

Okanagan Senate

THE EIGHTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2020/2021 ACADEMIC YEAR

THURSDAY 29 APRIL 2021

3:30 P.M. | VIA ZOOM

1. Senate Membership

New Members:

New Students

Dylan Rogers, Faculty of Science

Hisham Khan, Faculty of Applied Science

Jane Udochi, Faculty of Arts and Social Sciences

Laavanya Prakash, Faculty of Creative and Critical Studies

Ramona Sharma, Faculty of Health and Social Development

Jonathan Low, Graduate Student

Amanda Shatzko Graduate Student

Josh Anderson, Student At Large

Brendan Heerema Student At Large (continuing)

Rhys Herzberg Student At Large (continuing)

Jia Fu Lee Student At Large (continuing)

Kristen Morgan, Student At Large (continuing)

TBD, Student At Large

TBD, Faculty of Management

**N.B. the Education Student Senator's term runs from 1 October 2020 to 30 September 2021.*

Nominating Committee

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2022 and thereafter until replaced. Nominations are due by 4 pm on Friday 14 May 2021 to christopher.eaton@ubc.ca. If more than two students

are nominated, an election will be held at the May meeting of Senate in accordance with Rule 24 (e) of the *Rules and Procedures of Senate*.

2. Minutes of the Meeting of 25 March 2020 – Dr Santa Ono

(approval) (docket pages 4-18)

3. Business Arising from the Minutes – Dr Santa Ono (information)

4. Remarks from the Chair - Dr Santa Ono (information)

5. Remarks from the Deputy Vice-Chancellor – Prof. Lesley Cormack (information)

6. Remarks from the Provost – Dr Ananya Mukherjee-Reed

7. Academic Policy Committee – Dr Jan Cioe

Report on the Role of the Council of Senates in Facilitating Greater Cross-Campus Collaboration (information) (docket page 19)

8. Admission & Awards Committee – Mx Rhys Herzberg

- a. Revision to International Four-Year Doctoral Partial Tuition Award (approval) (docket pages 20-21)
- b. Enrolment Services Changes to Admission Requirements (approval) (docket pages 22-37)
- c. Revisions to Admission Requirements for the Master of Arts in English (approval) (docket pages 38-40)
- d. Revisions to Admission Requirements for the Master of Fine Arts (approval) (docket pages 41-43)
- e. Revisions to Admission Requirements for the Undergraduate Certificate in Communications and Rhetoric admission requirements (approval) (docket pages 44-49)
- f. Admission Requirements for the Dual Degree Master of Management pathway for the Bachelor of Management Program (approval) (docket pages 50-53)
- g. Revisions to Admission Requirements for the Bachelor of Science Honours in Computer Science (approval) (docket pages 54-56)
- h. Revisions to Admission Requirements for the Bachelor of Science Honours in Data Science (approval) (docket pages 57-59)
- i. Revisions to Admission Requirements for the Master of Science (approval) (docket pages 60-61)
- j. New and Revised Awards (approval) (docket pages 62-67)
- k. International Student Initiative Awards (approval) (docket pages 68-71)

9. Agenda Committee – Dr Jan Cioe

- a. Indigenous Strategic Plan Endorsement (approval) (docket pages 72-112)
- b. Amendment to Convocation Rules for Virtual Graduation (approval) (docket pages 113-114)

10. Curriculum Committee – Dr Yves Lucet

Curriculum Proposal from the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, and Science (approval) (docket pages 115-152)

11. Nominating Committee – Dr Jannik Eikenaar

Committee Adjustments (approval) (docket pages 153)

12. Learning & Research Committee – Dr Karen Ragoonaden

Candidates for Emeritus Status (approval) (docket pages 154-155)

13. Report from the Registrar – Dr Kate Ross

2021 Student Senate and Board of Governors Elections Results (information) (docket pages 156-157)

14. 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 25 March 2021

DRAFT

Attendance

Present: L. Cormack (Vice-Chair), K. Ross (Secretary), L. Cormack, A. Mukherjee-Reed, H. Berringer, P. Barker, P. Simpson, B. Traister, S. Tomaskova, B. Frank, R. Sugden, G. DiLabio, G. Binsted, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, K. Hodges R. Johnson, Y. Lucet, P. Lasserre, S. Hilton, M. Pilin, P. Arthur, J. Picault, K. Ragoonaden, S. Holzman, S. Willis-Stewart, M. Legault, B. Marcolin, R. Lalonde, S. Cherkowski, S. McNeil, L. Markley, T. Forneris M. Libben. M. Reeves, J. Jakobi, R. Frost, R. Herzberg, J. Lee, K. Morgan, R. Petillion, B. Heerema, G Singh, D. Jarrouj, M Lunde, J. Naqvi, A. Alnaar, M. Arthur.

Regrets: S. Ono, S. Point, S. Bates, J. Olson, G. Singh, S. Cannon, M. Evans, G. Garrard, S. O'Leary, M. Evans, R. Metcalfe, V. Tamandong,

Guest: R. Sadiq

Clerk: C. Eaton

Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack called the seventh regular meeting of the Okanagan Senate to order at 3:36 pm.

Minutes of Previous Meetings

Jan Cioe
Blye Frank

}

That the Minutes of the Meetings of 25 February 2021 as corrected:

Senator Lalonde's comments on page 13 should read as follows: Dr Lalonde expressed a concern that any cross-appointed faculty member be primarily physical located on one of the two campuses, which would lead to asymmetry in their teaching and research activities between campuses.

Approved

Business Arising from the Minutes



Barbara Marcolin
Patricia Lasserre

}

*That the Senate endorse in principle the Report
and Recommendations of the Climate Emergency
Task Force.*

The Senate welcomed Vice-President Research and Innovation Gail Murphy who spoke to background of the task force.

Senator Cioe noted issues with electric vehicle charging on campus.

The Senate recognized Associate Vice-President Finance Rob Einarson, who advised that they were working to encourage behavior with both existing charging points and with expanded availability. He said that they were trying encouragement before enforcement. Mr Einarson also noted that the campus electrical grid was upgraded to allow future expansion of charging stations.

Senator McNeil noted that presently all charging stations were in premium-priced parking lots. He said that to encourage electric vehicles stations should be located in lower-priced lots and reduced parking rates should be considered.

Senator Ebl noted cycling infrastructure on campus and if expansion of bike storage had been considered.

Mr Einarson said that when the rail trail was developed, we expected a surge in cycling to campus and planned to expand; he noted that currently we had a surplus of bike storage lockers on campus but could expand as needed.

Senator Lalonde said that community engagement was only vaguely set out in the plan. He suggested that what UBC did as a community was important but we are only a small component of our society.

Dr Murphy said that this was an interest for task force members and also something raised during consultation. She noted that an extensive communications plan was developed to share and expand what UBC is doing with the community and also learn from the community.

Senator Barker noted that the Okanagan campus research agenda was tightly aligned with both the City of Kelowna and the Central Okanagan Regional District's plans around sustainability.

Senator DiLabio asked about the environmental impact of faculty travel and less climate-friendly research practices, for example, use of high-performance computing usage.

Dr Murphy said that in the climate action plans we are looking at both campus' commuting as well as academic and operational travel. We do not know what things will

look like emerging from this pandemic. Dr Murphy said that we needed to ensure that our young faculty in particular had needed exposure to grow their careers. With respect to environmental impacts of research, we are starting to look at how to measure things. Dr Murphy noted that we already had a green lab program but that we were looking at how to expand that and be more efficient.

Senator Barker said that we were aware of this issue as we worked to expand research spaces.

Senator Cioe asked what “endorsement” meant in the context of Senate.

The Clerk explained that over the past 20 to 30 years, the University has adopted a practice of “endorsing” reports and plans. In practice this was support in principle of a general direction or approach for the University, but not necessarily any of the specific recommendations and matters therein. Any specific actions therein would need to go through the normal approval processes.

Approved

Remarks from the Deputy Vice-Chancellor

Dr Cormack set out plans for September. She acknowledged that this was a moving target; UBC had to plan early, but circumstances may change with time. Dr Cormack noted that the Provincial Government was eager for UBC to resume more on-campus instruction and feels that there are effective ways to do so. She suggested that success will depend on as many people as possible being vaccinated. Dr Cormack said that some degree of hybrid instruction would be needed. Dr Cormack noted that a system-wide committee was looking at remote work opportunities, and a campus-specific resumption committee was being formed. She noted that there was some tension between those ideas and it will take some time to determine a new normal. Dr Cormack said that we should continue system-wide meetings between the campuses via remote means, and a policy to that end would be helpful. She extended that to the Senate itself, and suggested that a conversation was needed for what the future would look like for Senate meetings as well.

The Principal noted that work on Workday Student was continuing. She described this as exciting opportunity but it will take some work in many places including Senate to be successful. Dr Cormack noted that she was now the system lead executive for the implementation.

Senator Ebl said that return to campus may not be return to the past normal. She said that she did not think that all students were clear that we weren’t going back to the way things were in the past in September. Secondly, she said that we should consider the emotional and psychological wellbeing of our people in addition to the physical.

Dr Cormack replied that we did a survey of students, and a significant minority of them wish to consider online. She suggested that this was why a hybrid approach was



important, but it was complicated to address issues of workload and support. With respect to the communication to students, there was an attempt to recognize the nuance of our situation while considering that we do not have full autonomy in this circumstance given the priority of Government for a return to campus.

Senator DiLabio said that the timelines for implementation for Workday Student were longer than expected. He noted that the current student information system was on the verge of failure three years ago; given the delay, he suggested that we would have to do something to keep the current SIS working until Workday was ready.

Dr Cormack said that we should be concerned as the current system failed with some regularity. She said that the proposal to the Board did cost out repairing the current SIS while we wait for Workday to be more advanced.

Mr Einarson said that when we were expecting to go completely to Workday, we didn't enhance the SIS or add new functionality; however, we have now identified certain aspects of the SIS that Workday cannot replace in the short or intermediate term, and thus will need to be maintained for longer.

Dr Ross said that we now had a firm timeline for the implementation of Workday. The first phase will be in the fall of 2023, and the major components in 2024. She said that we were looking at this as an ecosystem solution and will take the newer parts of the current SIS and see if we can use those as components. Dr Ross noted that some components of the current SIS were over 30 years old however and can barely be patched.

Remarks from the Provost

The Vice-President Academic and Provost, Dr Ananya Mukherjee-Reed, updated the Senate on digital assessment tools. She noted that at the request of the Academic Policy Committee, a working group to be led by Heather Berringer has been established to look at all ancillary costs to education, including the digital assessment landscape on campus.

Dr Mukherjee-Reed announced that a new Associate Provost for Academic Programs, Teaching & Learning, Brad Wuetherick, has been appointed. He will be joining the Okanagan campus from Dalhousie University.

Finally, Dr Mukherjee-Reed said so far, enrolment was looking strong. She said that that she would bring a more detailed report to the next meeting of Senate.

Discussion on the Indigenous Strategic Plan



The Principal introduced Drs Sheryl Lightfoot and Margaret Moss and Ms Adrienne Vedan.

Ms Vedan presented on the Indigenous Strategic Plan (ISP). She set out where the plan was presently with implementation and where they were headed. Ms Vedan noted the importance of the United Nations Declaration on the Rights of Indigenous Persons, the Truth and Reconciliation Commission's Calls to Actions, and the Calls to Justice of the National Inquiry into Missing and Murdered Indigenous Women and Girls as context for this work.

Ms Vedan set out the ISP engagement process, noting that they had over 1200 in-person engagements, 1274 survey responses, and over 15000 suggestions and ideas. Ms Vedan also noted the specific engagement with the Okanagan Nations Alliance and with the Musqueam.

Dr Lightfoot set out the ISP implementation structure. She suggested that we needed to imbed the ISP into most aspects of the University's structure and have everyone be responsible for advancing it. She said that it was important that ISP not be a box-ticking exercise for academic units, and that different units needed to look at the goals and actions and design priority areas. She then set out the expected oversight of the ISP, including internal and external bodies. She noted that each portfolio, faculty and unit should be evaluated on their own plan's success, and that all academic initiatives would go through the usual review procedures.

Ms Vedan explained the implementation toolkit and workshops being developed to help units with Indigenous engagement and implementing the ISP, as well as the performance measurement frameworks being developed.

Senator Eikenaar thanked the presenters. He noted that he was excited to see the tools being developed, and said that these would be particularly helpful for implementation at the department level.

Senator Cioe said that this plan was a long time in development and he appreciated both the work and the approach taken.

Dr Lightfoot noted that the tool kit could be self-directed, but noted that they will also organize workshops in areas for departments and groups.

Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Senator Tamara Ebl, presented

NEW AND REVISED AWARDS

See Appendix A: Awards Report



Tamara Ebl } *That Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*
 Kristen Morgen

Dr Lasserre asked why Language and Literacy Education award had no amount listed.

Senator Ebl replied that this wasn't a question that was considered by the Committee.

Approved

VANTAGE COLLEGE MANAGEMENT PROGRAM

Tamara Ebl } *That Senate approve the suspension of admission to the UBC Vantage College, Vantage One Management Program until further notice.*
 Peter Arthur

Senator Lasserre asked where plans were with restructuring the program.

Principal Fox said that previous suspensions were on an annual basis, and conversations had been started with the Provost's Office and the program. She noted that these programs were before the COVID situation.

Senator Cherkowski noted the English foundations program was another pathway into Management and Engineering.

Approved

Curriculum Committees

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

March Curriculum Proposals

See Appendix B: Curriculum Report

Yves Lucet } *That the new courses, revised courses, and revised programs brought forward by the Faculties of Arts and Social Sciences, Creative and Critical Studies, Health and Social Development, and Science be approved.*
 Peter Arthur

Approved

Course Codes

Yves Lucet } *That the addition of _O and _V to course codes*
Patricia Lasserre } *from July 1, 2005 onwards be approved.*

Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Karen Ragoonaden, presented.

REMOTE INVIGILATION TOOLS

Senator Ragoonaden advised that the Senate Learning & Research Committee had considered best practices and recommendations regarding remote invigilation. The Committee had also carefully considered the significant concerns raised about equity, racial discrimination, and privacy specifically associated with the type of remote invigilation tools involving the use of automated recordings and algorithmic analysis of data captured during invigilation. For example, tools that use facial detection algorithms can fail to detect the faces of students with darker skin tones, preventing them from accessing exams without extra intervention. In addition, these tools are often incompatible with assistive technology which may create added barriers for some students with disabilities. Both of these may cause undue stress and harm to students.

Dr Ragoonaden advised that the Committee has concluded that equity and racial discrimination concerns exist when remote invigilation tools involve the use of automated recording and algorithmic data analysis. The Committee acknowledges that, in some cases, accrediting bodies for some professional programs do require the use of remote proctoring software and thus recommends restricting the use of this specific type of remote invigilation tool to only those cases. For the information of the Senate, the Committee has initiated consultation on two motions with the aim of bringing them to the April meeting of the Okanagan Senate. The first motion recommends that Senate adopt in principle the Guiding Principles for Remote Invigilation. This document provides a framework for the appropriate use of these tools. The second motion recommends that Senate restrict the use of remote invigilation tools that involve automated recording and algorithmic analysis of data captured during invigilation, except in cases explicitly requiring 'remote proctoring software' by external accreditation bodies.

Dr Mukherjee-Reed noted that students were questioning why UBC was not acting sooner on this matter.

Senator Hilton noted that it was not a good time to change invigilation rules so late in a term.

AMENDMENT TO AGENDA



Abdulrahman Alnaar } *That Senate amend the agenda for this meeting to
Kristen Morgan add the following motion for immediate
consideration: That Senate direct the Faculties to
restrict the use of remote invigilation tools that
involve automated recording and algorithmic
analysis of data captured during invigilation to
only cases explicitly requiring 'remote proctoring
software' by external accreditation bodies,
effective immediately.*

Senator Markley spoke against amending the agenda.

Senator McNeil spoke in favour of amending the agenda.

Senator Lucet said that we shouldn't rush into a decision, but we also shouldn't give accredited programs permission to continue to use these programs if they presented a human rights issue.

Amendment to
Agenda Approved

Abdulrahman Alnaar } *That Senate direct the Faculties to restrict the use
Kristen Morgan of remote invigilation tools that involve automated
recording and algorithmic analysis of data
captured during invigilation to only cases
explicitly requiring 'remote proctoring software'
by external accreditation bodies, effective
immediately.*

Dr Ragoonaden noted that Dr Joanne Fox, Chair of the Vancouver Senate Teaching and Learning Committee was present. As Vancouver had recently adopted the above motion, she asked her to speak to the matter, and in particular what consultations happened in Vancouver and were planned for here.

Dr Fox said that the issues identified by the Okanagan were the same as those identified by the Vancouver Committee. Dr Fox said that tools that involve automated recording and algorithmic analysis had substantial issues from both a privacy and a human rights perspective. In consulting with the faculties, her committee learned that despite these concerns some accrediting bodies demanded their use.

Senator Holzman how we could address student concerns around academic integrity.



Dean Traister noted that the teaching and learning services team had set up an invigilation pool to monitor examinations.

Senator Ebl asked if there were alternate tools that would still be allowed.

Senator Ragooanden replied that based on Vancouver's considerations, the motion only restricts those remote invigilation tools that involved artificial intelligence approaches. Zoom invigilation or respondents would be acceptable.

By general consent, the time to adjourn was extend by 30 minutes.

Senator Traister noted that this was a year of unusual and extraordinary circumstances. He said that while he would have liked more time but we do not have that time. He noted that this would be difficult for instructors who thought that it was ok to use this software; however, that earlier decision in his opinion was wrong and this software should not be used.

Senator Markley commented on huge spike in academic misconduct in Applied Science. He noted that in response to that they had been encouraging using Proctorio, Lockdown Browser, and Zoom invigilation. He noted that some of the concerns raised could be addressed by not using or ignoring certain aspects of the software. He said that if we wanted to do this, we should do so for the summer term and not disrupt current classes.

