



Vancouver Senate

THE EIGHTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2016/2017 ACADEMIC YEAR

WEDNESDAY, 19 APRIL 2017

6:00 P.M.

ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL

1. Senate Membership – Mr Christopher Eaton

a. New Members:

- Mr Kevin Doering, Representative of the Students At-Large
- Mr Jakob Gattinger, Representative of the Students At-Large
- Mr Daniel Lam, Representative of the Students At-Large (continuing)
- Mr Ian Sapollnik, Representative of the Students At-Large (continuing)
- Ms Simran Brar, Representative of the Students At-Large
- Ms Jaymi Booth, Student Representative, Faculty of Applied Science
- Ms Marium Hamid, Student Representative, Faculty of Arts
- Mr Michael Pratt, Student Representative, Faculty of Commerce & Business Administration
- Ms Danika Coulbourn, Student Representative, Faculty of Forestry (continuing)
- Mr Francisco Gallagos, Student Representative, Faculty of Graduate and Postdoctoral Studies
- Ms Miranda Huron, Student Representative, Faculty of Graduate and Postdoctoral Studies (continuing)
- Ms Madison Grist, Student Representative, Peter A. Allard School of Law
- Ms Lisa Wang, Student Representative, Faculty of Pharmaceutical Sciences
- Ms Sarah Park, Student Representative, Faculty of Science

NB: The Education Student Senator Position transitions in October of each year. Vacancies are presently being filled for Dentistry, Medicine, and Land & Food Systems senators

b. Nominating Committee:

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2018 and thereafter until replaced. Nominations are due by 4 pm on Thursday 4 May 2017 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 26 (f) of the *Rules and Procedures of Senate*.

2. Minutes of the Meeting of 15 March 2017– Dr Santa Ono (approval) (docket pages 3-23)

3. Business Arising from the Minutes – Dr Santa Ono

4. Remarks from the Chair and Related Questions – Dr Santa Ono (information)

5. Report from the Provost – Dr Angela Redish

2016-2017 Budget Update – with Vice-President Finance & Operations Andrew Simpson (information)

6. Academic Policy Committee – Dr Paul Harrison

a. New Policy V-104: Reviews of Assigned Standing (approval) (docket page 24-31)

b. Affiliation Agreements with the Technische Universität Dresden, Ludwig Maximilians Universität München, Technische Universität München, Julius-Maximilians-Universität Würzburg, and L'université Pierre et Marie Curie (Université de Paris VI) for International Three+Two B.Sc./M.Sc. Degree Partnership in Chemistry Agreements (approval) (docket page 32-46)

c. Establishment of the School for Public Policy and Global Affairs (approval)(docket page 47-70)

7. Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket pages 71-75)

8. Curriculum Committee – Dr Peter Marshall

Curriculum proposals from the Faculties of Arts, Education Graduate and Postdoctoral Studies (Land and Food Systems), Land and Food Systems, and Science (approval) (docket pages 76-103)

9. Report from the Librarian – Ms Melody Burton

2015-2016 Annual Report of the Librarian to the Senate (information) (docket page 104-121)

10. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 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>



VANCOUVER SENATE

MINUTES OF 15 MARCH 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K. Ross (Secretary), Mr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dr H. Brock, Ms M. Burton, Ms D. Coulbourn, Dean C. Dauvergne, Dr W. Dunford, Dean B. Frank, Dr J. Gilbert, Dr P. Harrison, Dean R. Helsley, Ms M. Huron, Dr A. Ivanov, Mrs C. Jaeger, Ms T. Johnson, Dr P. Keown, Ms H. Kwan, Dr B. Lalli, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Mr K. Madill, Dr P. Marshall, Dr W. McKee, Mr B. McNulty, Dr P. Meehan, Dr C. Naus, Dean M. Parlange, Dean S. Peacock, Dr A. Richardson, Dr L. Rucker, Dr C. Ruitenberg, Mr I. Sapollnik, Dr T. Schneider, Dr S. Singh, Ms S. So, Dr R. Sparks, Mr J. Spiedel, Dr R. Tees, Dr S. Thorne, Ms D. Tse, Dr L. Walker, Ms K. Williams, Dean R. Yada

Regrets: Dr S. Avramidis, Mr M. Bancroft, Dr A. Collier, Dean M. Coughtrie, Ms L. Castro, Dr A. Dulay, Dr S. Forwell, Dr D. Gillen, Prof. B Goold, Acting Dean K. Harrison, Dean J. Innes, Dean D. Kelleher, Dr D. Lam, Mr H. Leong, Prof. B. MacDougall, Ms A. Maleki, Dr C. Marshall, Dr S. Perry, Dean S. Porter, Ms S. So, Ms S. Sterling, Dean C. Shuler, Mr J. Solis, Dr D. Witt, Mr S. Zbrasky.

