, the work of implementation committees to set priorities and provide direction throughout the University can now begin. To ensure the Plan remains a focal point of the University's work, the implementation committees will begin working with all Faculties and operational units throughout the University to:

- Collect baseline data under the performance measurement framework in order to track short-term and long-term progress;
  - Incorporate the actions into existing and upcoming strategic plans; and
  - Develop annual work plans to advance each of the actions, which includes specific milestones and timelines.
- This Plan will be reviewed every three years by the University's leadership, in consultation with the broader UBC community and our Indigenous partners to ensure we continue to advance the vision.
- Develop a performance measurement framework for measuring progress under this Plan including both qualitative and quantitative performance measuring;
  - Support all Faculties and operational units to report publicly on the achievements and challenges that come from taking the actions identified in this Plan;







**Ian Cull**

*Anishinaabe, Dokis First Nation*  
 Senior Advisor to the Deputy  
 Vice-Chancellor and Principal  
 on Indigenous Affairs



**Sheryl Lightfoot, PhD**

*Lake Superior Band of Ojibwe,  
 Keweenaw Bay*

Senior Advisor to the President  
 on Indigenous Affairs, Canada  
 Research Chair of Global  
 Indigenous Rights and Politics,  
 Associate Professor, Political  
 Science, Public Policy  
 and Indigenous Studies



**Margaret P. Moss PhD,  
 JD, RN, FAAN**

*Enrollee of the Three  
 Affiliated Tribes of North  
 Dakota (Hidatsa/Dakota)*

Director of the First  
 Nations House of Learning,  
 Associate Professor in the  
 Faculty of Applied Science,  
 School of Nursing



**Vicki George, CLA, BA**

*Wet'suwet'en Nation*  
 Assistant Director, First Nations  
 House of Learning



**Alex Ash, MPPGA**

Indigenous Strategic  
 Planning Manager



**Castlemain Group**

Castlemain is a leading Indigenous advisory company in Canada and  
 worked alongside our team to engage the UBC community and  
 its partners in the development of the UBC Indigenous Strategic Plan





**COVER/BACK:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



**PAGE 9:** UBC President Santa Ono and Chief Wayne Sparrow, Musqueam Indian Band, together at the Reconciliation Pole raising ceremony. Photo: Kevin Ward / UBC First Nations House of Learning



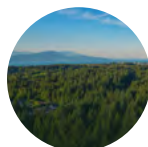
**PAGE 2/3:** Reconciliation Pole Raising Ceremony, April 1, 2017, UBC Vancouver. Photo: Kevin Ward / UBC First Nations House of Learning



**PAGE 10/11:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



**PAGE 4/5:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC



**PAGE 12/13:** Point Grey Peninsula, Vancouver. Photo: Martin Dee / UBC Brand & Marketing



**PAGE 6:** Top picture: UBC Okanagan Mace, Sheldon Louis, Okanagan Indian Band. The artwork of the three symbolic spirit icons was given to UBC's Okanagan campus in 2005 by the Okanagan Nation elders. Photo: Darren Hull / UBC



**PAGE 14:** Big picture: shil?tn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan on September 27, 2016. Photo: Don Erhardt / UBC

**Bottom picture:** The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. Photo: Hover Collective / UBC Brand & Marketing



**Circle picture:** Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. Photo: Don Erhardt / UBC



**PAGE 7:** Big picture: Haida Park at MOA, various artists, UBC Vancouver. Photo: Hover Collective / UBC Brand & Marketing



**PAGE 15:** Big picture: Musqueam Post or sʔi:qəy qəqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on April 6, 2016. Photo: Hover Collective / UBC Brand & Marketing

**Circle picture:** Professor Santa Ono, UBC President and Vice-Chancellor. Photo: Paul Joseph / UBC Brand & Marketing



**Circle picture:** Musqueam Indian Band flag was permanently installed at UBC Vancouver on February 25, 2019. Photo: Paul Joseph / UBC



**PAGE 8:** Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. Photo: Paul Joseph / UBC



**PAGE 16:** Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning

**Circle picture:** Signing the UBCO TRC Declaration of Commitments. From left, Ian Foulds, Aboriginal Advisory Committee co-chair, Ian Cull, Senior Advisor to the DVC on Indigenous Affairs, Eric Mitchell, Cultural Safety Educator and adjunct professor in the Faculty of Creative and Critical Studies, Deborah Buszard, UBC Deputy Vice-Chancellor and Principal, and Santa Ono, UBC President and Vice-Chancellor. Photo: Don Erhardt