Senator Lucet said that this decision felt too rushed and instructors would not have time to consider alternatives. He agreed with Senator Markley that academic integrity was important. Dr Lucet said that if this was a human rights issue, we shouldn't tolerate accredited programs being able to use these programs. He suggested that deans should be allowed to grant exceptions as may be required by their programs.

Senator Morgan said that this software's use was discriminatory and that this was an issue of racism that we needed to protect our students from.

Senators M. Arthur and Tamandong agreed with Senator Morgan.

Approved

Report from the Deputy Vice-Chancellor

2021-2022 BUDGET PRESENTATION

Senate welcomed Associate Vice-President Finance Rob Einarson and Manon Harvey, Chief Budget Officer, to present.

Mr Einarson set out the fiscal environment for the campus, noting that they were at 118% of government-funded domestic enrolment and were projecting international FTE growth of 5%. He



set out the campus priorities, including, implementation of the Indigenous Strategic Plan; equity, diversity, and inclusion initiatives; sustainability and climate change; faculty support; investment in space; investments in student resources, and enhancing services to support growth pressures on infrastructure and services.

Mr Einarson set out the operating budget for 2021, noting that the overall budget would be \$228.4 million, a \$17.3 million increase over last year.

By general consent, the time to adjourn was extend by 30 minutes.

Ms Harvey set out the priority investments planned for 2021/2022. She noted that Okanagan Campus incremental tuition for fiscal 2021/22, along with unallocated tuition carrying forward from fiscal 2020/21 and reserves committed to address the campus' space shortage, resulted in \$33.9 million available for allocation to strategic priorities. Of that, funding of \$13.1 million will be held back to support future planned capital and operating requirements — until planned new building constructions are complete the campus is at enrolment capacity, reducing the opportunity for incremental revenues in the coming years. The balance available for strategic priorities in fiscal 2021/22 is \$20.8 million, with recommendation for allocations in core areas as follows:

- People and Places— \$7.1 million: for proposed minimum funding for PhD students; support for the Integrated Service Centre; and funding for EDI priorities, including resources for the Equity Office and Sexual Violence Prevention and Response Office. Significant investment is also included for capital development, the Interdisciplinary Collaboration and Innovation building, and Nechako Housing Commons.
- Research Excellence — \$4.3 million: for investments to continue to support innovation, knowledge and resource sharing, and research infrastructure, as well as the build-out of Innovation Precinct building 1.
- Transformative Learning — \$6.1 million: for resources to expand student services, primarily in the areas of career and academic development, disability and student learning resources; and counselling and health resources. Additional resources are allocated for faculties to support academic priorities.
- Local and Global Engagement — \$1.1 million: for implementation of Truth and Reconciliation Commission (TRC) commitments, including ongoing positions for the Indigenous Affairs Office, Indigenous student advising, and Library Services resources.
- Sustainment/Risk/Compliance Actions — \$2.2 million: for support for administrative unit staff salary increases; operating costs for new building service contract increases; routine capital, including an annual roof replacement program; and growth pressures for core services, including infrastructure development, facilities management, security, information technology, and finance.

With respect to the Excellence Fund, Ms Harvey noted that on the Okanagan campus a total of \$17.5 million funding is planned across initiatives that support the same core areas, including:



- People and Places— \$5.5 million: for investments in the recruitment and retention of faculty, the Aspire Research Fund, and International Doctoral Fellowships, as well as the new International Impact Scholarship; the establishment of minimum per year funding for PhD students; and the Accelerate Phase of the President’s Academic Excellence Initiative, with specific recruitment of BIPOC faculty.
- Local and Global Engagement — \$1.1 million: for ongoing support of Aboriginal Entrance Fellowships for graduate students and development of a new Indigenous language fluency degree; new investment in anti-racism and Truth and Reconciliation commitments; and support for the UBC Okanagan Public Art Gallery and the Public Humanities Hub.
- Research Excellence — \$4.0 million: for significant investment in research clusters (through the Eminence Program); increased funding for the Principal’s Research Chairs program; and continued enhancement of research infrastructure.
- Transformative Learning — \$2.9 million: for continued investment in UBC Okanagan’s Aspire Learning and Teaching Fund to support curricular innovation; investment in seed funding for new programs; and support for student-led initiatives.

Mr Einarson then set out the financial risks for the campus, including reliance on international student enrolment, student attrition due to COVID-19 and online learning, salary inflation exceeding incremental revenue, success of the Integrated Renewal Program, and construction cost inflation.

Senator Ebl noted that we would have retrofitting costs for return to campus plans and asked where this would be reflected in the budget. Secondly, she noted student concerns with raising tuition with online learning.

Mr Einarson replied, noting that most expenses were in the current fiscal year rather than next year’s budget. He said that any new expenses will be put in campus operations. With respect to student tuition and value for money, he noted that much of our budget was tied to salary costs and these did not change with the COVID-19 pandemic. We did save some costs but also had new expenses.

The Provost noted that students on the Board of Governors have asked UBC to consider an affordability matrix for students to fully understand the costs of education, including food and housing. The administration is proposing a task force to develop an affordability framework to see how financial stress can be addressed.

Senator Alnaar asked where equity, diversity, and inclusion priorities were reflected in the budget.

The Provost replied that some of this was in the Excellence Fund. For example, bridge funding for faculties who make new hires. Secondly, there was a new fund set aside for anti-racism activities. Finally, under the student portfolio there is funding for cultural understanding and for scholarships. She noted that each faculty may have its own



initiatives as well. She offered to bring a more complete summary of Excellence Fund allocations to a future Senate meeting.

Senator Cioe raised a question on minimum funding for PhD students.

Senator Simpson said we have 400 PhD students, most of whom are already receiving substantive funding, but many below the \$20000 proposed per student. Around \$15000 for the 75 expected new PhD students is expected. Costs increase over new intake years as these are 4-year commitments. This was separate from existing funding such as for teaching assistants.

Ms Harvey said that \$2 million was set aside from Trek funding.

Senator Traister asked where else Trek funding was listed as it was useful to understand funding sources not just expenditures, especially system-related financing.

Ms Harvey replied that operating and Trek funding were combined in the budget allocations. Trek funding increased by \$4 million a year. This was primarily used as student support and donor matching funding.

Dean Traister said that the Trek funding was a victory for the Okanagan campus and he thanked the Provost and others for their success in that money being available.

Thanks to student senators

The Deputy Vice-Chancellor noted that this would be the last Senate meeting for many students elected for the 2020-2021 year. She thanked all of the students for their service.

Adjournment

Seeing no other business, the meeting was adjourned at 6:29 p.m.



Appendix A: Awards Report

NEW AWARDS:

Proposed Award: Department of Language and Literacy Education Award in French

Awards are offered annually by the Department of Language and Literacy Education for Bachelor of Education students in the Faculty of Education on the Vancouver and Okanagan campuses who have successfully completed a French course or workshop offered by the Department of Language and Literacy Education. The awards are made on the recommendation of the Department of Language and Literacy Education. (First awards available for the 2020/21 Winter session)

PREVIOUSLY APPROVED AWARD WITH CHANGES IN TERMS OR FUNDING SOURCE:

Existing description (2016):

Award Title: Connaghan Family Bursary in Arts and Sciences

A \$2,000 bursary is offered by the Connaghan family to a student with a declared major in arts or sciences in the Irving K. Barber **Faculty of Arts and Social Sciences or science in the Irving K. Barber Faculty of Science** School of Arts and Sciences at the University of British Columbia, Okanagan campus. The bursary is made in recognition of the family's strong commitment to the pursuit of a post-secondary education even in the face of financial challenges. The family has a significant history with UBC beginning with Charles Connaghan who was president of the **Alma Mater Society** AMS in the 1950s, VP of Administrative Services in the 1970's, and recipient of the Great Trekker Award in 1994. All members of the Connaghan family have at least one degree from UBC. The bursary will alternate annually between a student in arts and a student in sciences. Preference is given to a student demonstrating the greatest assessed financial need. **The bursary will be adjudicated by Enrolment Services.**

Amended Description: Connaghan Family Bursary in Arts and Sciences

A \$2,000 bursary is offered by the Connaghan family to a student with a declared major in arts in the Irving K. Barber Faculty of Arts and Social Sciences or science in the Irving K. Barber Faculty of Science at the University of British Columbia, Okanagan campus. The bursary is made in recognition of the family's strong commitment to the pursuit of a post-secondary education even in the face of financial challenges. The family has a significant history with UBC beginning with Charles Connaghan who was president of the Alma Mater Society in the 1950s, VP of Administrative Services in the 1970s, and recipient of the Great Trekker Award in 1994. All members of the Connaghan family have at least one degree from UBC. The bursary will alternate annually between a student in arts and a student in sciences. Preference is given to a student demonstrating the greatest assessed financial need. The bursary will be adjudicated by Enrolment Services.

Rationale: The Irving K. Barber School of Arts and Sciences does not exist anymore and needs to be placed with the two new faculties.

Existing description (2020):

Award Title: Paul Jubinville Memorial Bursary in Engineering



A \$2,000 bursary has been made available through an endowment established by **Rick and Jeannine Jubinville along with** the family and friends of Paul Jubinville, along with matching funds from The University of British Columbia, to a **fourth-year** electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a fourth-year student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. The bursary will be adjudicated by Enrolment Services.

Amended Description: Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary has been made available through an endowment established by Rick and Jeannine Jubinville along with family and friends of Paul Jubinville, along with matching funds from The University of British Columbia, to a fourth-year electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. The bursary will be adjudicated by Enrolment Services.

Rationale: The in-memoriam donation page specified the bursary would go to a fourth-year student.



Appendix B: Curriculum Report

IGS 583 – Revised course

INDG 202 – Revised course

PSYO 281 (1-3) d – New course

Bachelor of Nsyilxcn Language Fluency, Degree Requirements – Revision to Program Requirements

Interdisciplinary Graduate Studies, Community Engagement, Social Change, and Equity (CESCE) Theme, Doctor of Philosophy (Ph.D.) – Revision to Program Requirements

Interdisciplinary Graduate Studies, Global Studies Theme, Doctor of Philosophy (Ph.D.) – Revision to Program Requirements

Interdisciplinary Graduate Studies, Power, Conflict, and Ideas Theme, Doctor of Philosophy (Ph.D.) – Revision to Program Requirements

Interdisciplinary Graduate Studies, Sustainability Theme, Doctor of Philosophy (Ph.D.) – Revision to Program Requirements

To: Senate

From: Academic Policy Committee

Re: Role of the Council of Senates in Facilitating Greater Cross-Campus Collaboration (Information)

Date: 29 April 2021

Dean Traister at the last Senate meeting suggested every standing committee should look at the Report of the Task Force on Cross-Campus Collaboration and identify where there might be relevant content to address. One of the major suggestions is to re-activate the Council of Senates, and this would logically rest with the Academic Policy Committee so we discussed this suggestion.

It was the unanimous position of the members of the Academic Policy Committee that the current relationship between the two Senates and the Council of Senates be maintained. We agree with the decision made in 2005 to limit the Council so that it could not interfere in the affairs of what should be two largely autonomous campuses at the academic level. The problem with the Council unilaterally taking up its powers under the *University Act* is that it essentially means the end of the Okanagan and Vancouver Senates as functional entities. The two Senates in 2005 were of the view that the Council of Senates should be a dispute resolution body, and as much as possible the two Senates should retain what traditionally would be viewed as the responsibilities of an academic senate in Canada.

This response does not deny that there is room to allow for some closer alignment in the academic functions of the University, but enhanced academic alignments can be done without restricting autonomy of the current Senates. The Committee considered a variety of ways in which our committee could better coordinate with our Vancouver counterpart. As a result, the UBCO Chair has initiated an informal chat with the Chair of UBCV's Academic Policy Committee to discuss ongoing areas that are of interest to both committees, in addition to information sharing via the Office of the Senate which supports both committees. Indeed, as a result of just such communication, this past year has seen many Senate policy initiatives implemented in coordination on both campuses (e.g., Academic Concessions, Syllabus, start of semester date, etc.). This demonstrates that the desired collaboration in governance is already feasible, without the need for direction from the Council of Senates.

It is the Committee's view that the problems identified for cross-campus faculty (e.g., teaching appointments across campuses in which a course that is delivered in both the Okanagan and Vancouver, and the difficulty in having Okanagan faculty supervise graduate students in Vancouver and vice versa) could be dealt with by the existing mechanisms if there is a will to make changes. We believe that the Collective Agreement is neutral when it comes to cross appointments until it gets to the Provost level. Accordingly, we urge the Provost to consider what can be done to overcome the existing barriers for greater collaboration between the two campuses with respect to faculty roles in such areas as teaching, research collaborations, and graduate committee membership. Another area needing to be addressed at the administrative level is creating a more seamless transfer of credits between the two campuses.



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

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Kelowna, BC Canada V1V 1V7

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www.senate.ubc.ca

29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Revision to International Four-Year Doctoral Partial Tuition Award (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Revised International Four-Year Doctoral Partial Tuition Award.*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee

Revision to the International Four-Year Doctoral Partial Tuition Award

Approved by Graduate Council: March 17, 2021

Effective Date: 2021W

Current description:

The International Four-Year Doctoral Partial Tuition Award is only available to incoming international doctoral students who have a first-class admission GPA, or PhD transfer students with a first-class GPA at the time of transfer to their PhD program. The Award pays the tuition differential between international and domestic tuition for eligible students. The award provides funding for a total of four years (48 months) per awardee.

Revised description:

The International Four-Year Doctoral Partial Tuition Award is ~~only~~ available to incoming international doctoral students ~~who have a first-class admission GPA, or~~ and PhD transfer students ~~with a first-class GPA at the time of transfer to their PhD program~~. The Award pays the tuition differential between international and domestic tuition for eligible students. The award provides funding for **up to** a total of four years (48 months) per awardee.



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29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Enrolment Services Changes to Admission Requirements (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve changes to undergraduate admission criteria proposed by Enrolment Services, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A</p> <p>Dept./Unit: Enrolment Services</p> <p>Faculty/School Approval Date: N/A</p> <p>Effective Session: 2021W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: February 11, 2021</p> <p>Contact Person: Michelle Davis</p> <p>Phone: N/A</p> <p>Email: michelle.davis@ubc.ca</p>
<p>Type of Action: Revise University-level admissions requirements.</p>	
<p>Rationale: The proposed changes will more accurately reflect UBC's holistic admission assessment of applicants as opposed the calculation of a singular admission average. Also, Canadian course equivalencies are being updated for PEI and NL to exclude Math courses that are no longer considered equivalent to BC's Pre-Calculus 12.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following Canadian Secondary School Curriculum Introduction</p> <p><i>Introduction</i></p> <p>[123] Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required. Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.</p> <p>[124] The following information should be considered in conjunction with the program-specific admission requirements</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,23,69,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following Canadian Secondary School Curriculum Introduction</p> <p><i>Introduction</i></p> <p>[123] Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required. Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.</p> <p>[124] The following information should be considered in conjunction with the program-specific admission requirements</p>



<p>listed in Program Requirements for Canadian Secondary School Applicants.</p> <p>[125] Academic assessments for the purpose of admission to UBC are primarily based on Grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the academic assessment.</p> <p>[126] Applicants must arrange for their high school grades to be submitted to Undergraduate Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.</p> <p>[128] The following provincial requirements apply:</p> <p>[...]</p> <p>[18925] Prince Edward Island (PEI)</p> <p>[18926] Equivalencies with BC</p> <p>[18927]</p> <ul style="list-style-type: none"> • ENG 621A is the PEI equivalent of BC English Studies 12. • MAT 611B or MAT 621B are PEI equivalents of BC Pre-Calculus 12. • BIO 621A is the PEI equivalent of BC Anatomy and Physiology 12, 	<p>listed in Program Requirements for Canadian Secondary School Applicants.</p> <p>[125] Academic averages for the purpose of admission to UBC are primarily based on Grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.</p> <p>[126] Applicants must arrange for their high school grades to be submitted to Undergraduate Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.</p> <p>[128] The following provincial requirements apply:</p> <p>[...]</p> <p>[18925] Prince Edward Island (PEI)</p> <p>[18926] Equivalencies with BC</p> <p>[18927]</p> <ul style="list-style-type: none"> • ENG 621A is the PEI equivalent of BC English Studies 12. • MAT 611B, or one of MAT 621A or MAT 621B are PEI equivalents of BC Pre-Calculus 12.
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<p>CHE 621A is the PEI equivalent of BC Chemistry 12, and PHY 621A is the PEI equivalent of BC Physics 12.</p> <p>[18928] Newfoundland and Labrador</p> <p>[18929] Equivalencies with BC</p> <p>[18930]</p> <ul style="list-style-type: none"> English 3201 is the Newfoundland/Labrador equivalent of BC English Studies 12. Math 3200 or Math 3208 are the Newfoundland/Labrador equivalents of BC Pre-Calculus 12. Math 3103 and Math 3206 cannot be used as equivalents of BC Pre-Calculus 12. Biology 3201 is the Newfoundland/Labrador equivalent of BC Anatomy and Physiology 12, Chemistry 3202 is the Newfoundland/Labrador equivalent of BC Chemistry 12, and Physics 3204 is the Newfoundland/Labrador equivalent of BC Physics 12. 	<ul style="list-style-type: none"> BIO 621A is the PEI equivalent of BC Anatomy and Physiology 12, CHE 621A is the PEI equivalent of BC Chemistry 12, and PHY 621A is the PEI equivalent of BC Physics 12. <p>[18928] Newfoundland and Labrador</p> <p>[18929] Equivalencies with BC</p> <p>[18930]</p> <ul style="list-style-type: none"> English 3201 is the Newfoundland/Labrador equivalent of BC English Studies 12. Math 3200 or 3201 or 3208 are the Newfoundland/Labrador equivalents of BC Pre-Calculus 12. Math 3103 and Math 3206 cannot be used as equivalents of BC Pre-Calculus 12. Biology 3201 is the Newfoundland/Labrador equivalent of BC Anatomy and Physiology 12, Chemistry 3202 is the Newfoundland/Labrador equivalent of BC Chemistry 12, and Physics 3204 is the Newfoundland/Labrador equivalent of BC Physics 12.
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Admissions Proposal Form Okanagan Campus