Clerk: Ms S. Oldford

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the seventh regular meeting of the Vancouver Senate for the 2016/2017 Academic Year to order at 6:04 pm.

Minutes of the Previous Meeting

| | | |
|---------------|---|---|
| Richard Tees | } | <i>That the Minutes of the Meeting of 15 February 2017 be adopted as corrected.</i> |
| Philip Loewen | | |

Correction: Spelling of Dr Thorne's name.

Approved

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Sally Thorne, explained that in the future, Memorial Minutes will follow a more abbreviated format. However, because Dr. Stelck served

the Senate recently and was known to many of us, we will retain the long form style with which Senators are familiar in this case.

REVEREND DR BRIAN STELCK

Rev. Dr Stelck was a graduate of the North American Baptist Seminary and earned several degrees from the University of Alberta. Over the course of his career, Dr Stelck served as church pastor, missionary and educator, devoting much of his life to academia and ministerial formation.

He spent eight years as a missionary with Canadian Baptist Ministries in Kenya, where he was involved in developing partnerships with Kenyan Christian denominations. The initiatives he led helped train hundreds of African pastors and church leaders.

Rev. Dr. Stelck worked as a member of the executive staff of the Canadian Baptists of Western Canada and developed expertise in international and intercultural education and development, missiology, evangelism and theological education and went on to become president of organization.

He served almost 20 years as a trustee of Taylor Seminary College in Edmonton, one of the longest in that school's history, and was both a senator and frequent visiting professor at Regent College.

In 1994, Rev. Dr Stelck became president of Carey Theological College, serving in this capacity until his retirement in 2013. His leadership of the College was entrepreneurial and innovative and under his vision and care, the institution underwent dramatic and unprecedented growth. Dr Stelck led efforts to secure accreditation for the College by the Association of Theological Schools, increased the number of Carey faculty and endowment funding for faculty chairs. He was instrumental in the planning and construction of Carey Hall at the UBC Vancouver campus. He also advanced the academic offerings of the College and led the development of several graduate degree programs, including the Carey certificate, Bachelors, Master, and Doctoral degree programs offered at affiliated seminaries and colleges in Africa. Dr Stelck was regarded by his colleagues and students as a sensitive and insightful teacher and mentor, and someone who regularly thought 'outside the box' to respond effectively to the needs of the Carey College constituency.

In 1999, under Dr Stelck's leadership, Carey Theological College was admitted to affiliation with the University. Dr Stelck served as a member of the Senate for 13 years, from 2000 until his retirement in 2013. As a member of Senate, he was longstanding member and chair of the Awards Committee and a member of the Academic Policy Committee. His measured and thoughtful contributions were appreciated by his fellow committee members and the Senate.

From 2005 until 2010, Dr Stelck was a member of the Baptist World Alliance Academic and Theological Education Workgroup and of the Commission on Theological Education between 2010 and 2015.

To his family and friends, the Senate and the University of British Columbia offer their sincere condolences and heartfelt thanks.

Sally Thorne
Richard Anstee

} *That Senate approve the Memorial Minute for Reverend Dr Brian Stelck, that it be entered into the Minutes of Senate and that copies be sent to the family of the deceased.*

Approved

Remarks from the Chair

The President expressed his thanks to the students who have served on the Senate, noting that this would be the last meeting of their term. He also congratulated the students who have been elected to serve going forward.

Dr Ono advised Senate that the Strategic Plan is still in progress, as referenced in the broadcast email that had been distributed earlier in the day. Through this method and others such as blogs, it is his intent to keep the community updated regularly with regard to this process as it progresses. Over 1000 emails have been received with very detailed comments and suggestions. He expressed his appreciation for the time and thought put into these submissions. We have appointed a distinguished group of individuals from both campuses to participate on a Steering Committee. They have worked through all the submissions to try to understand the thoughts and input of yourselves and your colleagues. Eight draft themes for strategic priorities have been identified across four core areas of focus for the institution. Please feel free to review these, and to provide further feedback to the Steering Committee. In addition, there are Town Hall meetings later this month at both campuses, and at Robson Square. We will be meeting with Deans, providing updates to the Senates of both campuses, and conducting direct consultation with alumni. The time frame for all of this is available on the website. The President encouraged the Senate to participate. Town Hall events are open to all and we also are using Facebook Live events. We will not be able to do everything that is suggested to us through these processes as we have finite resources. We hope to determine a set of actions that will find favour with the community. The President emphasized that this will not be a Strategic Plan that identifies priorities then it sits on the shelf. Rather, this plan will guide resource allocation over the months and years ahead. In this regard, there has been positive news coming out of conversations with both provincial and federal governments.