**PAGE 18:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver Campus. Photo: Hover Collective / UBC Brand & Marketing



**PAGE 21:** Okanagan Valley. Photo: Hover Collective / UBC Brand & Marketing



**PAGE 22/23:** Blessing the Reconciliation Pole at its raising ceremony. Photo: Paul Joseph / UBC Brand & Marketing



**PAGE 24/25:** Ginaawaan, Darin Swanson, Haida Hereditary Chief, at the Reconciliation Pole raising ceremony. Photo: Paul Joseph / UBC Brand & Marketing



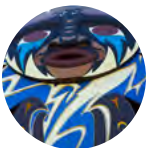
**PAGE 26:** UBC First Nations Longhouse. UBC Vancouver. Photo: Don Erhardt / UBC First Nations House of Learning



**PAGE 27:** Artist James Hart carving the Reconciliation Pole. Photo: Paul Joseph / UBC Brand & Marketing



**PAGE 28:** Haida Park at MOA, various artists, UBC Vancouver. Photo: Hover Collective / UBC Brand & Marketing



**PAGE 29:** Thunder, Thomas Cannell, Musqueam, installed at UBC Vancouver in September 2009. Photo: Kevin Ward / UBC First Nations House of Learning



**PAGE 30:** Victory Through Honour, Ellen Neel, Kwakwaka'wak, installed at UBC Vancouver on October 30, 1948. Photo: Kevin Ward / UBC First Nations House of Learning



**PAGE 31:** The House Post of qiyəplenəxʷ (Capilano) [rear view], Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. Photo: Kevin Ward / UBC First Nations House of Learning



**PAGE 32:** Ceiling ornaments at the Residential School History and Dialogue Centre, UBC Vancouver. Photo: Paul Joseph / UBC



**PAGE 33:** Man and Raven Housepost, Stan Bevan, Tahltan-Tlingit-Tsimshian, and Ken McNeil, Tahltan-Tlingit-Nisga'a, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning



**PAGE 34/35:** Indigenous Graduation Celebration, UBC First Nations Longhouse, 2015. Photo: Don Erhardt / UBC First Nations House of Learning



**PAGE 36: Big picture:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



**Circle picture:** Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning







**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**  
University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619  
Fax 250 807 8007  
[www.senate.ubc.ca/okanagan](http://www.senate.ubc.ca/okanagan)

23 July 2020

**To:** Okanagan Senate

**From:** Academic Policy Committee

**Re:** *Policy O-131 Digital Assessment Tools*

---

The Academic Policy Committee is pleased to present for consideration *Policy O-131 Digital Assessment Tools*.

The policy is designed to provide a degree of financial protection for students with respect to digital assessment tools, commonly known as online homework systems. It does this by setting a \$65 limit per 3-credit course on compulsory, digital, non-tuition, non-textbook assessment costs incurred by students and by setting a limit of 15% as the overall percentage digital assessment tools can play in determining a student's final course grade.

There was no formal consultation on this policy as it was crafted on an emergency basis to provide adequate time for faculty to make appropriate arrangements to comply with the policy for 2020 Winter Term 1.

The policy was drafted with a sunset clause limiting the current policy to 2020 Winter Term 1. The Committee will undertake consultation and review for the duration of the policy, with the goal of creating a permanent *Digital Assessment Tools* policy.

It is of note that the governments of both Ontario and Alberta have mandated restrictions on the cost and use of digital assessment materials and that the UBC Vancouver Senate endorsed *Principles for Digital Learning Materials Used for Assessment* at its regular meeting of May 15, 2019.

As we look towards 2020 Winter Term 1 being nearly exclusively online, we anticipate increased use of digital assessment tools across most programs and years of study as traditional forms of assessment become impractical or impossible. The Committee is aware of the financial hardships students are likely to face as a result of online delivery and has crafted this policy to be proactive in their protection.

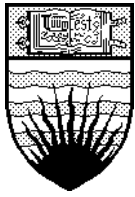


**Motion:**

*“That Senate approve Policy O-131 Digital Assessment Tools, as set out in the attached.”*

Respectfully submitted,

Dr. Jan Cioe, Chair  
Senate Academic Policy Committee

**THE UNIVERSITY OF BRITISH COLUMBIA****SENATE POLICY:  
O-131****OKANAGAN SENATE**  
c/o Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1**Number & Title**O-131: *Digital Assessment Tools***Effective Date:**

September 1, 2020 to December 31, 2020

**Approval Date:**

July 2020 (anticipated)

**Review Date:**

The policy will be reviewed by the *responsible committee* throughout the duration of the policy.