Faculty/School: N/A Dept./Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2021W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.	Date: February 11, 2021 Contact Person: Michelle Davis Phone: N/A Email: michelle.davis@ubc.ca																																						
Type of Action: Revise University-level admission requirements.																																							
Rationale: The Calendar section outlining the 2019 changes to UBC's approach to undergraduate admission is no longer required.																																							
Proposed Academic Calendar Entry: Homepage (draft) Admissions <i>Admissions</i> Contents <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>UBC Admissions Student Declaration</td><td style="text-align: center;">→</td></tr> <tr><td>UBC Graduate Admissions Student Declaration</td><td style="text-align: center;">→</td></tr> <tr><td>Graduate Admission Procedures</td><td style="text-align: center;">→</td></tr> <tr><td>Undergraduate Admission Procedures</td><td style="text-align: center;">→</td></tr> <tr><td>Application and Document Deadlines</td><td style="text-align: center;">→</td></tr> <tr><td>Policy on Admissions</td><td style="text-align: center;">→</td></tr> <tr><td>Classification of Students</td><td style="text-align: center;">→</td></tr> <tr><td>English Language Admission Standard</td><td style="text-align: center;">→</td></tr> <tr><td>Program Requirements for Canadian Secondary School Applicants</td><td style="text-align: center;">→</td></tr> </table> <p>[...]</p>	UBC Admissions Student Declaration	→	UBC Graduate Admissions Student Declaration	→	Graduate Admission Procedures	→	Undergraduate Admission Procedures	→	Application and Document Deadlines	→	Policy on Admissions	→	Classification of Students	→	English Language Admission Standard	→	Program Requirements for Canadian Secondary School Applicants	→	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,0,0,0 Present Academic Calendar Entry: Homepage (draft) Admissions <i>Admissions</i> Contents <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>UBC Admissions Student Declaration</td><td style="text-align: center;">→</td></tr> <tr><td>UBC Graduate Admissions Student Declaration</td><td style="text-align: center;">→</td></tr> <tr><td>Graduate Admission Procedures</td><td style="text-align: center;">→</td></tr> <tr><td>Undergraduate Admission Procedures</td><td style="text-align: center;">→</td></tr> <tr><td>Application and Document Deadlines</td><td style="text-align: center;">→</td></tr> <tr><td>Policy on Admissions</td><td style="text-align: center;">→</td></tr> <tr><td>Classification of Students</td><td style="text-align: center;">→</td></tr> <tr><td>English Language Admission Standard</td><td style="text-align: center;">→</td></tr> <tr><td>Changes to Undergraduate Admissions for Secondary School Applicants in 2019</td><td style="text-align: center;">→</td></tr> <tr><td>Program Requirements for Canadian Secondary School Applicants</td><td style="text-align: center;">→</td></tr> </table> <p>[...]</p>	UBC Admissions Student Declaration	→	UBC Graduate Admissions Student Declaration	→	Graduate Admission Procedures	→	Undergraduate Admission Procedures	→	Application and Document Deadlines	→	Policy on Admissions	→	Classification of Students	→	English Language Admission Standard	→	Changes to Undergraduate Admissions for Secondary School Applicants in 2019	→	Program Requirements for Canadian Secondary School Applicants	→
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<p>Proposed Academic Calendar Entry:</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,354,0,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Changes to Undergraduate Admissions for Secondary School Applicants in 2019</p> <p><i>Changes to Undergraduate Admissions for Secondary School Applicants in 2019</i></p> <p>[18379] In the 2019 admission cycle, the University of British Columbia introduced a new, holistic approach to assessing secondary school students applying for undergraduate admission. Now, the entirety of the applicant's secondary school transcript, including all courses taken at the Grade 11 and Grade 12 levels, will be considered in the undergraduate admission decision. UBC will look at grades in all academic courses with particular attention to those in subject areas that are relevant to the applicant's intended area of study at UBC.</p> <p>[18089] Where possible, UBC may also consider the number of Grade 11 and 12 courses presented in order to recognize students who challenge themselves with a heavier course load. Similarly, the admission decision may also consider rigour of coursework in order to better recognize students who have challenged themselves with coursework that includes more advanced or post-secondary level content.</p> <p>[18090] UBC encourages students to actively explore their academic interests in secondary school. As a result, the</p>
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~~admission evaluation will omit a course with the student's lowest academic course grade if it is in an area that is unrelated to their intended area of study at UBC. Similarly, there may be some non-academic courses (where grades are not used) that speak to the student's intended area of study at the university that are looked upon favourably in the admission process.~~

[18091] ~~The courses required for admission (i.e., the prerequisites) to undergraduate programs have not changed from previous years. Students who present the minimum requirements for admission (as described in the [Program Requirements for Canadian Secondary School Applicants](#)) will be eligible for consideration.~~

[18092] ~~Admission to The University of British Columbia is competitive and satisfying the minimum requirements does not guarantee admission. In addition to presenting the necessary prerequisite courses, an applicant's admission decision will be based upon the following principles:~~

[18094]

- ~~1. To what extent has the applicant excelled in secondary school, as evidenced by their grades?~~
- ~~2. To what extent has the applicant challenged themselves in secondary school, as evidenced by the number and academic rigour of courses completed?~~
- ~~3. To what extent has the applicant taken courses in subjects that are relevant to their intended area of study at the University?~~

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	[18095] Taken in conjunction with the UBC personal profile, the UBC undergraduate admission decision approach rests on a holistic assessment of the applicant, placing value on all learning in secondary school.
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Admissions Proposal Form Okanagan Campus

Faculty/School: N/A Dept./Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2021W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.	Date: February 11, 2021 Contact Person: Michelle Davis Phone: N/A Email: michelle.davis@ubc.ca												
Type of Action: Revise program-level admission requirements.													
Rationale: The proposed changes will update the program-specific admission requirements for high school applicants from Canada to reflect new course names from the BC Ministry of Education.													
Proposed Academic Calendar Entry: Homepage (draft) Admissions Program Requirements for Canadian Secondary School Applicants <i>Program Requirements for Canadian Secondary School Applicants</i> <div style="background-color: yellow; display: inline-block; padding: 2px 5px;">[18117]</div>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,356,0,0#18117 Present Academic Calendar Entry: Homepage (draft) Admissions Program Requirements for Canadian Secondary School Applicants <i>Program Requirements for Canadian Secondary School Applicants</i> <div style="background-color: yellow; display: inline-block; padding: 2px 5px;">[18117]</div>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Program</th> <th style="width: 35%;">Minimum Requirements:</th> <th style="width: 50%;">Overall Assessment based upon grades in the following courses:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All</td> <td>Recommendation: A minimum of six Grade 12 courses are recommended.</td> <td>All Grade 11 and Grade 12 courses¹.</td> </tr> </tbody> </table>	Program	Minimum Requirements:	Overall Assessment based upon grades in the following courses:	All	Recommendation: A minimum of six Grade 12 courses are recommended.	All Grade 11 and Grade 12 courses ¹ .	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Program</th> <th style="width: 35%;">Minimum Requirements:</th> <th style="width: 50%;">Overall Assessment based upon grades in the following courses:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All</td> <td>Recommendation: A minimum of six Grade 12 courses are recommended.</td> <td>All Grade 11 and Grade 12 courses¹.</td> </tr> </tbody> </table>	Program	Minimum Requirements:	Overall Assessment based upon grades in the following courses:	All	Recommendation: A minimum of six Grade 12 courses are recommended.	All Grade 11 and Grade 12 courses ¹ .
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	Approved equivalent International Baccalaureate, Advanced Placement, or post-secondary courses may also be used.			Approved equivalent International Baccalaureate, Advanced Placement, or post-secondary courses may also be used.	
[18118]			[18118]		
Program	Minimum Prerequisite Courses:		Program	Minimum Prerequisite Courses:	
Arts	-English Studies 12 or English First Peoples 12		Arts	-English 12 or English First Peoples 12	
Engineering	-English Studies 12 or English First Peoples 12 -Pre-Calculus 12 -Chemistry 12 -Physics 12		Engineering	-English 12 or English First Peoples 12 -Pre-Calculus 12 -Chemistry 12 -Physics 12	
Fine Arts	-English Studies 12 or English First Peoples 12		Fine Arts	-English 12 or English First Peoples 12	
Human Kinetics	-English Studies 12 or English First Peoples 12 -Pre-Calculus 12 - Anatomy and Physiology 12 -Chemistry 11 or Physics 11		Human Kinetics	-English 12 or English First Peoples 12 -Pre-Calculus 12 - Biology 12 -Chemistry 11 or Physics 11	
Management	-English Studies 12 or English First Peoples 12 -Pre-Calculus 12		Management	-English 12 or English First Peoples 12 -Pre-Calculus 12	
Media Studies	-English Studies 12 or English First Peoples 12		Media Studies	-English 12 or English First Peoples 12	
Nursing	-English Studies 12 or English First Peoples 12 -Pre-Calculus 11 or Foundations of Math 12 - Life Sciences 11 and Anatomy and Physiology 12 -Chemistry 11 and 12		Nursing	-English 12 or English First Peoples 12 -Pre-Calculus 11 or Foundations of Math 12 - Biology 11 and 12 -Chemistry 11 and 12	
			Science	-English 12 or English First Peoples 12 -Pre-Calculus 12 -Minimum of one Grade 12 Science -Chemistry 11	



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Science	-English Studies 12 or English First Peoples 12 -Pre-Calculus 12 -Minimum of one Grade 12 Science -Chemistry 11	Sustainability	-English 12 or English First Peoples 12 -Pre-Calculus 12 ² -Minimum of one Grade 12 Science
Sustainability	-English Studies 12 or English First Peoples 12 -Pre-Calculus 12 ² -Minimum of one Grade 12 Science	<p>[18119] ¹ Does not include any courses classified as Applied Design, Skills, and Technologies, Career Education, Physical and Health Education, or Faith-based.</p> <p>[19430] ² Outstanding applicants missing Pre-Calculus 12 or equivalent are encouraged to apply and will be considered on a case-by-case basis.</p> <p>[...]</p>	
<p>[18119] ¹ Does not include any courses classified as Applied Design, Skills, and Technologies, Career Education, Physical and Health Education, or Faith-based.</p> <p>[19430] ² Outstanding applicants missing Pre-Calculus 12 or equivalent are encouraged to apply and will be considered on a case-by-case basis.</p> <p>[...]</p>			



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A</p> <p>Dept./Unit: Enrolment Services</p> <p>Faculty/School Approval Date: N/A</p> <p>Effective Session: 2021W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: February 11, 2021</p> <p>Contact Person: Michelle Davis</p> <p>Phone: N/A</p> <p>Email: michelle.davis@ubc.ca</p>
<p>Type of Action: Revise University-level admission requirements.</p>	
<p>Rationale: The proposed changes will update the admission requirements for BC Adult Graduation Diploma applicants and clarify when applicants are required to have completed the BC English 12 provincial examination (only when registration in the BC English 12 course was before July 1, 2019).</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>Homepage (draft) Admissions Applicants Following the BC/Yukon Secondary School Curriculum</u> British Columbia Adult Graduation Diploma (BCAGD)</p> <p><i>British Columbia Adult Graduation Diploma (BCAGD)</i></p> <p>[120] The UBC Okanagan campus recognizes the British Columbia Adult Graduation Diploma (BCAGD) for admission to the first year of an undergraduate degree.</p> <p>[18138] The overall academic assessment will be based on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, or English Studies 12, or English First Peoples 12.</p>	<p>Draft Academic Calendar URL: <u>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,67,0</u></p> <p>Present Academic Calendar Entry:</p> <p><u>Homepage (draft) Admissions Applicants Following the BC/Yukon Secondary School Curriculum</u> British Columbia Adult Graduation Diploma (BCAGD)</p> <p><i>British Columbia Adult Graduation Diploma (BCAGD)</i></p> <p>[120] The UBC Okanagan campus recognizes the British Columbia Adult Graduation Diploma (BCAGD) for admission to the first year of an undergraduate degree.</p> <p>[18138] The overall admission average will be calculated on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, or English Studies 12, or English First Peoples 12.</p>



<p>[16709] Applicants from recognized secondary schools must write the BC English 12 provincial examination <u>if the English 12 course registration was prior to July 1, 2019</u>, even if not required for the BCAGD.</p> <p>[16710] The BC English 12 provincial examination result will be used if the examination result <u>advantages the academic assessment</u>. In cases where a significant discrepancy exists between the BC English 12 course grade and the BC English 12 provincial examination grade, UBC reserves the right to use the BC English 12 provincial examination grade only.</p> <p>[16711] A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.</p> <p>[12483] Entrance requirements to specific programs parallel those for Canadian secondary school applicants. Applicants should refer to Program Requirements for Canadian Secondary School to ensure they have the required courses.</p> <p>[12484] Adult Basic Education (ABE) Courses</p> <p>[12485] The UBC Okanagan campus accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions.</p>	<p>[16709] Applicants from recognized secondary schools must write the BC English 12 provincial examination, even if not required for the BCAGD.</p> <p>[16710] The BC English 12 provincial examination result will be used if the examination result increases the applicant's admission average. In cases where a significant discrepancy exists between the BC English 12 course grade and the BC English 12 provincial examination grade, UBC reserves the right to use the BC English 12 provincial examination grade only.</p> <p>[16711] A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.</p> <p>[12483] Entrance requirements to specific programs parallel those for Canadian secondary school applicants. Applicants should refer to Program Requirements for Canadian Secondary School to ensure they have the required courses.</p> <p>[12484] Adult Basic Education (ABE) Courses</p> <p>[12485] The UBC Okanagan campus accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions.</p> <p>[18139] For applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation</p>
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<p>[18139] For applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation Diploma (BCAGD), the overall <u>academic assessment</u> will be calculated on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, English Studies 12, or English First Peoples 12.</p>	<p>Diploma (BCAGD), the overall admission average will be calculated on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, English Studies 12, or English First Peoples 12.</p>
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A</p> <p>Dept./Unit: Enrolment Services</p> <p>Faculty/School Approval Date: N/A</p> <p>Effective Session: 2021W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: February 11, 2021</p> <p>Contact Person: Michelle Davis</p> <p>Phone: N/A</p> <p>Email: michelle.davis@ubc.ca</p>								
<p>Type of Action: Revise University-level admissions requirements.</p>									
<p>Rationale: The proposed changes will update the admission requirements for high school applicants from BC and the Yukon.</p>									
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following the BC/Yukon Secondary School Curriculum Minimum Academic Qualifications</p> <p><i>Minimum Academic Qualifications</i></p> <p>[93] The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:</p> <p>[94]</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 85%;">Required Courses¹</th> </tr> </thead> <tbody> <tr> <td>Grade 12</td> <td>English Studies 12 or English First Peoples 12</td> </tr> </tbody> </table> <p>¹ Or equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See Program Requirements for Canadian Secondary School Applicants; Advanced Placement</p>	Grade	Required Courses ¹	Grade 12	English Studies 12 or English First Peoples 12	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,63,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following the BC/Yukon Secondary School Curriculum Minimum Academic Qualifications</p> <p><i>Minimum Academic Qualifications</i></p> <p>[93] The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:</p> <p>[94]</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 85%;">Required Courses¹</th> </tr> </thead> <tbody> <tr> <td>Grade 12</td> <td>English Studies 12 or English First Peoples 12</td> </tr> </tbody> </table> <p>¹ Or approved equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See Program Requirements for Canadian Secondary School Applicants; Advanced Placement</p>	Grade	Required Courses ¹	Grade 12	English Studies 12 or English First Peoples 12
Grade	Required Courses ¹								
Grade 12	English Studies 12 or English First Peoples 12								
Grade	Required Courses ¹								
Grade 12	English Studies 12 or English First Peoples 12								



[and International Baccalaureate Courses Approved to Satisfy Prerequisites; and Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation.](#)

[96] A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.

[18135] **Equivalent** courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English Studies 12 or English First Peoples 12.)

[18136] For BC/YT **high school graduates of 2019 or earlier**: Applicants are required to **have written** the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that **were** required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result **advantages the academic assessment**. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

[18137] **BC/YT applicants will be** required to provide a completed **Grade 12 Literacy Assessment when it is required for graduation** before UBC can make an offer of admission.

[...]

[and International Baccalaureate Courses Approved to Satisfy Prerequisites; and Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation.](#)

[96] A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.

[18135] **Approved** courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English Studies 12 or English First Peoples 12.)

[18136] For BC/YT **students who graduated in 2018 and 2019**: Applicants are required to **write** the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that **are** required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result **increases the applicant's admission average**. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

[18137] **For BC/YT students graduating in 2021 and thereafter**: Applicants are required to provide a completed Literacy Assessment (**part of the Ministry of Education graduation program**) before UBC can make an offer of admission.

[...]



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29 April 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: FCCS – Master of Arts, English (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty of Creative and Critical Studies, Master of Arts, English admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg
Vice Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20210225 Effective Session: 2021W	Date: 20210224 Contact Person: Dr. Greg Garrard Phone: 250-863-2822 Email: greg.garrard@ubc.ca
Type of Action: Revision to Calendar Description / Admission Requirements	
Rationale: <p>We are making this change following a review by FCCS Graduate Programs and Policy Committee of the IELTS level descriptors. The committee concluded that, based on those descriptors, graduate admissions in the arts and humanities needed to exceed the CoGS threshold in terms of reading and writing ability. The committee also wanted to save international applicants who could not succeed with their existing language level their application fees. MA English will be set at 7.5 average IELTS (or equivalent). The requirement may be waived in the case of individual students who approach supervisors with innovative projects and strong academic records.</p>	
Proposed Academic Calendar Entry: <p>Admission Requirements ...</p> <p>[14867] Applicants to the M.A. in English program should have a B.A. degree with a Major in English or a background that sufficiently prepares them for advanced work in English. Applicants are expected to have a standing of a B+ (76%) average or better in their third- and fourth- year classes or at least 12 credits in third- and fourth- year English classes with an A- (80%) or better average.</p> <p><u>Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competence to pursue studies in the English language.</u></p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1022,1263 Present Academic Calendar Entry: <p>Admission Requirements ...</p> <p>[14867] Applicants to the M.A. in English program should have a B.A. degree with a Major in English or a background that sufficiently prepares them for advanced work in English. Applicants are expected to have a standing of a B+ (76%) average or better in their third- and fourth- year classes or at least 12 credits in third- and fourth- year English classes with an A- (80%) or better average. For applicants for whom English is not a native language, minimum acceptable TOEFL scores are 580 (paper) and 86 (internet).</p>



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<p><u>Acceptable English language proficiency tests for applicants to graduate studies are:</u></p> <p><u>MA in English:</u></p> <p><u>TOEFL (Test of English as a Foreign Language): 104 overall with a minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing & Speaking (Internet version); minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing (paper version)</u></p> <p><u>IELTS (International English Language Testing Service): minimum overall band score of 7.5, with no individual score less than 7.</u></p>	<p>...</p>
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29 April 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: FCCS – Master of Fine Arts (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty of Creative and Critical Studies, Master of Fine Arts admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg
Vice Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 20210225 Effective Session: 2021W	Date: 20210224 Contact Person: Renay Egami Phone: 250.807.9764 Email: renay.egami@ubc.ca
Type of Action: Revision to Calendar Description / Admission Requirements	
Rationale: We are making this change following a review by FCCS Graduate Programs and Policy Committee of the IELTS level descriptors. The committee concluded that, based on those descriptors, graduate admissions in the arts and humanities needed to exceed the CoGS threshold in terms of reading and writing ability. The committee also wanted to save international applicants who could not succeed with their existing language level their application fees. MA English will be set at 7.5 average IELTS (or equivalent). The requirement may be waived in the case of individual students who approach supervisors with innovative projects and strong academic records.	
Proposed Academic Calendar Entry: Admission Requirements... [16276] Applicants to the M.F.A. program are expected to have a bachelor degree in a relevant field, such as a Bachelor of Fine Arts (B.F.A.) in Creative Writing, Theatre, or Visual Arts; a Bachelor of Arts (B.A.) in Creative Writing, Theatre, or Visual Arts; or, in some cases, a Bachelor of Arts (B.A.) in Drama, English, Film, or Theatre. Applicants are expected to have a B+ (76%) average or higher in their third- and fourth-year courses or at least 12 credits in Fine Arts courses relevant to their specialization with an A- (80%) or higher average in their courses at the 300 level or higher. <u>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</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1071,1307 Present Academic Calendar Entry: Admission Requirements... [16276] Applicants to the M.F.A. program are expected to have a bachelor degree in a relevant field, such as a Bachelor of Fine Arts (B.F.A.) in Creative Writing, Theatre, or Visual Arts; a Bachelor of Arts (B.A.) in Creative Writing, Theatre, or Visual Arts; or, in some cases, a Bachelor of Arts (B.A.) in Drama, English, Film, or Theatre. Applicants are expected to have a B+ (76%) average or higher in their third- and fourth-year courses or at least 12 credits in Fine Arts courses relevant to their specialization with an A- (80%) or higher average in their courses at the 300 level or higher. For applicants for whom English



<p><u>being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:</u></p> <p><u>MFA Visual Arts & MFA Interdisciplinary Studies:</u></p> <p><u>TOEFL (Test of English as a Foreign Language): 97 overall with a minimum score of 24 in Reading & Listening and a minimum score of 23 in Writing & Speaking (Internet version); minimum score of 24 in Reading & Listening and a minimum score of 23 in Writing (paper version)</u></p> <p><u>IELTS (International English Language Testing Service): minimum overall band score of 7, with no individual score less than 6.5.</u></p> <p><u>MFA in Creative Writing:</u></p> <p><u>TOEFL (Test of English as a Foreign Language): 104 overall with a minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing & Speaking (Internet version); minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing (paper version)</u></p> <p><u>IELTS (International English Language Testing Service): minimum overall band score of 7.5, with no individual score less than 7.</u></p> <p>[16277] All applicants must submit a portfolio of artistic work in order to be admitted into the Program.</p>	<p>is not their first language, minimum acceptable TOEFL scores are 580 (paper) and 86 (internet).</p> <p>[16277] All applicants must submit a portfolio of artistic work in order to be admitted into the Program.</p>
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29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: FCCS – Changes to Undergraduate Certificate in Communications and Rhetoric Admission Requirements (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve changes to the Faculty of Creative and Critical Studies, Undergraduate Certificate in Communications and Rhetoric admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20210308 Effective Session: 2021W	Date: 20210218 Contact Person: Dr. Aisha Ravindran/ Jordan Stouck Phone: 250.807.9663 Email: aisha.ravindran@ubc.ca / jordan.stouck@ubc.ca
Type of Action: Revision to Calendar	
Rationale: Admission requirements are being revised to remove “first year” as some requirements in other programs are not limited to first year courses. Additional approved courses have been included under the thematic clusters, and clarification has been provided regarding the double counting options for the Certification in Communications and Rhetoric.	
Proposed Academic Calendar Entry: Admission Requirements Students must have completed the English or Communication requirement for their degree program before registering for the Certificate program. Certificate Requirements To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from each of the four thematic clusters listed below (please note	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/index.cfm?tree=18,283,1107,0 Present Academic Calendar Entry: [19904] Admission Requirements [19905] Students must have completed the first-year English or Communication requirement for their degree program before registering for the Certificate program. [19906] Certificate Requirements [19907] To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from



<p><u>the additional program-approved courses that are included).</u></p> <p><u>6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a degree program requirement may also be used to satisfy the certificate requirements.</u></p> <p><u>Some of this certificate's course options are from other established programs, which may have program-based prerequisites that will limit students' choices. Students are advised to make themselves aware of these prerequisites as they plan their courses.</u></p> <p><u>Students should consult with their program advisor and see their program website regarding additional, program-specific courses that may be used towards the certificate.</u></p> <ol style="list-style-type: none"> 1. The Self: Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication. 3 credits from: CORH 321 <u>Personal and Professional Identity and Interpersonal Communication</u> <u>CULT 375/ENGL 342</u> <u>Auto/Biography Survey</u> <u>THTR 201 Performer/Creator Resources</u> <u>THTR 212 Creativity as Source and Resource</u> 2 The Individual and Others: Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate 	<p>each of the four thematic clusters listed below:</p> <p>[19921] 1. The Self: Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication.</p> <p>[19922] 3 credits from: CORH 321⁺</p> <p>[19909] 2. The Individual and Others: Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate professional, personal, and academic contexts.</p> <p>[19923] 3 credits from: CORH 331</p> <p>[19910] 3. The Community: Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of communications expectations, needs, and challenges within a range of communities.</p> <p>[19924] 3 credits from: CORH 203, CORH 204, CORH 205, CORH 206</p>
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<p>professional, personal, and academic contexts.</p> <p>3 credits from: CORH 331 <u>Studies in Multimodal Communication</u> CRWR 472 <u>Editing and Publishing</u> CULT 230/ENGL 224 <u>Foundations: Reading Across Borders</u> CULT 346/ENGL 384 <u>Human Rights, Literature, and Culture</u> THTR 201 <u>Performer/Creator Resources</u> WRLD 382 <u>Cross-Cultural Travel Narratives</u></p> <p>3 The Community: Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of communications expectations, needs, and challenges within a range of communities.</p> <p>3 credits from: CORH 203 <u>Communication in the Sciences</u> CORH 204 <u>Communications in the Humanities</u> CORH 205 <u>Communication in the Social Sciences</u> CORH 206 <u>The Rhetoric of Indigeneity</u> ARTH 202 <u>The Critical Viewer</u> CRWR 210 <u>The Power of Story</u> CRWR 310 <u>The Power of Metaphor</u> CRWR 472 <u>Editing and Publishing</u> CRWR 473 <u>Writing and Community Learning</u> CULT 360 <u>Public Memory, Commemoration, and Identity</u></p>	<p>[19911] 4. The Media: By researching, analyzing and creating digital, textual, audio, and visual media, students will engage with contemporary communication theory and practice.</p> <p>[19925] 3 credits from: CORH 216</p> <p>[19912] 6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a degree program requirement may also be used to satisfy the certificate requirements.</p> <p>[19913] In addition, all students must complete the mandatory course, CORH 499, Communication Capstone.</p> <p>[19914] Students are expected to contact their academic advisors before enrolling in the Certificate program to assess their eligibility and academic progression.</p> <p>[19915] ⁴Note that some of these courses have cross-listings and/or prerequisites.</p> <p>[19916] <i>Registration</i></p> <p>[19917] Interested students can register for the Certificate by going to the website and completing the Undergraduate Certificate</p>
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<p><u>DIHU 220 Research with Media in the Humanities</u> <u>ENGL 203 Topics in Composition</u> <u>THTR 204/SUST 204 Creative Communication and Engagement</u></p> <p>4 The Media: By researching, analyzing and creating digital, textual, audio, and visual media, students will engage with contemporary communication theory and practice.</p> <p>3 credits from: CORH 216 <u>Communication and Media</u> <u>ARTH 323/CULT 320 Creative Activism: Art Media and Social Justice</u> <u>ARTH 390 Indigenous Art and Visual Culture, and Culture</u> <u>ARTH 411/DIHU 411 Digital Media for Interpretive Centres</u> <u>ARTH 451 Politics of Exhibition and Representation</u> <u>CRWR 474 Writing with Media</u> <u>CULT 315/ENGL 376 Television Studies</u> <u>CULT 316/FILM 303/THTR 303 Narrative Film Production</u> <u>CULT 317/FILM 371 Digital Documentary Production</u> <u>CULT 325 Media and the Politics of Identity</u> <u>THTR 401 Live Art/New Media</u> <u>VISA 268 Strategies in Digital Art: Visual Communication</u> <u>VISA 269 Strategies in Digital Art: Virtual Worlds</u></p> <p>In addition, all students must complete the mandatory course, CORH 499, Communication Capstone.</p> <p>Students are expected to contact their academic advisors before enrolling in the</p>	<p>in Communications and Rhetoric Option registration process.</p>
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Certificate program to assess their eligibility and academic progression.

Registration

Interested students can register for the Certificate by going to the [website](#) and completing the Undergraduate Certificate in Communications and Rhetoric Option registration process.



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29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Faculty of Management – Dual Degree Master of Management – Pathway for the Bachelor of Management Program (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty of Management, Dual Degree Master of Management pathway for the Bachelor of Management Program admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: Management Dept./Unit: Faculty/School Approval Date: 17-Mar-2021 Effective Session: 2021W	Date: 17-Feb-2021 Contact Person: Roger Sugden and Kristi Carter Phone: 250.807. 9462 Email: roger.sugden@ubc.ca@ubc.ca; kristi.carter@ubc.ca@ubc.ca
Type of Action: New Admissions requirements – Program level	
Rationale: <p>Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.</p> <p>Students can pursue their passion through their undergraduate studies and enhance future career prospects by earning a Master of Management that draws on their undergraduate work. For example, a student completing a BMS could prepare for a career in game development and marketing upon the completion of both degrees.</p>	



Proposed Academic Calendar Entry:

**Dual Degree Program Option:
Bachelor of Management and
Master of Management**

This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate B.Mgmt, degree and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer of study following the completion of their undergraduate program requirements. During the period of undergraduate study, admitted students are required to complete at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,1091,0>

Present Academic Calendar Entry:

None.

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**Management section of the Academic
Calendar.**



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29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Faculty of Science – BSc Honours in Computer Science Admission Requirements (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty of Science, Bachelor of Science Honours in Computer Science admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan campus

Faculty/School: FoS Dept./Unit: CMPS Faculty/School Approval Date: 20201020 Effective Session: 2021W	Date: 20200722 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: Revision to Prerequisite	
<p>Rationale: We want to align the BSc Honours in Computer Science admission and graduation requirements with the graduate admission requirements, which is “a minimum overall average in the B+ grade range (76-79% at UBC)”. Currently, BSc Honours requirements are</p> <ul style="list-style-type: none"> 76%: BIOC, CHEM, EESC, ECON, FRES, PHYS, PSYO, STAT (min 85% in upper-level STAT) 75%: BIOL, COSC, DATA, EEBI, MATH (85% in upper-level MATH & STAT), MICB, ZOOL <p>Of the 26 students who graduated with Honours since 2016, none would have been affected by this change.</p> <p>The change amounts to changing 3 characters: admission, graduation, and thesis.</p> <p>There is also a minor punctuation correction.</p>	
Proposed Academic Calendar Entry: Computer Science (B.Sc.) [...] [19097] B.Sc. Computer Science Honours Program [...] [19099] Admission Requirements [19100] <ul style="list-style-type: none"> Fourth-year standing in the Computer Science Major; This program requires a research project with an undergraduate honours thesis. The thesis proposal and a research supervisor must be approved by the department head; and 	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo/f/edit/index.cfm?tree=18,360,1102,1447 Present Academic Calendar Entry: Computer Science (B.Sc.) [...] [19097] B.Sc. Computer Science Honours Program [...] [19099] Admission Requirements [19100] <ul style="list-style-type: none"> Fourth-year standing in the Computer Science Major; This program requires a research project with an undergraduate honours thesis. The thesis proposal and a research supervisor must be approved by the department head; and



<ul style="list-style-type: none"> Minimum grade average of 76% in all courses taken to date applicable to the Computer Science Major. <p>[19101] In exceptional cases, such as transferees from another institution, a student may be admitted to the Honours program notwithstanding the criteria listed above.</p> <p>[19102] Graduation Requirements [19103] Completion of the course requirements for the Computer Science Major; Completion of COSC 449 Honours Thesis with a minimum grade of 76%. A written thesis is required, with a public presentation of the thesis in the form of a poster session and/or a seminar; and A minimum 76% graduating grade average (GGA). [...]</p>	<ul style="list-style-type: none"> Minimum grade average of 75% in all courses taken to date applicable to the Computer Science Major. <p>[19101] In exceptional cases, such as transferees from another institution, a student may be admitted to the Honours program notwithstanding the criteria listed above</p> <p>[19102] Graduation Requirements [19103] Completion of the course requirements for the Computer Science Major; Completion of COSC 449 Honours Thesis with a minimum grade of 75%. A written thesis is required, with a public presentation of the thesis in the form of a poster session and/or a seminar; and A minimum 75% graduating grade average (GGA). [...]</p>
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29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Faculty of Science – BSc Honours in Data Science Admission Requirements
(approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty of Science, Bachelor of Science Honours in Data Science admission requirements, effective for the 2021 Winter Session and thereafter*

Respectfully submitted,

Mx Rhys Herzberg

Vice Chair, Admissions and Awards Committee



Admissions Proposal Form

Okanagan campus

Faculty/School: FoS Dept./Unit: CMPS Faculty/School Approval Date: 20201020 Effective Session: 2021W	Date: 20200722 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: Revision to Prerequisite	
Rationale: We want to align the BSc Honours in Data Science requirement with the graduate admission requirements, which is “a minimum overall average in the B+ grade range (76-79% at UBC)”. Currently, BSc Honours requirements are <ul style="list-style-type: none"> 76%: BIOC, CHEM, EESC, ECON, FRES, PHYS, STAT (min 85% in upper-level STAT) 75%: BIOL, COSC, DATA, EEBI, MATH (85% in upper-level MATH & STAT), MICB, ZOOL Note that COSC has submitted the same proposal to raise their requirement to 76%. No previous student would have been affected by this change.	
The change amounts to changing 3 characters: admission, graduation, and thesis.	
Proposed Academic Calendar Entry: Data Science [...] [19114] Data Science Honours Program [...] [19116] Admission Requirements [19117] Fourth-year standing in the Data Science Major; This program requires a research project with an undergraduate honours thesis. The thesis proposal and a research supervisor must be approved by the department head; and Minimum grade average of 76% in all courses taken to date applicable to the Data Science Major. [19118] In exceptional cases, such as transferees from another institution, a	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1448 Present Academic Calendar Entry: Data Science [...] [19114] Data Science Honours Program [...] [19116] Admission Requirements [19117] Fourth-year standing in the Data Science Major; This program requires a research project with an undergraduate honours thesis. The thesis proposal and a research supervisor must be approved by the department head; and Minimum grade average of 75% in all courses taken to date applicable to the Data Science Major. [19118] In exceptional cases, such as transferees from another institution, a



<p>student may be admitted to the Honours program notwithstanding the criteria listed above.</p> <p>[19119] Graduation Requirements [19120]</p> <ul style="list-style-type: none"> • Completion of the course requirements for the Data Science Major; • Completion of DATA 449 Honours Thesis with a minimum grade of 75%. A written thesis is required, with a public presentation of the thesis in the form of a poster session or a seminar; and • A minimum 76% graduating grade average (GGA). <p>[...]</p>	<p>student may be admitted to the Honours program notwithstanding the criteria listed above.</p> <p>[19119] Graduation Requirements [19120]</p> <ul style="list-style-type: none"> • Completion of the course requirements for the Data Science Major; • Completion of DATA 449 Honours Thesis with a minimum grade of 75%. A written thesis is required, with a public presentation of the thesis in the form of a poster session or a seminar; and • A minimum 75% graduating grade average (GGA). <p>[...]</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

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3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619

Fax 250.807.8007

www.senate.ubc.ca

29 April 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Faculty of Science – Master of Science in Computer Science Admission Requirements
(approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following* is recommended to Senate:

Motion: *That Senate approve the revisions to the Master of Science in Computer Science admission requirements, effective for the 2021 Winter Session and thereafter.*

Respectfully submitted,

Mx Rhys Herzberg
Vice Chair, Admissions and Awards
Committee

**An earlier version of this material did not make clear that this revision was only for the Computer Science specialization. That has now been clarified by a revised motion.*



Admissions Proposal Form Okanagan campus

Faculty/School: FoS Dept./Unit: CMPS Faculty/School Approval Date: 20201020 Effective Session: 2021W	Date: 20200712 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: Revise Admissions requirements – Program level	
Rationale: Deleting a duplicated paragraph. In addition, the program is moving from indicating a supervisor to indicating an area of interest (to minimize the number of applicants directly contacting potential supervisors). We have 300+ applicants in our MSc in computer science, so we hope the change will allow more flexibility in matching supervisors to students while being more efficient.	
Proposed Academic Calendar Entry: Admission Requirements [17146] Master of Science (M.Sc.) [...] <p>[17150] While applications to the thesis- and project-based option with no identified supervisor will be accepted, no applicant will be admitted to the thesis- or project-based options until a supervisor has agreed to supervise the student's thesis or project; thus, applicants who wish to pursue a thesis or project option are strongly urged to <u>indicate their preferred area(s) of interest on their application.</u></p> [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1087,1350 Present Academic Calendar Entry: Admission Requirements [17146] Master of Science (M.Sc.) [...] <p>[17150] While applications to the thesis- and project-based option with no identified supervisor will be accepted, no applicant will be admitted to the thesis- or project-based options until a supervisor has agreed to supervise the student's thesis or project; thus, applicants who wish to pursue a thesis or project option are strongly urged to identify and contact a potential supervisor prior to applying.</p> <p>[18523] While applications with no identified supervisor will be accepted, no applicant will be admitted until a supervisor has agreed to supervise the student's dissertation; thus, applicants are strongly urged to identify and contact a potential supervisor prior to applying.</p> [...]