**Responsible Committee:**

Okanagan Senate Academic Policy

**Authority:***University Act, S. 37(1)*

*“The academic governance of the university is vested in the senate and it has the following powers:*

*... (d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations.*



**Purpose and Goals:**

This policy is designed to:

- 1) Provide a degree of financial protection for students with respect to *Digital Assessment Tools*.
- 2) Set a cap on compulsory, digital, non-tuition, non-textbook assessment costs incurred by students for an individual course.
- 3) Set a cap on the overall percentage *Digital Assessment Tools* can play in students' grade breakdowns for an individual course.
- 4) Provide a framework for an eventual permanent *Digital Assessment Tools* policy.

**Applicability:**

- 1) This policy is applicable to compulsory, *digital*, non-tuition, non-textbook assessment costs, for which the student purchases access to a digital platform for a set period of time and cannot resell access to the platform.
- 2) This policy is applicable to all UBC Okanagan Winter 2020 Term 1 undergraduate and graduate courses, *consecutive courses* and full-year courses.

**Exclusions:**

This policy does not apply to:

- 1) Textbooks in any format;
- 2) iClicker remotes and subscriptions; and
- 3) Non-digital costs associated with field trips/off-campus learning.

**Definitions:**

For the purposes of this policy:

- *Consecutive courses* means courses which are meant to be taken as a set, one of which is a prerequisite for the other.
- *Digital* means non-physical including digital, electronic, web-based, online and like terminology.
- *Digital Assessment Tool* means fee-based, web-based platforms used to assess student learning (commonly referred to as online homework systems).

**Policy:**

- 1) No credit course shall have as a requirement for assessment that students purchase or otherwise pay for access to *Digital Assessment Tools* with a total cost of more than \$65 per three-credit course (this equates to \$43 per two-credit course and \$87 per four-credit course).
- 2) In cases in which students may use the same *Digital Assessment Tool* for two consecutive courses, the cost cap increases to \$130 over the two three-credit courses.
- 3) When *Digital Assessment Tools* are used as a component of a student's academic standing in a course, no more than 15% of their final academic standing may be derived from *Digital Assessment Tools*.
- 4) The relevant dean and head may grant exceptions to sections 1-3 above on a case-by-case basis for a course if required for accreditation. Such exceptions are discouraged and must be reported by the dean, in aggregate for their faculty, to the Registrar at the end of each term

**Calendar Statement:**

There are no calendar statements under this policy.

**Consultations**

There have been no formal consultations for the development of this time-limited policy.

**History:**

This is the first version of this policy.

**Related Policies:**

There are no related policies.

**Appendix:**

There is no appendix to this policy.

**Procedures:**

There are no procedures for this policy.



23 July 2020

**From:** Okanagan and Vancouver Senate Curriculum Committees

**To:** Okanagan and Vancouver Senates

**Re:** Transcript Notation due to COVID-19 Pandemic

---

### **Situation at Present**

The transcript notation that was previously approved by the Senate Curriculum Committees was presented to the Vancouver Senate on 27 May 2020 and referred back to the Vancouver Committee. The Vancouver Student Senate Caucus felt the notation did not accurately reflect the hardships students have faced this year and requested that the Vancouver Senate Curriculum Committee review it again. Consequently, the motion was tabled at the Okanagan Senate meeting the following day. However, the Okanagan Student Senate Caucus did not support the position held by its Vancouver counterparts; the Okanagan group endorsed the notation that was to have been presented to the Okanagan Senate on 28 May 2020. (A copy of that submission is attached to this proposal as Appendix A.)

As a reminder, the previously-recommended notation was as follows:

*“As of 16 March 2020, the University of British Columbia modified its instructional and assessment modes in response to the disruption caused by the COVID-19 pandemic. Some students completed courses in the 2019 Winter Session that are normally graded on a percentage basis for either Pass/Fail or Credit/D/Fail Standing.”*

### **Points from the Vancouver Student Senate Caucus**

The Senate Secretariat engaged with the student senators of both Committees to explain the situation at present and to solicit suggestions for alternate notations. The senators were provided with examples of other COVID-related notations from comparator institutions (those examples immediately follow this memo). They were also informed that this notation will appear on every transcript for courses last term for both campuses of UBC; by nature of the format needs to be succinct; and that the Registrar has advised against hyperlinks in, what is, a printed document.

In response to this engagement process, below are the points that the Vancouver Caucus wished to communicate; they appear exactly as submitted to the Senate Office:

- This statement merely states that COVID-19 occurred

- Many students have had to pack up their lives and move home in days, which significantly changes the learning environment mentally and physically
- Students who were already facing financial hardships may not have had access to laptops and other computer equipment that was necessary to facilitate learning
  - Any measures they would have taken to procure this equipment would have only added an additional burden to an already overwhelming situation
- The statement does not clearly communicate when the disruption happened during the Academic Term, which is necessary since many Universities were impacted at different points during their academic term (eg. during instruction, exams, etc.)
- The choice to Cr/D/F were not only as a result of COVID-19 hardships but also *certain faculty responses*.
  - E.g., In the Faculty of Science at Vancouver, instructors were forced to limit the weight of the final to 5% or 30% (whichever resulted in the higher mark for the student).
  - This caused students who might not have experienced any hardships from COVID-19 to still Cr/D/F their courses as their originally worth 15% midterm might have transformed to be worth 65%
- The statement could easily communicate far more if there was a link included in the statement where people could access more information about what happened during the term.
  - Someone with little knowledge of UBC academic governance can reasonably assume grading decisions would be standardized across the university but this isn't true at UBC - any transcript notation should reflect this fact
- This statement implies that students who did opt for Pass/Fail or Cr/D/F were students who simply could not cope with a difficult situation
- Some courses were originally designated as Pass/Fail and did not change, and some students may have originally opted for Cr/D/F prior to COVID.
- Also implications for courses with “hands-on” - labs, practicums, clinical rotations, etc.

Taking into consideration both the points from the Vancouver Student Senate Caucus and the nature and limitations of transcript notations, separately the Vancouver student senators and the Secretariat offered revised notations for the Senate Curriculum Committees' consideration. The Committees ultimately agreed upon the version that appears directly below.

## Recommendation

That the Okanagan and Vancouver Senates approve the following transcript notation for inclusion on the transcripts of all students who were registered in the 2019 Winter Session:

*“As of 16 March 2020, the COVID-19 pandemic disrupted regular academic activities. Modes of instruction and assessment were shifted to on-line activities mid-term, including changes to exam practices and weighting in some cases. Deadlines to withdraw or change to Credit/D/Fail or Pass/Fail grading were extended by some programs.”*



**Proposed UBC text (after amendments from SCCs) referred back:**

“As of 16 March 2020, the University of British Columbia modified its instructional and assessment modes in response to the disruption caused by the COVID-19 pandemic. Some students completed courses in the 2019 Winter Session that are normally graded on a percentage basis for either Pass/Fail or Credit/D/Fail Standing.”

**Other Known Examples:****Queens U**

“During the 2020 winter term, Queen’s University classes and exams were disrupted by the COVID-19 pandemic. The final weeks of in-person courses and final exams were replaced by alternate methods of delivery. Some students received final grades based on Pass/Fail grading rather than a letter or numeric grade.”

**U Toronto**

“In the 2019-20 academic year, the University of Toronto was affected by the global COVID-19 pandemic. Instructional methods were modified and some students were graded on the University’s approved Credit/No Credit scale for courses completed in Winter 2020. For more information, see: <http://www.transcripts.utoronto.ca/guide>

NB: Link does not contain more information than what is in notation at this time.

**McGill**

"Due to the COVID-19 pandemic, the Winter 2020 term was disrupted as of 16-Mar-2020. Adjusted academic measures were put in place including allowing students to opt for S/U grading in some programs. No class averages calculated for this term.”

**UVIC**

“Disruption of Studies due to COVID19”

**U Southern California**

“Semester was disrupted due to COVID-19.”

**Princeton University**

“The Covid-19 pandemic required all classes to transition to remote instruction for the second half of the spring 2020 semester. Grading patterns reflect this disruption, as some instructors moved to a Pass/D/Fail only basis for assessment, and students were permitted to elect the Pass/D/Fail option in all other undergraduate courses.”

**Johns Hopkins**

“Due to the global COVID-19 pandemic, final grades for all undergraduate students in spring 2020 semester-long and second-half semester courses were reported as Satisfactory/Unsatisfactory. Final grades for courses completed in the first half of spring 2020 were reported in the standard manner.”