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29 April 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: Awards (approval)

The Admissions and Awards Committee reviewed and enclosed the proposed awards it deems ready for approval.

Therefore, the following is recommended to Senate:

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

Respectfully submitted,

Mx Rhys Herzberg
Vice Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA**March 29, 2021****Development and Alumni Engagement**

The University of British Columbia | Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://supporting.ok.ubc.ca/welcome.html>

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

To: Okanagan Senate Admissions and Awards Committee

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

New awards for consideration:

Proposed Title: Beyond Tomorrow Scholars Award – Okanagan

Awards of up to \$20,000 have been made available annually by the University of British Columbia for outstanding domestic UBC Okanagan students who identify as Black and are entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are adjudicated by Enrolment Services. (First award available for the 2021/22 Winter session)

Proposed Title: Campbell Family Graduate Award in Fine Arts

A \$2,000 award has been made available to a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated artistic excellence and academic achievement. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Creative and Critical Studies. (First award available for the 2021/22 Winter Session)

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

Two \$10,000 entrance awards have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic PhD students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. The award is made on the recommendation of the School of Nursing in consultation with the College of Graduate Studies. (First award available for the 2022/23 Winter Session)

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

Two \$8,000 entrance awards have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic Masters students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. The award is made on the recommendation of the School of Nursing in consultation with the College of Graduate Studies. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial Scholarship in Nursing**

A \$3,500 scholarship has been made available through an endowment established by the Estate of Margarita Dale to third-year undergraduate student in the bachelor of science in nursing program at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. Preference will be given to a student who identifies as (1) Black or (2) Indigenous or (3) a person of colour. The scholarship is adjudicated by Enrolment Services. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial ‘Head of Class’ Nursing Award**

A \$2,000 award has been made available through an endowment established by the Estate of Margarita Dale to a graduating student with the highest grade-point average for each of years three and four in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. The award is adjudicated by the School of Nursing. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial Undergraduate Scholarship in Nursing**

Four \$2,500 scholarships have been made available through an endowment established by the Estate of Margarita Dale to undergraduate students in the bachelor of science in nursing program at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. The scholarships are adjudicated by Enrolment Services. (First awards available for the 2022/23 Winter Session)

Proposed Title: **Bachelor of Nsyilxcn Language Fluency Degree Undergraduate Entrance Award**

Awards totalling \$35,000 have been made available annually, along with matching funds from The University of British Columbia, to third-year students enrolled in the bachelor of Nsyilxcn language fluency degree program in the Irving K. Barber Faculty of Arts and Social Sciences at The University of British Columbia, Okanagan campus. These awards are renewable for a second year subject to the students maintaining academic standing. The awards will be adjudicated by Enrolment Services. (First award available for the 2021/22 Winter Session)

Proposed Title: **Ingram Family Athletic Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable value under athletic association regulations, have been made available through an endowment established by Richard Ingram, along with matching funds from the University British Columbia. These awards are offered to outstanding members of the Heat interuniversity sport teams in any year of study who are in good academic standing and have demonstrated excellent leadership skills. Awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2024/25 Winter Session)

Proposed Title: **Josephine Murphy Centennial Scholars Award**

Renewable entrance awards totalling \$20,000 have been made available through an endowment established by an estate gift from Christina Murphy Allison (1939-2018) in memory of her sister Josephine Murphy (1920-1987) for outstanding domestic undergraduate students entering university directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further

three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Josephine was born in Liverpool, England, to an Irish family. The Murphys immigrated to the United States in the 1930s before moving to British Columbia, where Josephine lived for the rest of her life. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/22 Winter Session)

Revisions:

Previously approved award with changes in terms or funding source:

Existing description (2020):

Award Title: Rick and Yasmin Thorpe and Friends Entrance Scholarship

Two entrance scholarships of \$2,500 each have been made available annually through a gift from Rick and Yasmin Thorpe and friends for first-year undergraduate students at The University of British Columbia, Okanagan campus. Preference will be given to direct-entry high school students **with described financial need** graduating from Summerland Secondary School, Princess Margaret School, Penticton Secondary School, or Penticton Christian Community School. The scholarships will be adjudicated by Enrolment Services.

Amended Description: Rick and Yasmin Thorpe and Friends Entrance Scholarship

Two entrance scholarships of \$2,500 each have been made available annually through a gift from Rick and Yasmin Thorpe and friends for first-year undergraduate students at The University of British Columbia, Okanagan campus. Preference will be given to direct-entry high school students with described financial need graduating from Summerland Secondary School, Princess Margaret School, Penticton Secondary School, or Penticton Christian Community School. The scholarships will be adjudicated by Enrolment Services.

Rationale: The students applying are required to describe their financial need on the application.

Existing description (2018):

Award Title: R. M. Middleton Student Prize

A prize totalling \$10,500 has been endowed by the estate of Robert Morrice Middleton (1931-2016) for a graduating student attending UBC's Okanagan campus who is enrolled in a bachelor of fine arts or bachelor of arts in the Faculty of Creative and Critical Studies, or who is enrolled in the bachelor of arts in the Irving K. Barber **Faculty of Arts and Social Sciences** ~~School of Arts and Sciences~~ majoring in history, economics, philosophy, political science, anthropology,

gender and women's studies, geography or indigenous studies. The prize shall be awarded to the student in his/her graduating year who has attained the highest academic average within his/her program over the course of his/her studies. The prize will be conferred on students in the Faculty of Creative and Critical Studies for odd-numbered years and in the Irving K. Barber School of Arts and Sciences for even-numbered years. The purpose of the prize is to enhance the undergraduate experience by rewarding outstanding learning. Mr. Robert Middleton was born in Truro, Nova Scotia, and grew up in Vernon, British Columbia. He graduated from UBC in 1953 with a BA (Honours) in Economics. He joined the Department of External Affairs in 1955 and retired in 1992 after 37 years of service which included serving as Canadian Ambassador to Ghana, Canadian Ambassador to South Africa, and eventually Canadian Ambassador to Cuba. After retiring, Mr. Middleton spent many years living in London, England, before eventually returning to Canada to live in Kelowna. The prize is adjudicated by Enrolment Services.

Amended Description: R. M. Middleton Student Prize

A prize totalling \$10,500 has been endowed by the estate of Robert Morrice Middleton (1931-2016) for a graduating student attending UBC's Okanagan campus who is enrolled in a bachelor of fine arts or bachelor of arts in the Faculty of Creative and Critical Studies, or who is enrolled in the bachelor of arts in the Irving K. Faculty of Arts and Social Sciences majoring in history, economics, philosophy, political science, anthropology, gender and women's studies, geography or indigenous studies. The prize shall be awarded to the student in his/her graduating year who has attained the highest academic average within his/her program over the course of his/her studies. The prize will be conferred on students in the Faculty of Creative and Critical Studies for odd-numbered years and in the Irving K. Barber School of Arts and Sciences for even-numbered years. The purpose of the prize is to enhance the undergraduate experience by rewarding outstanding learning. Mr. Robert Middleton was born in Truro, Nova Scotia, and grew up in Vernon, British Columbia. He graduated from UBC in 1953 with a BA (Honours) in Economics. He joined the Department of External Affairs in 1955 and retired in 1992 after 37 years of service which included serving as Canadian Ambassador to Ghana, Canadian Ambassador to South Africa, and eventually Canadian Ambassador to Cuba. After retiring, Mr. Middleton spent many years living in London, England, before eventually returning to Canada to live in Kelowna. The prize is adjudicated by Enrolment Services.

Rationale: The Irving K. Barber School of Arts and Sciences no longer exists and the programs are in the Irving K. Faculty of Arts and Social Sciences.



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29 April 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: International Student Initiative New Awards (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the International Student Initiative New Awards.*

Respectfully submitted,

Mx Rhys Herzberg
Vice Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA**International Student Initiative**

The University of British Columbia | Okanagan campus

3333 University Way

Kelowna, BC V1V 1V7

March 29, 2021**From: Karen Waugh, International Student Initiative****Susan Allan, International Student Initiative****To: Okanagan Senate Admissions and Awards Committee****Re: New Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

New awards for consideration:

Proposed Title: **International Impact Award (Tuition)**

Awards ranging in value up to the full cost of the student's program and living costs are offered to outstanding international students who demonstrate financial need. The value of each award will depend on the applicant's financial circumstances. The awards are made to students entering the University of British Columbia's Okanagan campus directly from secondary school or from a post-secondary institution, to an undergraduate program of study. In addition to academic merit, priority is given to those exhibiting qualities such as leadership skills, involvement in student affairs or contribution to community service, first generation learners and those from diverse lived and socioeconomic backgrounds. Candidates must demonstrate prior commitment to, and interest in engaging further, via artistic expression or community engagement, social justice and equity, human wellness or conservation, sustainability and climate change. Consideration is restricted to students nominated by the educational institution they are attending. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient maintains award standing in their program of study and maintains their status on a student authorization to study in Canada. Award winners will have their situations reviewed annually regarding both academic progress and financial need. (First award available for the 2021/22 Winter Session)

Proposed Title: **International Impact Award (Living Allowance)**

Awards ranging in value up to the full cost of the student's program and living costs are offered to outstanding international students who demonstrate financial need. The value of each award

will depend on the applicant's financial circumstances. The awards are made to students entering the University of British Columbia Okanagan campus directly from secondary school or from a post-secondary institution, to an undergraduate program of study. In addition to academic merit, priority is given to those exhibiting qualities such as leadership skills, involvement in student affairs or contribution to community service, first generation learners and those from diverse lived and socioeconomic backgrounds. Candidates must demonstrate prior commitment to, and interest in engaging further, via artistic expression or community engagement, social justice and equity, human wellness or conservation, sustainability and climate change. Consideration is restricted to students nominated by the educational institution they are attending. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient maintains award standing in their program of study and maintains their status on a student authorization to study in Canada. Award winners will have their situations reviewed annually regarding both academic progress and financial need. (First award available for the 2021/22 Winter Session)

Proposed Title: **International Impact Award (Start-Up)**

Awards ranging in value are offered to outstanding international students who demonstrate financial need and have been selected to study at UBC under the international Impact Award (Tuition and Living Allowance). The value of each award is determined by the International Student Initiative and is dependent on the applicant's financial circumstances and requirements for a successful transition to living and studying at UBC. The awards are made to students entering the University of British Columbia Okanagan campus directly from secondary school or from a post-secondary institution, to an undergraduate program of study. In addition to academic merit, priority is given to those exhibiting qualities such as leadership skills, involvement in student affairs or contribution to community service, first generation learners and those from diverse lived and socioeconomic backgrounds. Candidates must demonstrate prior commitment to, and interest in engaging further, via artistic expression or community engagement, social justice and equity, human wellness or conservation, sustainability and climate change. Consideration is restricted to students nominated by the educational institution they are attending. (First award available for the 2021/22 Winter Session)

Proposed Title: **International Impact Bursary (Tuition)**

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered to continuing international undergraduate students who were previously awarded the International Impact Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by the International Student Initiative as well as Enrolment Services regarding both academic progress and financial need. (First award available for the 2021/22 Winter Session)

Proposed Title: **International Impact Bursary (Living Allowance)**

Bursaries ranging in value up to the full cost of the student's living costs are offered to continuing international undergraduate students who were previously awarded the International Impact Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by the International Student Initiative as well as Enrolment Services regarding both academic progress and financial need. (First award available for the 2021/22 Winter Session)

Rationale for Award Development:

The International Student Initiative is mandated to recruit and retain top tier international undergraduate students to each of UBC's campuses. In response to continuing and emerging global inquiry and challenges related to equity and equality, climate change and social justice, sustainability, mental and physical health and wellness, this award seeks to attract an additional diverse cohort of creative and solutions-oriented learners to the International Scholars portfolio of awards. Students recruited under the International Impact Scholars Award will receive relevant programmatic and personal supports to encourage them to develop their academic and extracurricular interests into relevant impact projects that will be developed under the guidance of the International Scholars support mandate and in collaboration with faculties and relevant units. This award additionally ensures the recruitment of engaged and action-minded students from diverse regions to undergraduate programs at both campuses.



To: Senate
From: Senate Agenda Committee
Date: 19 April 2021
Re: Indigenous Strategic Plan Endorsement

As Senators are aware, last year the Board of Governors endorsed the Indigenous Strategic Plan. At that time, consultation had yet to be completed with the Okanagan and Vancouver Senates and with some Indigenous nations and organizations in the Okanagan region, and thus the document was not brought forward to either senate for their own consideration at that time. That process is now complete, and the Okanagan and Vancouver Senate Agenda Committee would recommend that both Senates now also consider endorsing in principle the Indigenous Strategic Plan. The Committee would note that endorsement in principle is not approval of the specific proposals therein, rather, it is support for the broad direction set out in the plan and the mechanisms proposed to implement the plan. Specific academic initiatives will still be considered through the Senates and faculties as per normal processes.

The Senate Agenda Committee would recommend that Senate resolve as follows:

That Senate Endorse in Principle the UBC Indigenous Strategic Plan 2020, as attached.



UBC INDIGENOUS STRATEGIC PLAN

2020





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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







hay č xʷ q ə, limləmt, Thank you

We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the campuses of the University of British Columbia have 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.



Message from President Ono

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 positioned to generate and mobilize knowledge that can produce systemic change. We are 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.



Truth before reconciliation

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 Ono 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 can mean 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.



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.





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.

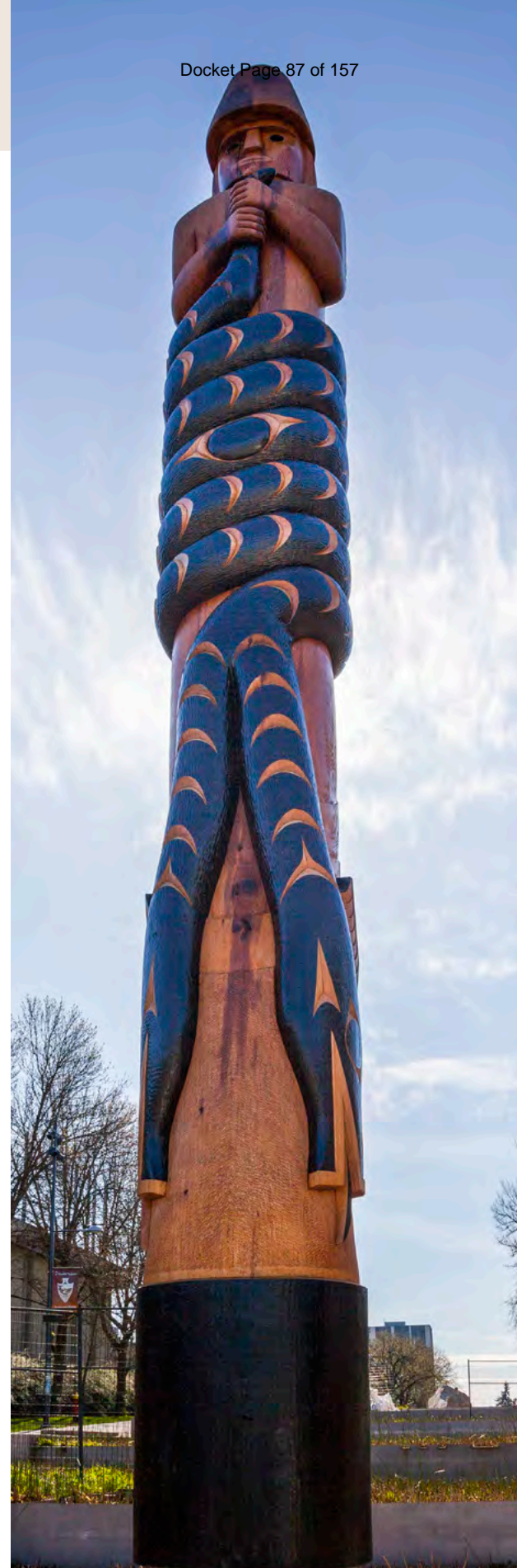


Learning and Teaching –

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.