28 May 2020

**From:** Okanagan and Vancouver Senate Curriculum Committees

**To:** Okanagan and Vancouver Senates

**Re:** *Transcript Notation due to COVID-19 Pandemic*

---

## Identified Need

The COVID-19 pandemic has affected higher education institutions differently. For some on the quarter system, it affected them at the end of a term (for example, with only four days of instruction left at the University of Washington); for others, including UBC, it caused a curtailment of in-person instruction with a little over a month before the end of term. Students have written to the University to request that we add a notation to their transcript to explain the extraordinary circumstances this Winter Session. As you are aware, as of 16 March 2020, a public health order has been in place prohibiting gatherings of more than 50 persons. Additionally, public health officers have advised against travelling outside of homes except for essential activities (including essential employment) and to maintain social distancing from other persons. This presented a substantial impediment—if not the impossibility—of continuing in-person instruction and assessment.

While it may be self-evident in the current climate how the various public health orders and social distancing recommendations have affected university studies, that may not be something remembered in future years when students apply for further study. A transcript notation would be both a reminder of the circumstances this year, and also potentially a prompt to look further into a student's unique circumstances.

There are two related issues that are being considered by institutions: the shift in instruction/assessment, and shifts in grading/concession policies.

## Implementation

UBC has the ability to place transcript notations on some or all students in a given academic session. These notations are generally added on the recommendation of the faculties and with the approval of the Senate after review and recommendation by the Curriculum Committees.

The Student Information System (SIS) contains those notations. Due the legacy sessional (vs. term) structure of the SIS, notations can only be assigned to a session and not to a term in a session, and student registration can only be automatically verified on a sessional basis.

## Comparator Institutions

We have been in contact with U15 institutions regarding their plans. Many are considering or have approved a transcript notation to explain how the COVID-19 Pandemic uniquely affected their institution and students. Two examples are below:

McGill University:

*"Due to the COVID-19 pandemic, the Winter 2020 term was disrupted as of 16-Mar-2020. Adjusted academic measures were put in place including allowing students to opt for S/U grading in some programs. No class averages calculated for this term."*

University of Toronto:

*"In the 2019-20 academic year, the University of Toronto was affected by the global COVID-19 pandemic. Instructional methods were modified and some students were graded on the University's approved Credit/No Credit scale for courses completed in Winter 2020. For more information, see: <http://www.transcripts.utoronto.ca/guide/>."*

## Recommendation:

That the Okanagan and Vancouver Senates approve the following transcript notation for inclusion on the transcripts of all students who were registered in the 2019 Winter Session:

*"As of 16 March 2020, the University of British Columbia modified its instructional and assessment modes in response to the disruption caused by the COVID-19 pandemic. Some students completed courses in the 2019 Winter Session that are normally graded on a percentage basis for either Pass/Fail or Credit/D/Fail Standing."*



23 July 2020

**From:** Okanagan and Vancouver Senate Curriculum Committees

**To:** Okanagan and Vancouver Senates

**Re:** Future State of Subject and Course Codes in Workday

---

The Okanagan and Vancouver Senate Curriculum Committees met jointly with members of the Integrated Renewal Program (IRP) to consider the future state of subject and course codes in UBC's new student information system, Workday. The Committees were provided with an overview of the issues to be resolved, decisions to be made, analysis conducted by the IRP team, and options to be considered. The discussion spanned two meetings. The first meeting resulted in requests for further analysis by the IRP team, and the second resulted in the recommendation that appears below.

### **Identified Issue**

UBC has historically allowed each campus Senate to approve courses with the same subject code and course number (i.e. course code) whether or not they are aligned in subject, content, or course requirements. While new shared course codes are no longer approved, many such courses still exist and are offered on both campuses. Some courses that share a course code are exactly the same, some are similar, and some are completely different. Workday is being established as one student information system for all of UBC. Within the system, each course must have a unique course code. Therefore, the Committees were tasked with resolving the issue of the courses on each campus that share a course code.

### **Required Decisions**

The Committees were asked to jointly consider two decisions:

1. an approach for differentiating shared course codes;
2. the scope of codes that the approach should be applied to.

For decision 1, the IRP team initially recommended appending a standard differentiator (e.g. O, V, or other identifier) to either all existing subject codes or the shared subject codes on both campuses (e.g. ENGLO or ENGLV).

For decision 2, the IRP team did not make a recommendation and instead presented the Committees with the options of changing all subject codes on both campuses, changing only those subject codes that are used on both campuses, or changing only those subject codes used on both campuses and have course numbers used on both campuses. An analysis of the change impacts and implementation effort for each option was provided.



The following principles guided the Committees' decision-making:

- Prioritize student experience and their ability to achieve desired outcomes
- Seek logical consistency in approach
- Seek a solution that can adapt to change and accommodate growth ("futureproofing")
- Support individual units to achieve local objectives related to course codes
- Take an equitable approach across the two campuses
- Consider the effort required to enact an solution in relation to its long-term value

## Analysis

For the first meeting, the IRP team provided the Committees with its initial analysis of code approaches and scope options. The discussion that ensued resulted in requests for further analysis of possibilities for decision 1. For the second meeting, the IRP team provided follow up analysis of the specific suggestions made by Committee members; only one suggestion was recommended.

Taking into consideration the full scope of analysis, and guided by the decision principles that appear above, the Committees ultimately made the following decisions:

1. Course codes are to be differentiated by an underscore followed by the campus identifier (i.e., ENGL\_O and ENGL\_V)
2. The approach is to be applied to all subject codes on both campuses

## Recommendation

That Senate approve in principle the differentiation of course codes by a campus identifier following the subject code, and that such approach be applied to all course codes on both campuses at UBC.

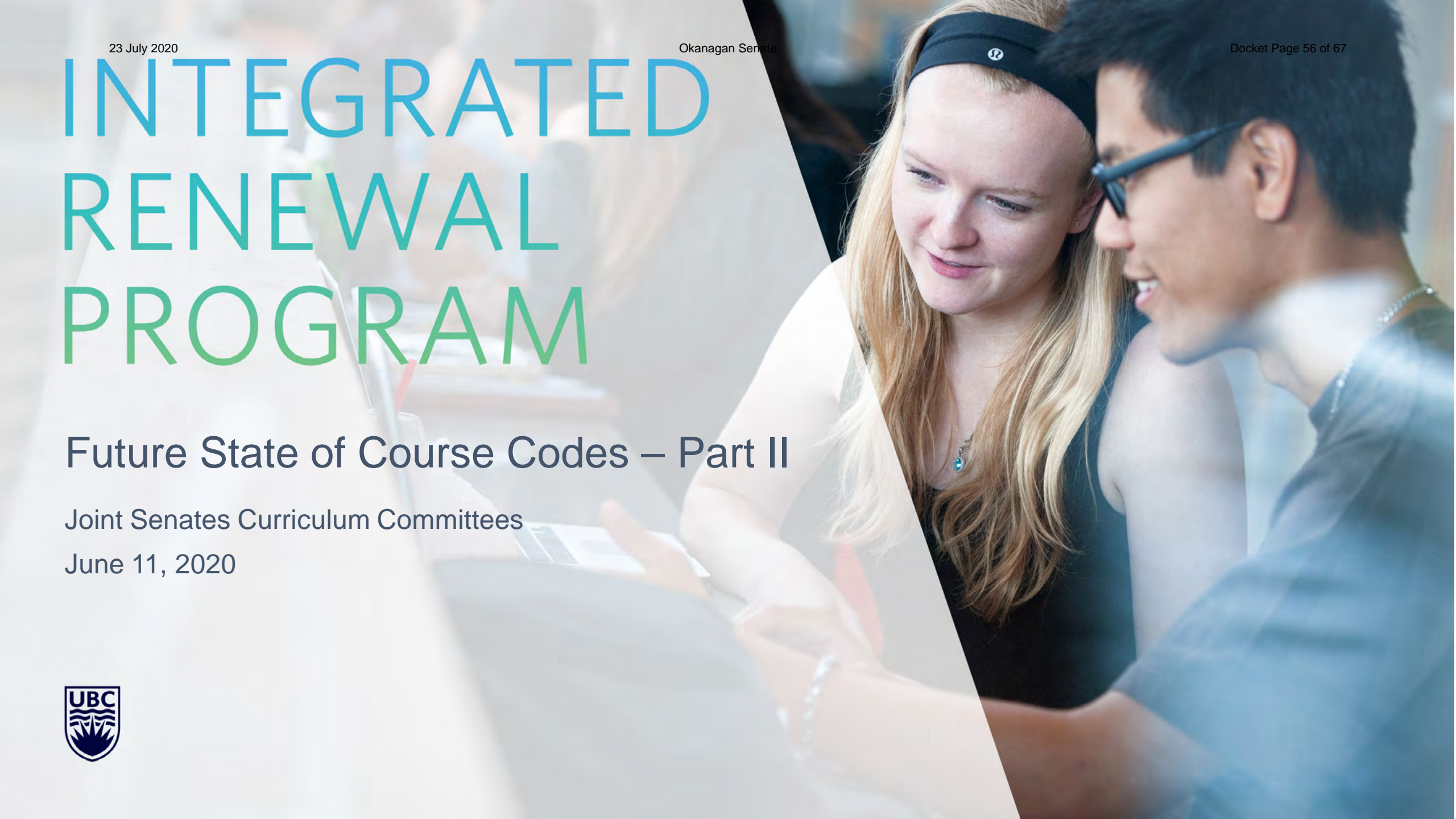


# INTEGRATED RENEWAL PROGRAM

## Future State of Course Codes – Part II

Joint Senates Curriculum Committees

June 11, 2020



# REVIEW OF REQUIRED DECISIONS

In the future, each UBC course must have a unique course code (subject code + course number). Therefore, the courses that currently share a code across the two campuses must be differentiated.

The two Senates have been asked to jointly consider two decisions:

1. An approach for differentiating shared course codes.
2. The scope of codes that the approach should be applied to





# DECISION PRINCIPLES

- Prioritize student experience and their ability to achieve desired outcomes
- Seek logical consistency in approach
- Seek a solution that can adapt to change and accommodate growth (“futureproofing”)
- Support individual units to achieve local objectives related to course codes
- Take an equitable approach across the two campuses
- Consider the effort required to enact a solution in relation to its long-term value



# DECISION 1: HOW TO DIFFERENTIATE COURSE CODES

23 July 2020

Okanagan Senate

Docket Page 59 of 67

## **Recap of discussion from May 12<sup>th</sup> Joint SCC meeting:**

### **Key considerations raised by committee:**

- Importance of providing clarity for students about course subjects
- Importance of maintaining disciplinary identity as represented through subject code
- Importance of not inadvertently creating subject codes that are undesirable (e.g. “CHEMO”; “POLIO”)