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.

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.





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.

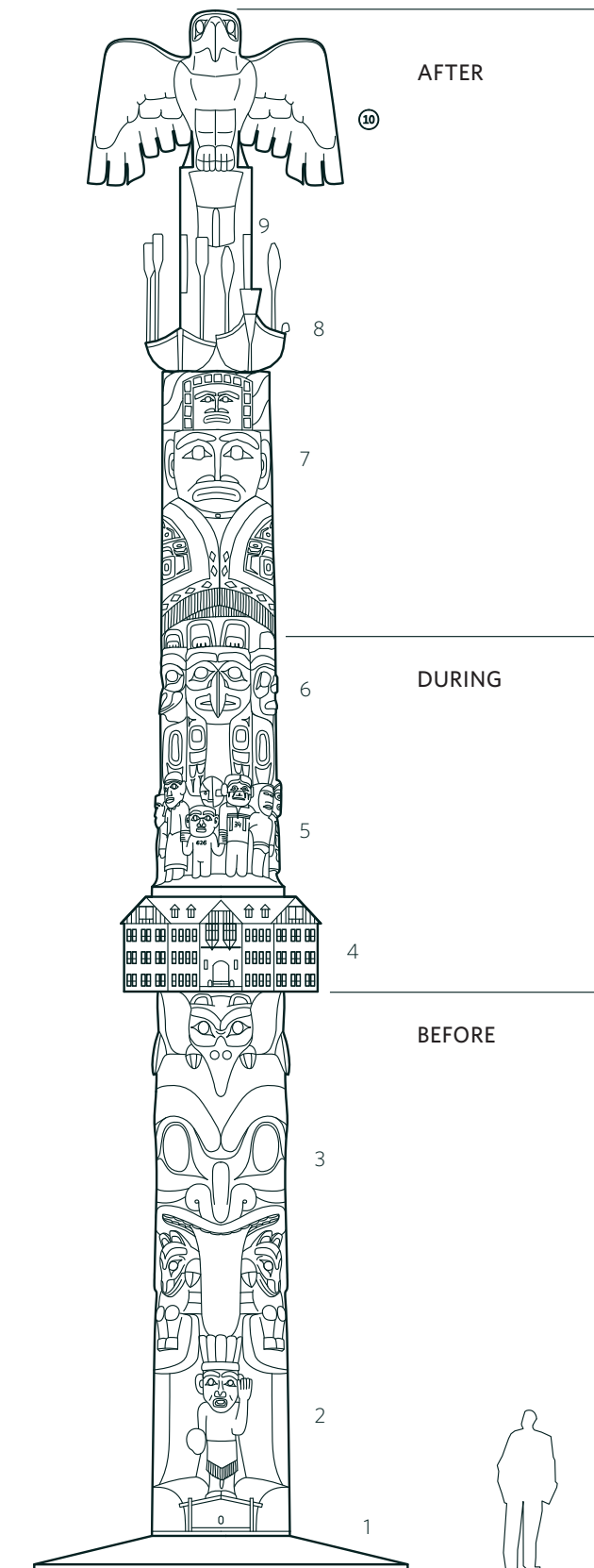
About the Artist – Born in 1952 at Masset, BC, Haida Gwaii, master carver Tłidansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweller and print maker and is considered a pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional 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 celebrating their culture and implementing their rights.

With the consent 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 from their specific locations.



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).

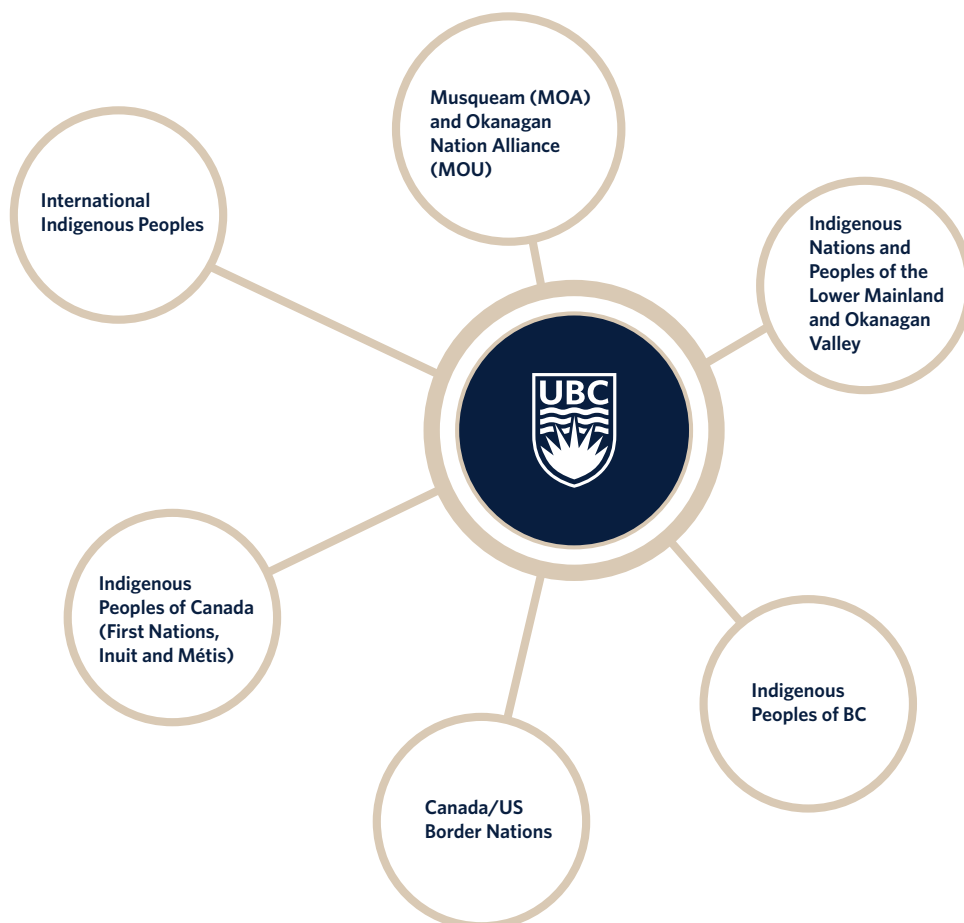
Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

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 presents 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 anticipate 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 to advance Indigenous human rights throughout the University.

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



**// 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



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.

*two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

**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



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

—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.

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.

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

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



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



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



PAGE 6: Top picture: During the carving of Musqueam Post or sʔi:ʔəy qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on April 6, 2016. *Photo: Reese Muntean*
Bottom 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 7: Big picture: ʔəʔsqən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. *Photo: Paul Joseph / UBC Brand & Marketing*
Circle picture: Professor Santa Ono, UBC President and Vice-Chancellor. *Photo: Paul Joseph / UBC Brand & Marketing*



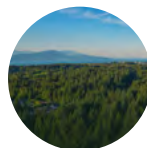
PAGE 8: Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. *Photo: Paul Joseph / UBC*
Circle picture: UBC President Santa Ono and Chief Wayne Sparrow, Musqueam Indian Band, together at the Reconciliation Pole raising ceremony. *Photo: Kevin Ward / UBC First Nations House of Learning*



PAGE 9: 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 10/11: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*



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



PAGE 14: Big picture: sʔilʔtn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan campus on September 27, 2016. *Photo: Don Erhardt / UBC*
Circle picture: Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. *Photo: Don Erhardt / UBC*



PAGE 15: Big picture: Musqueam Post or sʔi:ʔəy qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on April 6, 2016. *Photo: Reese Muntean*
Circle picture: Musqueam Indian Band flag was permanently installed at UBC Vancouver on February 25, 2019. *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*



PAGE 18: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. 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: Xwi7xwa Library. UBC Vancouver. Photo: Jessica Woolman



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



PAGE 30: ʔəlqsən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. Photo: Paul Joseph / UBC Brand & Marketing



PAGE 31: The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on March 20, 2012. Photo: Hover Collective / UBC Brand & Marketing



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

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To: Senate
From: Senate Agenda Committee
Date: 19 April 2021
Re: Amendment to Convocation Rules for Virtual Graduation

Last year, the Senate approved a temporary suspension and change the Rules of the Convocation to address the inability of that body to meet in person to confer degrees. At that time it was hoped that the public health situation would improve by 2021 to allow for normal practices to resume; however, it is apparent that this will not be the case. As the existing suspension to the rules expired on 1 January 2021, the Senate Agenda Committee would recommend its renewal for another year.

As Senate members are aware, what is referred to as “congregation” in Vancouver and “Convocation” in the Okanagan is both a celebratory/ceremonial event, and a formal Meeting of the University’s Convocation pursuant to Part 4 of the University Act for the purposes of “conferring degrees, including honorary degrees;” and “awarding diplomas and certificates of proficiency granted by the university” (hereafter “graduation”). The Act further sets out certain rules for graduation – including setting a quorum of 20 convocation members – and empowers the senates “to make rules governing procedure for the transaction of business by the convocation.” Over the past century, the former University Senate and the current Okanagan and Vancouver Senates have passed many resolutions setting rules for graduation. With the current COVID-19 situation, compliance with almost all of those rules are not possible as they expected, at least in part, an in-person graduation in the appropriate timeframe.

The University Administration is committed to having a “virtual graduation” this June, and to having a more traditional ceremony after the COVID-19 crisis has passed more in line with the traditional form of graduation at UBC. These events will serve as the celebratory/ceremonial aspects of graduation, but will not meet the requirements (either at all or in a timely manner) for the formal meeting aspects of graduation. UBC has many graduates who need the formal conferring of their degrees this spring so that they can gain employment, be granted immigration status, or seek further studies. Fortunately, the senates have the ability to change or suspend rules for the convocation (Rather than the Convocation needing to do so itself), and further, all senators are automatically members of the Convocation. Thus, the same persons who constitute a meeting of a senate can also constitute a meeting of the Convocation. Such a system is already regularly used by Royal Roads University which formally confers degrees at meetings of their convocation directly following a meeting of their Academic Council (i.e. senate), and then has a subsequent “graduation” convocation ceremony where they celebrate the achievements of their recent graduates. This same system was used by UBC throughout 2020.



To address this challenge, the Committee would recommend the following to the Senate:

- 1) That the rules of the Convocation be suspended until 31 December 2021 to allow remote attendance at Meetings of the Convocation via such remote attendance means as deemed acceptable to the Secretary to the Convocation;
- 2) That the regular Meetings of the Convocation in May and June and November 2021 be cancelled;
- 3) That formal meetings of the Convocation be called for May and November 2021, to directly follow the regularly-scheduled Senate meetings, such meetings to be convened via remote attendance of the Okanagan or Vancouver Senates and any other members of the Convocation who may be attending remotely; and
- 4) That the rules of the Convocation be suspended for the May and November Meetings of the Convocation to limit the Order of Business to a Call to Order, Conferral of Degrees and Awarding of Diplomas and Certificates in absentia, and Adjournment.



THE UNIVERSITY OF BRITISH COLUMBIA

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29 April 2021

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 the new courses, revised courses, and revised programs brought forward by the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, and Science be approved.*

- a. From the Faculty of Applied Science
 - i. ENGR 405 – New course
 - ii. APSC 505 – New course
 - iii. ENGR 419 – New course
 - iv. ENGR 519 – New course
 - v. APSC 107 – New course
 - vi. ENGR 410 – New course
 - vii. APSC 501 – New course
 - viii. ENGR 431 – New course
 - ix. MANF 465 – Revised course
 - x. MANF 475 – New course
 - xi. MANF 486 – New course

b. From the Faculty of Arts and Social Sciences

- xii. INDG 204 – New course
- xiii. POLI 202 – Revised course

c. From the Faculty of Creative and Critical Studies

- xiv. WRLD 351 – New course
- xv. WRLD 353 – New course
- xvi. WRLD 354 – New course
- xvii. WRLD 388 – New course
- xviii. Bachelor of Arts Programs, Languages

d. From the Faculty of Science

- xix. EESC 395 – New course
- xx. EESC 396 – New course
- xxi. EESC 398 – New course
- xxii. EESC 495 – New course
- xxiii. EESC 496 – New course
- xxiv. MATH 103 – New course

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
<p>Rationale: ENGR 405 (Engineering Leadership) is proposed to introduce students to the concept of engineering leadership and its uniqueness from management and leadership in general. The course is designed to provide students in the engineering program with an awareness of engineering leadership attitude and skills that are expected of engineers in order to be effective professionals in the Canadian workplace.</p> <p>This course differs from the proposed APSC 505 version of this course because the 505 version requires that students exhibit a deeper understanding of engineering leadership which includes the submission of a Leadership Reflection Journal and reflective narrative analysis.</p> <p>There is currently no such course available to undergraduate engineering students at the School of Engineering. Similar courses available at UBC include:</p> <p>MGMT 410 Leadership in Complex Environments: MGMT 410 is offered by the Faculty of Management at UBCO and examines theoretical and practical approaches to leadership in challenging situations. The propose course differs from MGMT410 since the proposed course is focused on engineering leadership as a unique concept that is different from leadership in management context.</p>	
Proposed Academic Calendar Entry: <u>ENGR 405 (3) Engineering Leadership</u> <u>Introduction to Engineering Leadership.</u> <u>Leadership styles. Understanding</u> <u>persuasion and influence. Goal setting and</u> <u>accountability within an engineering team,</u> <u>team building and team dynamics, including</u> <u>issues of equity, diversity and inclusion in</u> <u>teams. Credit will be granted for only one of</u> <u>APSC 505 or ENGR 405. [3-0-0].</u> <u>Prerequisite: Fourth year BAsC standing.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
<p>Rationale: APSC 505 (Engineering Leadership) is proposed as a course to fulfill a need in the Masters of Engineering Program. APSC 505 introduces students to the concept of engineering leadership and its uniqueness from management and leadership in general. The course is designed to provide students in the M. Eng. program the opportunity to reflect on and develop their understanding of leadership skills for professional engineers to be effective manager in the Canadian workplace.</p> <p>This course differs from the proposed ENGR 405 version of this course because the 505 version requires that students exhibit a deeper understanding of engineering leadership which includes the submission of a Leadership Reflection Journal and reflective narrative analysis.</p> <p>There is currently no such course available to graduate engineering students at the School of Engineering. Similar courses available at UBC include:</p> <p>MGMT410 Leadership in Complex Environments: MGMT410 is offered by the Faculty of Management at UBCO and examines theoretical and practical approaches to leadership in challenging situations. The propose course differs from MGMT410 since the proposed course is focused on engineering leadership as a unique concept that is different from leadership in management context.</p>	
Proposed Academic Calendar Entry: <u>APSC 505 (3) Engineering Leadership</u> <u>Knowledge and application of Engineering Leadership through reflective practices, including the introduction of various leadership styles, with particular attention to leadership skills within engineering teams that foster equitable, diverse and inclusive team building. Credit will be granted for only one of APSC 505 or ENGR 405.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2020.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: This course is an important and popular course in control engineering and its content has a wide range of application, including in robotics and mechatronic systems. It can be of interest to different engineering students (e.g., in electrical and mechanical engineering). Having a System Identification course at UBC Okanagan will strengthen its students' expertise in control engineering and it will be a great addition to the list of available courses in this area.	
Proposed Academic Calendar Entry: <u>ENGR 419 (3) System Identification</u> <u>Identification of dynamical systems by considering input signals, sensor measurements, noise, and disturbance, as well as using parameter estimation, model selection and validation, and practical considerations. Credit will only be granted to one of ENGR 419 or APSC 519 [3-2*-0]</u> <u>Prerequisite: ENGR 480</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: This course is an important and popular course in control engineering and its content has a wide range of application, including in robotics and mechatronic systems. It can be of interest to different engineering students (e.g., in electrical and mechanical engineering). Having a System Identification course at UBC Okanagan will strengthen its students' expertise in control engineering and it will be a great addition to the list of available courses in this area. This course is cross-listed with ENGR 419.	
Proposed Academic Calendar Entry: <u>APSC 519 (3) System Identification</u> <u>Identification of dynamical systems by considering input signals, sensor measurements, noise, and disturbance, as well as using parameter estimation, model selection and validation, and practical considerations. Credit will only be granted to one of ENGR 419 or APSC 519</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: Effective Session: 2021W	Date: 2021.02.09 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale for Proposed Change: <p>The Engineering co-op program is proposing the development of a 0-credit course for newly admitted co-op students to participate in prior to their first work term. This includes undergraduate and Master of Engineering Students. The course is being proposed on both the Okanagan and Vancouver campuses, as the Engineering Co-op program spans both, and thus we are looking to have a common course code for both campuses, similar to the APSC 110 series of courses that students are registered in for their work terms.</p> <p>The creation of this 0-credit course allows the co-op program to formalize the pre-job search curriculum that has been well established and is a requirement of participation of the program as per our accreditation guidelines. This will allow for a stronger student experience for newly admitted students and better understanding of what is expected when they are admitted to the program. Another reason for this proposal is to be able to meet FIPPA requirements for a resume checking software called VMock that is made available to students once they are admitted to co-op. Having students registered for a course allows for us to implement and utilize CWL integration for the software. This change is being done in collaboration with both the Arts and Sauder co-op programs who also use this software at the UBC Vancouver campus.</p>	
Proposed Academic Calendar Entry: <u>APSC 107 - Introduction to Engineering Co-op</u> <u>An introduction to Engineering Co-op including: completion of preemployment workshops, career skills toolkits, networking opportunities, interview training, individual coaching sessions, and job search skills. Restricted to students meeting the requirements of the Faculty of Applied Science Co-operative Education Program. This course is not available for Credit/D/Fail Grading.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
<p>Rationale: ENGR 410 (Technology Innovation Design for Engineers) is proposed as a course to meet students' growing interest in innovation practices with particular focus to design thinking in its application to technological innovation. ENGR 410 builds on students' understanding of the engineering design process to introduce students to design thinking and other innovation design processes. Innovation is taught using behaviour economics theories, and innovation practices such as creative thinking, design thinking, and entrepreneurial thinking, are included.</p> <p>There is currently no such course available to undergraduate engineering students at the School of Engineering. Similar courses available at UBC include:</p> <p>ENGR411 Technology Entrepreneurship for Engineers: ENGR411 is offered through the School of Engineering at UBCO. The proposed course is seen as a complimentary course for ENGR411, since the proposed course critically examines the concept of innovation as a social process with human-centered approach, whereas ENGR411 uses an applied approach where students apply their understanding of innovation concepts through an entrepreneurial project.</p>	
Proposed Academic Calendar Entry: <u>ENGR 410 (3) Technology Innovation for Engineers</u> <u>An introduction to the concept of Innovation, with particular focus on technological innovation, and its impact on economic, social, health, legal, and cultural aspects of society. Technological innovations are explored using creative, design and entrepreneurial thinking. Causes for acceptance or rejection of technological innovations are examined using behavioural economic theories. [3-0-0]</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: Effective Session: 2021S	Date: 2020.12.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: APSC 501 (Professional Communication for Engineering Leaders) is proposed as a course to fulfill a need in the Masters of Engineering Program. APSC 501 deals with professional written and oral communication, social media, equity and diversity in the Canadian workplace, and employment communication for engineering leaders. The course is designed to support M. Eng. students in developing the advanced professional communication skills needed by technology leaders and change drivers in the Canadian workplace.	
Proposed Academic Calendar Entry: APSC 501 (3) Professional Communication for Engineering Leaders Advanced workplace communication. Audience and purpose. Proposals and reports. Equity and diversity. Social media. Oral presentations (face-to-face and video conferencing) and visual aids. Listening skills. Pass/Fail <i>This course is restricted to students in the M.Eng. program.</i>	Draft Academic Calendar URL: Present Academic Calendar Entry:



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: With growing demand in sustainable and renewable structure system, timber design courses are increasingly taught as undergrad course in various Canadian universities. Currently, we have ENGR 425 Steel and Timber design course introducing the concept. Given the growing demand and details needed, there is a need for an independent timber design course in our curriculum. The equivalence of ENGR 425, in UBC Vancouver is given as a third-year course. In the future, this can be moved to the third year, and separate timber and steel design course can be given as 4 th design elective courses. The proposed Timber Design Course can also be the mandatory course for Resilient Infrastructure Management (RIM) option specialization.”	
Proposed Academic Calendar Entry: <u>ENGR 431 Design of Timber Structures</u> <u>Limit state design of timber structures;</u> <u>Material grade and properties of wood;</u> <u>Design criteria for axial, bending, shear and</u> <u>combined load design of structural lumber;</u> <u>Connection detailing and design; system</u> <u>design [3-0-0]</u> <u>Pre-requisite: ENGR 327</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

Change Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: Revision to Calendar Description, Revision to Vectors	
Rationale: The modifications to the syllabus make the content of the course more concrete in terms of its technical deliverables. They aim to gradually build students' knowledge, from their Industrial Automation course, by offering learning on practical considerations and timely challenges. The course is not only beneficial to manufacturing engineering students, but also to electrical and mechanical engineering students.	
Proposed Academic Calendar Entry: MANF 465 (3) Digital Enterprise <u>Systems integration and data analytics for engineering processes in a digital enterprise with industrial automation systems, production and operation, information fusion, performance monitoring and learning, and software and simulation platforms for manufacturing applications. [3-2-0]</u> <i>Prerequisite:</i> Fourth year BASc standing	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&code=MANF Present Academic Calendar Entry: MANF 465 (3) Digital Enterprise Build the software foundation for product lifecycle management (PLM) including integrated mechanical design, electronics design, software delivery, simulation and test, manufacturing planning and operations, production automation, data management and analytics. [2-2-1] <i>Prerequisite:</i> Fourth-year standing.



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: Welding & Joining (W&J) encompasses a wide range of processes that are critical for manufacturing, with at least one joining operation needed in nearly all complex products/assemblies. Different types of W&J processes are governed by different physical phenomena, and each process has its own unique capabilities and limitations, making certain process more suitable than others for specific applications. Moreover, it is important to understand how the selection of the W&J process, and the subsequent selection of process parameters, will impact the properties of the final product (<i>e.g.</i> microstructure, strength, defect formation). These issues are even more relevant in modern manufacturing settings, where assembled products are often made of dissimilar materials or materials which have been carefully processed and could be damaged by excessive heat input during joining.</p> <p>At the present time, W&J is briefly discussed in MANF 230, ENGR 377, and ENGR 439 for ~1 week or less in each case. This course will greatly expand upon what is currently offered, providing a thorough analysis of welding metallurgy & non-equilibrium solidification, W&J process and parameter selection, an evaluation of welded joints.</p> <p>Prof. Michael Benoit's experience with W&J processes includes:</p> <ul style="list-style-type: none"> -Welding & Joining Specialization at the University of Waterloo -PhD in brazing of aluminum alloys, including non-destructive evaluation of brazed assemblies (completed at the University of Waterloo & Dana Canada Corporation) -Process optimization for gas metal arc welding using statistical regression -Filler metal development for enhanced non-destructive evaluation of welded aluminum joints (in collaboration with Ford USA) 	



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
<p data-bbox="251 342 732 411"><u>MANF 475 – Welding and Joining: Processes and Metallurgy</u></p> <p data-bbox="251 451 781 783"><u>Welding and joining of metals: fusion and solid-state welding processes, brazing, and soldering. Effect of process parameters on joint size and quality. Fusion, partially melted, and heat affected zones. Non-equilibrium solidification, grain structure, and defect formation. Non-destructive testing and evaluation methods for welded joints. [3-2*-0]</u> <u>Pre-requisites: ENGR 377 or MANF 230.</u></p>	<p data-bbox="841 342 894 373">N/A</p>



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2021.01.26 Effective Session: 2021W	Date: 2021.01.12 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This new course has been designed to replace ENGR 481 as a mandatory course for the Mechatronics Option. The School of Engineering has recently purchased state-of-the-art mechatronic system trainers which are ideally suited for students in the Mechatronics Option. Compared to ENGR 481, the proposed course provides students with the opportunity to learn on industry standard equipment and use industry standard software. In order for students to possess the necessary skills to use the trainers MANF 386 is included as a prerequisite.</p> <p>With the proposed changes, MANF 486 will become a capstone-style course for students registered in the Mechatronics Option.</p>	
Proposed Academic Calendar Entry: <u>MANF 486 (3) Mechatronic Systems Laboratory</u> <u>Smart sensors and actuators, electro-pneumatic actuators, automated control systems, industrial communication, smart maintenance, object detection, industrial robotics, modelling and simulation of mechatronic systems. Hands-on training on mechatronic system trainers in a laboratory scale. [1-4-0]</u> <u>Prerequisite: One of MANF 386 or ENGR 481</u>	



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 20210105 Contact Person: Dr. Gabrielle Legault Phone: 250.807.8867 Email: gabrielle.legault@ubc.ca
Type of Action: New Course	
Rationale: New faculty member with expertise in Métis studies, filling a gap in Indigenous Studies, where there are currently no Métis-specific courses being taught. As one of Canada's three recognized groups of Aboriginal Peoples, it will provide foundational knowledge for all students, but especially for Indigenous Studies Majors and Minors.	
Proposed Academic Calendar Entry: <u>INDG 204 (3) Métis Peoples and Perspectives</u> <u>Examining the development of the Métis Nation from the fur trade to recent self-government agreements, the course surveys topics such as Métis acts of resistance against colonialism, michif language and culture, customary law and legal rulings, land issues and mobility, as well as contemporary identity controversies. [3-0-0]</u> <u>Prerequisite: INDG 100 or INDG 102.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: EPPS Faculty/School Approval Date: YYYYMMDD Effective Session: W2021	Date: 20201215 Contact Person: James Rochlin Phone: Email: james.rochlin@ubc.ca
Type of Action: Revision to calendar description/renumbering	
Rationale: Our former first-year course on Canadian politics (POLI 101, Government of Canada) will be converted to a second-year course, POLI 202. We have been able to do this based on the addition of new faculty members. POLI 202 will include the same themes and subject matter as POLI 101, but reading assignments are more rigorous to suit second-year students. The creation of POLI 202 (Cdn Politics) will be commensurate with our other 200-level courses that introduce students to particular subdisciplines of the field.	
Proposed Academic Calendar Entry: POLI <u>202</u> (3) The Government of Canada Examination of the institutions and processes of Canadian government. <u>Credit will be granted for only one of POLI 202 or POLI 101.</u> [3-0-0]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=POLI Present Academic Calendar Entry: POLI 404 (3) The Government of Canada Examination of the institutions and processes of Canadian government. [3-0-0]



Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Languages and World Literatures Faculty/School Approval Date: 20210211 Effective Session: 2021 S	Date: 2021/01/27 Contact Person: Dr. François Gauthier Phone: 514.581.4308 Email: francois.gauthier@ubc.ca
Type of Action: New Courses	
Rationale: <p>Two of these three courses have been taught as topics courses (WRLD 399F, WRLD 399H). They would benefit from having their own titles to help students better recognize and understand them. These specific titles will also assist with advertising and recruiting students to the course.</p> <p>These new courses will explore the languages, literatures, archaeology, and histories of the ancient world from a cross cultural perspective, looking at ancient Egypt, the Near East, Greece, Rome, as well as several other polities such as the Etruscans, Carthaginians, and Celts. The courses will help develop critical thinking, scientific literacy, and cultural understanding, as emphasized in the new Bachelor of Arts degree.</p> <p>WRLD 351 The Ancient Mediterranean World in Cinema and Literature focuses on modern depictions of the ancient Mediterranean world in cinema and literature. From depictions of ancient Persians to Fascist and National-Socialist treatments of ancient Rome, the students will be invited to reflect on attempts at appropriating the past and twisting it to support political agendas and nationalistic claims. The material presented in class will challenge the students to use critical thinking when faced with modern treatments of past events. By contrasting ancient literature with modern interpretations of ancient civilizations, the students will develop a better historical and cross cultural awareness that is an important component of responsible citizenship in a democratic state.</p> <p>WRLD 353 Ancient Mediterranean Science and Technology looks at key scientific and technological achievements of ancient civilization such as the Sumerians, Egyptians, Phoenicians, Greeks, and Romans. The class will provide an interdisciplinary approach that draws on archaeological, literary, historical, and cross-cultural perspectives. It will explore how technology was among the cultural artefacts that were traded between civilizations in a globalized ancient world. In addition to FCCS students, this course will also be appealing to students in science programs because it will offer them a cultural and historical introduction to science and technology in the ancient world. The topics that will be explored will include town planning, food technologies, medicine, and geography. The</p>	



class does not overlap with either HIST 215 and 218, where no more than one week is devoted to ancient themes focusing primarily on Western Europe. I have spoken with the instructor of these classes to confirm this. By contrast, this course is devoted to the ancient Mediterranean world and in much greater detail than a history of science survey might provide. Furthermore, there is no permanent faculty member in History and Sociology who specializes on the ancient world.

WRLD 354 Greek and Latin Scientific Terminology aims at providing students with a background in Greek and Latin terminology used in contemporary sciences. The vast majority of today's science students do not have training in classical languages. However, a basic introduction to the Latin and Greek elements of scientific vocabulary can make it easier to understand the meaning of modern technical terminology. This language course would thus meet the new Bachelor of Arts' aims of preparing students for the job market.

Proposed Academic Calendar Entry:

WRLD 351 (3) The Ancient Mediterranean World in Cinema and Literature
Changing depictions of the ancient Mediterranean world in media, such as novels, plays, paintings, movies, and television series. Credit will not be granted for both WRLD 351 and WRLD 399f.

Prerequisite: Third-year standing.

WRLD 353 (3) Ancient Mediterranean Science and Technology
Significant contributions to science and technology made by civilizations of the ancient Near East, Egypt, Greece, and Rome. Development of critical thinking skills through analysis of ancient texts, artefacts, and monuments in their social and historical context. Credit will not be granted for both WRLD 353 and WRLD 399h.

Prerequisite: Third-year standing.

WRLD 354 (3) Greek and Latin Scientific Terminology
Study of vocabulary of technical terms derived from Greek and Latin terminology in scientific disciplines.

Draft Academic Calendar URL: N/A

Present Academic Calendar Entry:
 N/A

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THE UNIVERSITY OF BRITISH COLUMBIA

Prerequisite: Third-year standing.

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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: 20210211 Effective Session: 2021S	Date: 2021/01/11 Contact Person: Dr. Alwyn Spies Phone: 250.807.8126 Email: alwyn.spies@ubc.ca
Type of Action: New Course	
Rationale: Proposed new course for World Literatures and Intercultural Communication program. It was taught by Sessional Instructor Dr. Lara Netting in Summer Session 2 in 2020 as a topics course (399b: Special Topics in World Literatures) with solid registration numbers (24/35) and good reviews. It is a key part of the initiative to de-colonize the curriculum and create more non-Eurocentric literature options in the new World Literatures and Intercultural Communication program. It very importantly creates a cross-Asian perspective that has been lacking in LWL curriculum because of previous programmatic groupings by language.	
Proposed Academic Calendar Entry: <u>WRLD 388 (3) Modern Memoirs and History: China, Japan, and Korea</u> <u>Comparative exploration of life-history memoirs and films from East Asia, with a focus on relationships between modern history, public and personal memory, daily life, and the literary construction of individual voice. Credit will not be granted for both WRLD 388 and WRLD 399b.</u> <u>Pre-requisite: Third-year standing</u>	Draft Academic Calendar URL: <u>URL</u> N/A Present Academic Calendar Entry: None



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: 20210211 Effective Session: 2021 S	Date: 20210125 Contact Person: Dr. Diana Carter Email: diana.carter@ubc.ca
Type of Action: Revision to location in calendar	
Rationale: The Languages major, formerly the French and Spanish major, has had its name change approved by Senate. As a result of the new name, we are moving the description of the Languages major from the Spanish and French calendar pages to its own page, requiring new links for navigation.	
Proposed Academic Calendar Entry: Bachelor of Arts Programs [...] History Indigenous Studies International Relations Languages Latin American Studies Mathematics (B.A.) [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,0 Present Academic Calendar Entry: Bachelor of Arts Programs [...] History Indigenous Studies International Relations Latin American Studies Mathematics (B.A.) [...]
Proposed Academic Calendar Entry: (new page)	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1339