- Some members favored changing the course numbering system rather than the subject code

### **Key considerations raised by IRP team:**

- Course codes are used to support logic/processes in Workday (e.g. academic rules/requirements, search functions); some coding options may have adverse impacts on system functionality/usability
- Course codes are ‘consumed’ by many other systems which will integrate with Workday (e.g. Scientia, BCCAT, Canvas, local applications); some coding options may have adverse impacts on functionality/usability of these systems
- Course codes are generally visible to users as configured throughout the system
- Executive guidance has suggested that units on the two campuses should not be put in a position where they need to negotiate with each other to arrive at a solution



# DECISION 1: COMMITTEE SUGGESTIONS

23 July 2020

Okanagan Senate

Docket Page 60 of 67

The committees raised several potential options for differentiating course codes.

Subject Code suggestions	Course number suggestions
Revisit the possibility of using special characters to separate the course code and campus identifier (e.g. hyphen: CHEM-O; “at” sign: CHEM@O). <i>Both of these options were supported as acceptable in a straw poll.</i>	Move to a 4 digit numbering system, with one number serving as a campus identifier; potentially utilizing a decimal as a way to differentiate between campuses (e.g. CHEM 1.221 and CHEM 2.221)
Start existing course codes with the campus identifier (e.g. VCHEM; OCHEM)	Have each campus use exclusively even or odd course numbers
Create an option to signify when courses are identical on both campuses (e.g. APSC-U)	Add a campus-identifying letter to either the beginning or end of the course number
General suggestions	
Leave it to the affected units to differentiate course numbers by changing some courses to a new number	

# DECISION 1: FOLLOW UP ANALYSIS – SUBJECT CODES

The IRP Student team pursued subsequent analysis with Workday on several options related to subject codes.

OPTION	Hyphen	“At”	Underscore, before or after subject code		O/V before subject code
<b>Examples</b>	POLI-O ITAL-V	POLI@O ITAL@V	POLI_O ITAL_V	O_POLI V_ITAL	OPOLI VITAL
<b>Considerations</b>	Hyphen is read as minus/exclusion in WD and other systems, does not return appropriate search results	@ may result in hyperlinking or other embedded meaning when exporting codes into other docs or integrating with other systems	Preferred for integrations with other systems and data conversions. Is generally read as “space” with no inherent meaning for other systems.		No major functionality concerns, but may create some less desirable codes or readability issues
<b>Recommendation</b>	No	Not recommended, but possible	Yes – considered best option for subject code differentiation		Not recommended, but possible



# DECISION 1: FOLLOW UP ANALYSIS – COURSE NUMBERS

The IRP Student team pursued subsequent analysis with Workday on options related to course numbers.

Options	Four digit numbering with one number representing campus	Four digit numbering utilizing decimal and campus-identifier number
<b>Examples</b> CHEM 234 becomes:	CHEM 2341 and CHEM 2342 (trailing digit) OR CHEM 2134 and CHEM 2234 (second digit)	CHEM 1.234 and CHEM 2.234
<b>Considerations</b>	Cannot accurately represent ranges of courses that could meet academic requirements. This would require presenting long lists of eligible courses, creating a poor user experience.	Decimal is a non-standard character in Workday course number field; high risk of introducing academic requirement configuration problems, and issues with each product release/upgrade. Canvas is likely to have difficulty utilizing course numbers with a decimal.
	Maintaining both historical 3 digit course numbers and new 4 digit course numbers to support academic requirements, pre-requisites, and other eligibility rules, will add a magnitude of complexity to implementation and maintenance while also affecting the readability of rules for students.	
	Changing course numbers in general has an extremely high change impact and maintenance impact compared with changing course subject codes. Every active course would have to be re-numbered, as opposed to a change to the subject codes, which would be applied to all relevant courses at the subject level.	
<b>Recommendation</b>	Resolving the shared course code issue through a change to numbering approach is NOT RECOMMENDED.	

# DECISION 1: DIFFERENTIATING COURSE CODES

*What should be the approach to differentiating course codes?*





# DECISION 2: SCOPE OF NEW COURSE CODES

23 July 2020

Okanagan Senate

Docket Page 64 of 67

**Recap of discussion from May 12<sup>th</sup> Joint SCC meeting. The committees considered three options:**

Option 1	Option 2	Option 3 (recommended by IRP)
Change <u>all</u> subject codes on both campuses	Change <u>only</u> those subject codes that are used on both campuses	Change <u>only</u> those subject codes used on both campuses that have shared course numbers
353 subject codes (278/75); 11,000+ courses	47 subject codes/campus; 4,968 courses	33 subject codes/campus; 4,257 courses
Implementation/change effort - XXL	Implementation/change effort - XL	Implementation/change effort - XL

## **Key considerations raised by committee:**

- Comprehensive, consistent approach was seen to have high value for students

## **Key considerations raised by IRP team:**

- UBC will need to implement and maintain both ‘original’ and ‘new’ codes and all related eligibility rules until all active students with original course codes become inactive – the more codes changed, the greater the effort. Changing all codes is an exponentially greater effort, introducing risk to timely implementation.
- Change effort for impacted academic units and Senate & Curriculum Services will be significant.

## DECISION 2: SCOPE OF NEW COURSE CODES

*To which courses should the new course code be applied?*





23 July 2020

To: Okanagan Senate

From: Dr Kate Ross, Registrar

Re: 2020-2023 Triennial Election Results

---

Set out below are the third in a series of triennial election results.

### **Representatives of the Faculties to Senate**

Further to the elections for representatives from the Faculty of Applied Science and the Faculty of Creative and Critical Studies that closed on 4 June 2020 and 25 June 2020 respectively, the following faculty members are elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- Dr Loïc Markley, Assistant Professor, Faculty of Applied Science
- Dr Jonathan Holzman, Professor, Faculty of Applied Science
- Dr Marianne Legault, Associate Professor, Faculty of Creative and Critical Studies
- Dr Margaret Reeves, Associate Professor, Faculty of Creative and Critical Studies

One (1) position remains open after three rounds of nominations. Another call will be made in September 2020. Elections are also now being called for the newly-established (as of 1 July 2020) faculties of Arts & Social Sciences and Science



To: Senate  
From: Dr Kate Ross, Registrar  
Re: Agenda Committee Approval of Resolution Regarding International Baccalaureate,  
Advanced Placement, and General Certificate of Education – Advanced Level Courses  
Date: 27 June 2020

---

This is to advise that as requested and proposed by the Senate Admission & Awards Committee, the Senate Agenda Committee approved the following resolution on behalf of the Senate on 19 June 2020:

*That UBC continue to offer advanced placement and credit for International Baccalaureate – Higher Level, Advanced Placement, and General Certificate of Education – Advanced Level students under the modified assessment modes used for those courses and examinations completed in the spring of 2020.*

Background documentation is available upon request to the Clerk.