<p><u>Major in Languages</u></p> <p><u>The Languages program aims to prepare students to achieve levels up to the equivalent of B2 of the Common European Framework of Reference for Languages (CEFR) in French and Spanish, and a basic user level of knowledge (A1) in a third language. Our language courses are designed to improve skills in reading, writing, listening and oral communication, as well as foster intercultural understanding. French and Spanish are spoken by hundreds of millions of people around the world. French is one of two official Canadian languages and an official language in 15 other countries. Spanish is the official language of 20 countries. The Languages major will help to connect students with these large populations of French and Spanish speakers and enable students to communicate across various cultures and geographical areas. In addition, students in the Languages program will be able to choose from a variety of courses in a third language, such as German, Hebrew, Japanese, Korean and Mandarin, enabling them to widen their scope of understanding of world languages. Immersive and experiential learning are invaluable to language learning. Students at UBCO have the invaluable opportunity to study abroad at a university for one or two terms through UBC's Go Global program.</u></p>	<p><u>[16963] Major in Languages</u></p> <p><u>[19856] The Languages program aims to prepare students to achieve levels up to the equivalent of B2 of the Common European Framework of Reference for Languages (CEFR) in French and Spanish, and a basic user level of knowledge (A1) in a third language. Our language courses are designed to improve skills in reading, writing, listening and oral communication, as well as foster intercultural understanding. French and Spanish are spoken by hundreds of millions of people around the world. French is one of two official Canadian languages and an official language in 15 other countries. Spanish is the official language of 20 countries. The Languages major will help to connect students with these large populations of French and Spanish speakers and enable students to communicate across various cultures and geographical areas. In addition, students in the Languages program will be able to choose from a variety of courses in a third language, such as German, Hebrew, Japanese, Korean and Mandarin, enabling them to widen their scope of understanding of world languages. Immersive and experiential learning are invaluable to language learning. Students at UBCO have the invaluable opportunity to study abroad at a university for one or two terms through UBC's Go Global program. Immersion experience in a language other than English through the Go Global program is strongly recommended. Students should speak to the advisor about how to incorporate this into their program.</u></p> <p><u>[16964] Students must complete 54 credits in French and Spanish, with 30 credits at the 300/400 level. Students must also complete 6 additional credits in one other language other than English. The major in Languages can be completed in four years by students who have already completed Grade 12 French (or</u></p>
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<p><u>Immersion experience in a language other than English through the Go Global program is strongly recommended. Students should speak to the advisor about how to incorporate this into their program.</u></p> <p><u>Students must complete 54 credits in French and Spanish, with 30 credits at the 300/400 level. Students must also complete 6 additional credits in one other language other than English. The major in Languages can be completed in four years by students who have already completed Grade 12 French (or equivalent) or who have a certified A2 level of competency in French prior to enrolment in the French program. Students without these prerequisites may need more than four years to complete the major in Languages.</u></p> <p><u><i>First and Second Years</i></u></p> <p><u>Students must complete all of the B.A. requirements, as well as any prerequisites for the required upper-level courses.</u></p> <p><u>Students must normally complete:</u></p> <ul style="list-style-type: none"> • <u>FREN 122, 123; and FREN 222, 223; and</u> • <u>SPAN 101, 102; and SPAN 201, 202.</u> <p><u><i>Third and Fourth Years</i></u></p> <p><u>Students are required to complete:</u></p> <ul style="list-style-type: none"> • <u>FREN 353, 355; SPAN 301, 302;</u> 	<p>equivalent) or who have a certified A2 level of competency in French prior to enrolment in the French program. Students without these prerequisites may need more than four years to complete the major in Languages.</p> <p>[16965] First and Second Years</p> <p>[16966] Students must complete all of the B.A. requirements, as well as any prerequisites for the required upper-level courses.</p> <p>[16967] Students must normally complete:</p> <ul style="list-style-type: none"> • FREN 122, 123; and FREN 222, 223; and • SPAN 101, 102; and SPAN 201, 202. <p>[16968] Third and Fourth Years</p> <p>[16969] Students are required to complete:</p> <ul style="list-style-type: none"> • FREN 353, 355; SPAN 301, 302; • 9 additional credits of 300- or 400-level French; and • 9 additional credits of 300- or 400-level Spanish. • 6 credits of language acquisition in one language other than French, Spanish or English. Available courses may come from CHIN, GERM, HEBR, JPST, KORN, or any other articulated language course of study, including American Sign Language. Culture, literature and film courses taught in English will not count towards the major. <p>Draft Academic Calendar URL:</p>
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<ul style="list-style-type: none"> • <u>9 additional credits of 300- or 400-level French; and</u> • <u>9 additional credits of 300- or 400-level Spanish.</u> • <u>6 credits of language acquisition in one language other than French, Spanish or English. Available courses may come from CHIN, GERM, HEBR, JPST, KORN, or any other articulated language course of study, including American Sign Language. Culture, literature and film courses taught in English will not count towards the major.</u> <p><u>Once a student successfully completes a language course, they can no longer enroll in a course of the same language that is below the level of the last course that has been completed.</u></p>	<p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1338</p> <p>[16941] Major in Languages</p> <p>[19855] The Languages program aims to prepare students to achieve levels up to the equivalent of B2 of the Common European Framework of Reference for Languages (CEFR) in French and Spanish, and a basic user level of knowledge (A1) in a third language. Our language courses are designed to improve skills in reading, writing, listening and oral communication, as well as foster intercultural understanding. French and Spanish are spoken by hundreds of millions of people around the world. French is one of two official Canadian languages and an official language in 15 other countries. Spanish is the official language of 20 countries. The Languages major will help to connect students with these large populations of French and Spanish speakers and enable students to communicate across various cultures and geographical areas. In addition, students in the Languages program will be able to choose from a variety of courses in a third language, such as German, Hebrew, Japanese, Korean and Mandarin, enabling them to widen their scope of understanding of world languages. Immersive and experiential learning are invaluable to language learning. Students at UBCO have the invaluable opportunity to study abroad at a university for one or two terms through UBC's Go Global program. Immersion experience in a language other than English through the Go Global program is strongly recommended. Students should speak to the advisor about how to incorporate this into their program.</p> <p>[16942] Students must complete 54 credits in French and Spanish, with 30 credits at the 300/400 level. Students must also complete 6 additional credits in one</p>
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	<p>other language other than English. The major in Languages can be completed in four years by students who have already completed Grade 12 French (or equivalent) or who have a certified A2 level of competency in French prior to enrolment in the French program. Students without these prerequisites may need more than four years to complete the major in Languages.</p> <p>[16943] First and Second Years</p> <p>[16944] Students must complete all of the B.A. requirements, as well as any prerequisites for the required upper-level courses.</p> <p>[16945] Students must normally complete:</p> <ul style="list-style-type: none"> • FREN 122, 123; and FREN 222, 223; and • SPAN 101, 102; and SPAN 201, 202. <p>[16946] Third and Fourth Years</p> <p>[16947] Students are required to complete:</p> <ul style="list-style-type: none"> • FREN 353, 355; SPAN 301, 302; • 9 additional credits of 300- or 400-level French; and • 9 additional credits of 300- or 400-level Spanish. • 6 credits of language acquisition in one language other than French, Spanish or English. Available courses may come from CHIN, GERM, HEBR, JPST, KORN, or any other articulated language course of study, including American Sign Language. Culture, literature and film courses taught
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	<p>in English will not count towards the major.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 2020-10-13 Contact Person: Dr. Craig Nichol Phone: 250.807. 8087 Email: craig.nichol@ubc.ca
Type of Action: New Course	
Rationale: <p>Currently we have special topics courses 418 (no lab) and 419 (with lab). We are creating EESC 395 (no lab) and 396 (with lab) “Special Topics”.</p> <p>We have found that sometimes special topics courses are made possible by circumstances such as visiting sessional instructors or professors, but they are at a 3rd-year level of content, not 4th-year level.</p> <p>The UBC Strategic plan calls for greater flexibility in student learning. The proposed variable credit rating allows for greater flexibility in course offerings and allows us to access specialized instructional offerings from non-traditional instructors such as adjuncts, sessionals, and visiting professors who have content that does not fit the traditional 3 or 6 credit mold. This will also help enable workshop style offerings, field instruction and other non-traditional formats.</p> <p>Special topics courses are reviewed by the departmental level curriculum committee, voted on by the department, and approved by the head of department. The determination of the credit assignment for each offering of the special topics will be made through this process and will be consistent with standard expectations of contact lecture hours to credit ratings.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>EESC 395 (1-6) d Special Topics in Earth and Environmental Sciences</u></p> <p><u>Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic.</u></p> <p><u>Prerequisite: Third-year standing and permission of the department head.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=EESC</p> <p>Present Academic Calendar Entry:</p> <p>None</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 2020-10-13 Contact Person: Dr. Craig Nichol Phone: 250.807. 8087 Email: craig.nichol@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>Currently we have special topics courses 418 (no lab) and 419 (with lab). We are creating EESC 395 (no lab) and 396 (with lab) “Special Topics”.</p> <p>We have found that sometimes special topics courses are made possible by circumstances such as visiting sessional instructors or professors, but they are at a 3rd-year level of content, not 4th-year level.</p> <p>The UBC Strategic plan calls for greater flexibility in student learning. The proposed variable credit rating allows for greater flexibility in course offerings and allows us to access specialized instructional offerings from non-traditional instructors such as adjuncts, sessionals, and visiting professors who have content that does not fit the traditional 3 or 6 credit mold. This will also help enable workshop style offerings, field instruction and other non-traditional formats.</p> <p>Special topics courses are reviewed by the departmental level curriculum committee, voted on by the department, and approved by the head of department. The determination of the credit assignment for each offering of the special topics will be made through this process and will be consistent with standard expectations of contact lecture hours and laboratory hours to credit ratings.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>EESC 396 (1-6) Special Topics in Earth and Environmental Sciences II</u></p> <p><u>Specialized topics in Earth and environmental sciences. Format includes required labs. May include required field trips. Course may be taken more than once with a different topic.</u></p> <p><u>Prerequisite: Third-year standing and permission of the department head.</u></p>	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=EESC</p> <p>Present Academic Calendar Entry:</p> <p>None</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Irving K Barber Faculty of Science Dept./Unit: Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 2020 12 18 Contact Person: Dr. Craig Nichol Phone: 250.807. 8087 Email: craig.nichol@ubc.ca
Type of Action: New Course	
Rationale: <p>The EECS program is looking to regularize a Technical Communications course first offered in 2020 2021 as a special topics course (EESC 418).</p> <p>Competency in technical communication is an expectation of professional registration in geoscience, agrology and environmental science. This course offers students focused instruction in technical writing, and in the advanced use of writing, editing, referencing and common graphical and presentation software.</p> <p>The course includes specific examples drawn from the Earth and Environmental Sciences. It will include legal, ethical and professional responsibilities in regards to communications, and the requirements for proper storage and archiving of documentation as required by professional regulators such as Engineers and Geoscientists BC, and the BC Institute of Agrologists. The course contains a basic introduction to cross-cultural communications and will encourage students to pursue more training as their careers advance.</p> <p>This course requires students to have completed at least one 100 or 200 level English or other communications course. This course is placed at the 300 level so that students will have had some basic practice of those skills in 2nd year, and are more mature in their discipline to appreciate the discipline specific aspects of technical and professional communications. This will also allow students transferring from other institutions to gain further discipline specific training. The tutorials include some reinforcement of basic rules to solidify these.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>EESC 398 Technical Communication</u> <u>Written and oral communication.</u> <u>Report preparation, business</u> <u>correspondence, and oral presentation</u> <u>of technical material. Advanced</u> <u>grammar and writing styles. Logical</u> <u>writing; referencing; and editing.</u> <u>Presenting technical information to</u> <u>scientists and non-scientists.[3-0-2]</u> <u>Prerequisite: 3 credits of APSC 176,</u> <u>CORH 203, ENGL 109,112, 113, 114,</u> <u>150, 151, 153, 154, 155, or 156.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=EESC Present Academic Calendar Entry:</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 2019-12-05 Contact Person: Dr. Craig Nichol Phone: 250.807. 8087 Email: craig.nichol@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>We have found that sometimes special topics courses are made possible by circumstances such as visiting sessional instructors or professors.</p> <p>Currently we have special topics courses 418 (no lab) and 419 (with lab). We are creating EESC 395 (no lab) and 396 (with lab) “Special topics” and EESC 495 (no lab) and 496 (with lab) “Advanced Special Topics”. We wish to keep the EESC 318 and 319 numbering for future technical environmental courses and planning of our programs offering and numbering. We wish the 300 level and 400 level special topics courses to have the same numbering. This is why we are cancelling 418 and 419, and creating 495 and 496 instead.</p> <p>The UBC Strategic plan calls for greater flexibility in student learning. The proposed variable credit rating allows for greater flexibility in course offerings and allows us to access specialized instructional offerings from non-traditional instructors such as adjuncts, sessionals, and visiting professors who have content that does not fit the traditional 3 or 6 credit mold. This will also help enable workshop style offerings, field instruction and other non-traditional formats.</p> <p>Special topics courses are reviewed by the departmental level curriculum committee, voted on by the department, and approved by the head of department. The determination of the credit assignment for each offering of the special topics will be made through this process and will be consistent with standard expectations of contact lecture hours to credit ratings.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>EESC 495 (1-6) d Advanced Special Topics in Earth and Environmental Sciences</u> <u>Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic.</u> <u>Prerequisite: Third-year standing and permission of the department head.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=EESC</p> <p>Present Academic Calendar Entry:</p> <p>None</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 2019 12 05 Contact Person: Dr. Craig Nichol Phone: 250.807. 8087 Email: craig.nichol@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>We have found that sometimes special topics courses are made possible by circumstances such as visiting sessional instructors or professors.</p> <p>Currently we have special topics courses 418 (no lab) and 419 (with lab). We are creating EESC 395 (no lab) and 396 (with lab) “Special topics” and EESC 495 (no lab) and 496 (with lab) “Advanced Special Topics”. We wish to keep the EESC 318 and 319 numbering for future technical environmental courses and planning of our programs offering and numbering. We wish the 300 level and 400 level special topics courses to have the same numbering. This is why we are cancelling 418 and 419, and creating 495 and 496 instead.</p> <p>The UBC Strategic plan calls for greater flexibility in student learning. The proposed variable credit rating allows for greater flexibility in course offerings and allows us to access specialized instructional offerings from non-traditional instructors such as adjuncts, sessionals, and visiting professors who have content that does not fit the traditional 3 or 6 credit mold. This will also help enable workshop style offerings, field instruction and other non-traditional formats.</p> <p>Special topics courses are reviewed by the departmental level curriculum committee, voted on by the department, and approved by the head of department. The determination of the credit assignment for each offering of the special topics will be made through this process and will be consistent with standard expectations of contact lecture hours and laboratory hours to credit ratings.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>EESC 496 (1-6) d Advanced Special Topics in Earth and Environmental Sciences II</u> <u>Specialized topics in Earth and environmental sciences. Format includes required labs. May include required field trips. Course may be taken more than once with a different topic.</u> <u>Prerequisite: Third-year standing and permission of the department head.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=EESC</p> <p>Present Academic Calendar Entry:</p> <p>None</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: CMPS Faculty/School Approval Date: 20210223 Effective Session: 2021W	Date: 20200126 Contact Person: Dr. Paul Tsopmene Phone: 250.807.XXXX Email: paul.tsopmene@ubc.ca
Type of Action: New Course	
Rationale: <p>Since the formation of UBC Okanagan campus, there has been just one pair of calculus courses required for all B.Sc. students (MATH 100, 101). This one-size-fits-all approach has struggled to simultaneously meet the needs of students across a spectrum of programs, from the Major in Mathematics to Science programs with milder mathematical requirements, and everything in between. In addition, the narrow focus on calculus in 1st-year has left gaps in the mathematical preparation of those B.Sc. students who do not take additional MATH courses.</p> <p>The proposed course will keep much of the integral calculus and infinite series covered in MATH 101, but will replace some of the theoretical material and calculation techniques with sections on differential equations, linear algebra, probability, and linear regression, all with applications in biology and the life sciences. This course has been developed in consultation with the Biology department and will provide students in the life sciences with a much more useful and broad mathematical background, and will reduce the need for some of the mathematical topics to be introduced in the other courses of their program.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 103 (3) Integral Calculus with Applications to Life Sciences Antiderivatives, the definite integral, integration techniques, numerical integration, infinite series, applications of integration to differential equations and probability, linear algebra. Credit will be granted for only one of MATH 101, MATH 103, or MATH 142. [3-1-0] Prerequisite: One of MATH 100, MATH 116.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: (None)</p>
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To: Senate
From: Nominating Committee
Re: Committee Adjustments
Date: 16 April 2021

The Senate Nominating Committee has considered the appointments of student members to several committees of Senate. The Committee would note that there are student members on every Senate committee and only two committees are being addressed below. Appointments to the other committees will be forthcoming; however, the two below are integral to the operation of Senate and its quasi-judicial functions and the Nominating Committee does not want to have those seats vacant while other appointments are being considered.

The Senate Nominating Committee recommends that senate resolve as follows:

That Mr. Jonathan Low be appointed to the Appeals of Standing and Discipline Committee until 31 March 2022 and thereafter until replaced, to replace Ms Sage Cannon;

That Ms. Ramona Sharma be appointed to the Appeals of Standing and Discipline Committee until 31 March 2022 and thereafter until replaced, to replace Mr Gursagar Singh; and

That Ms. Kristen Morgan's appointment to the Agenda Committee be extended until 31 March 2022 and thereafter until replaced.



29 April 2021

To: Okanagan Senate

From: Senate Learning & Research Committee

Re: Candidates for Emeritus Status (approval)

The Learning & Research Committee recommends approval of the following motion:

Motion: *“That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Associate Professor Emeritus and Dean Emeritus be added to the role of convocation.”*

Respectfully submitted,

Dr. Karen Ragoonaden, Chair
Senate Learning and Research Committee



Last Name	First Name	Current Rank	Emeritus Title	UBCO Faculty	Effective Date
Hooker	Laura	Associate Professor	Associate Professor Emeritus	Faculty of Arts and Social Sciences, Dept of Biology	7/31/2021
Bauer	Bernard	Professor (former Dean of Barber School)	Dean Emeritus*	Faculty of Arts and Social Sciences, Dept of Earth, Environmental and Geographic Sciences	12/31/2021

*The resulting title will be Dean Emeritus of the Faculty of Arts and Sciences given Dr Bauer was dean of that faculty rather than his current Faculty of Arts and Social Sciences

29 April 2021

From: Dr Kate Ross, Registrar

To: Okanagan Senate

Re: 2021 Student Senate and Board of Governors Elections Results

Set out below are the results of the 2021 Student Senate and Board of Governors Elections.

Student Representatives of the Faculties to Senate

Further to the call for nominations for students of the Okanagan campus to fill the one (1) position for representatives of each Faculty* on the Okanagan Senate issued on 5 February 2021, and 12 March 2021, six (6) valid nominations have been received. Therefore, pursuant to Section 16 of the *University Act*, the following student is elected as representative of the Faculties on the Okanagan Senate for a term beginning on 1 April 2021 and ending 31 March 2022 and thereafter a until successor is elected:

- Dylan Rogers, Faculty of Science

Additionally, pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:

- Hisham Khan, Faculty of Applied Science
- Jane Udochi, Faculty of Arts and Social Sciences
- Laavanya Prakash, Faculty of Creative and Critical Studies
- Ramona Sharma, Faculty of Health and Social Development

A third call for nominations for a student representative from the Faculty of Management was issued on 1 April 2021 and two (2) valid nominations have been received. Voting is expected to occur in early-May 2021.

**N.B. the Education Student Senator's term runs from 1 October 2020 to 30 September 2021.*

Graduate Student Representatives to the Senate

Further to the call for nominations for graduate students of the Okanagan campus to fill the two (2) positions for graduate student representatives on the Okanagan Senate issued on 5 February 2021, two (2) valid nominations have been received. Therefore, pursuant to Section 15 of the *University Act*, the following graduate students are acclaimed as elected as graduate student



representatives on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:

- Jonathan Low
- Amanda Shatzko

Student Representatives At-Large to the Senate

Further to the calls for nominations for students of the Okanagan campus to fill the six (6) positions for at-large student representatives on the Okanagan Senate issued on 5 February 2021 and 12 March 2021, eight (8) valid nominations have been received. Therefore, pursuant to Section 15 of the University Act, the following students are acclaimed as elected as representatives at-large on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:

- Josh Anderson
- Brendan Heerema
- Rhys Herzberg
- Lee Jia Fu
- Kristen Morgan

An election to fill the sixth and final at-large student representative position closed on 19 April 2021. A matter related to that election is under review. Results will be available once the matter is resolved.

Student Representative to the Board of Governors

Further to the call for nominations for students of the Okanagan campus to fill the one (1) position for a representative of students on the Board of Governors issued on 5 February 2021, two (2) valid nominations have been received. Pursuant to Section 16 of the University Act, the following student is elected as representative of students on the Board of Governors for a term beginning on 1 April 2021 and ending 31 March 2022 and thereafter until a successor is elected:

- Shola Fashanu