Dr Ono moved on to update the Senate on the progress of the search for the next Provost and Vice-President, Academic. He was happy to advise that there is a distinguished pool of candidates. The search committee has worked hard and this pool has been narrowed; at this stage a number of semi-finalists have been identified. He would like to extend an invitation to a broader set of individuals, likely including some of the members of Senates, faculties, and the students to provide input into the finalists. Some candidates are open to having their candidacy known; however, others do not necessarily feel ready to be public about their candidacy. This requirement for confidentiality may require some kind of technology to mediate broader input to the process. In summary, the next step is to broaden input beyond the search committee to

further narrow the pool. It is a difficult task, which should give you an indication of the strength of the candidates.

The President moved on to the subject of resources. There has been an announcement of an initial one-million dollar donation to stimulate collaboration between UBC and the University of Washington. The thinking behind this is that the Cascadia corridor will be a place for Fortune 500 companies to invest in the near future. This is a critical part of future success for students and academics here at UBC, building on the strengths of the University of Washington through greater collaboration. The \$1M will focus on bringing faculty and students together; there will be an annual symposium that will move back and forth between the two institutions. Dr Ono is very excited to launch this partnership, hopefully this summer. Also, there has been a \$2M donation from Scotiabank to support research and other educational initiatives for cybersecurity. For music, we have received the gift of a Disklavier, which is a networked piano. Lang Lang can play here, for instance, and his playing would be networked live to a piano in Australia. We will be getting 5 such pianos in the near future to be positioned in numerous places. The first one is in the Alumni Centre.

Dr Ono noted that work in his role as Chief Innovation Advisor for BC is going well. The Province wishes to invest significant resources in the next years to strengthen technology, to translate knowledge from academia to start-up companies, and to strengthen industry partnerships. This is not just restricted to engineers and computer scientists. Mathematicians, humanists, psychologists, and many others can all play a role as technology can underpin everything. The BC Tech Summit that ended today is not just about technology but also what technology can enable. Attendance at the Summit last year was 2500. This year there were 5000 on the first day and 6500 today, so this increase is significant. There were many people there from UBC. The ecosystem is growing as the province has announced significant investments that will have positive impact on the future of UBC as part of a growing innovation economy. The total investment will be \$130M over the next few years. The President noted the hard work and leadership of Dean Marc Parlange who, along with the Provost, has been articulating the needs for investment in these areas to the province. There will be an increase of 1000 seats per year for the whole sector over four years of investment as a result. The Senate responded to this with a round of applause. The Provost then also noted the involvement of the Deans of Medicine and Science in this effort as well. It is hard to tell at this point how many of these seats UBC will benefit from but this is a very positive announcement for UBC. It is a very bold move doubling investment in co-op education. There has also been a \$5M addition to the annual budget of MITACS. The President is on the board of MITACS, for which the budget has grown from \$30/40M to over \$100M. This has a direct positive impact on UBC. Dr Ono advised that he is cautiously optimistic with regard to the federal investments resulting from recent time spent in Ottawa and Toronto, where it looks like funding from the Tri-Councils will also go up incrementally. All in all this looks good over the next few years for UBC.

Dr Ono believes that the role he plays as Chief Innovation Advisor for BC will have a positive impact on University in working with companies and other PSE institutions. There have been five potential areas of strategic strength identified. Five areas for development of superclustered research will be finalized over next month – the plan is for strategic investment in these areas. There are 10 endowed research chairs and among these 5 have been announced. UBC will benefit from this. As we move into the second part of this initiative, we will undertake a

comprehensive review of the ecosystem itself. We seek to know more, for instance, about what happens when a start-up leaves the institutional engine and begins to scale up. It will be Dr Ono’s responsibility to carry out that review over the next months. The idea is to get a better understanding of how to support that technology transfer – what can we do as a province to ensure more start-ups and initiatives are successful. Comprehensive recommendations arising from this review will be made at next year’s Summit.

The President opened the floor to questions. Senator Ahmed noted the recent 10 year anniversary of the Campus 2020 Report by Geoff Plant. In that report there had been recommendations for the province to make ongoing commitments to research, and to bring British Columbia into the highest spending 3 provinces in this regard. With respect to the comprehensive review, he asked the President to provide Senate with an update on the extent to which Campus 2020 recommendations related to UBC have been achieved. Dr Ono thanked the Senator for the reminder of the report and its recommendations, and noted that he is appreciative of recent funding announcements. He noted that he thinks often of the circumstances of post-secondary institutions in some states where state funding is down to single-digit percent when it used to support up to 70% of institutional budgets. These institutions are facing large structural deficits; our American friends are likely jealous of the position we find ourselves in. However, initiatives such as PiMS receive significant investments from other provinces compared to the funding provided by BC. So, on the one hand, Dr Ono is very grateful for recent announcements and investments from the province to date—but if the question is “have they done everything the report recommended”, the answer would be no. The President suggested providing at the next meeting a graphic that summarized what they said they would do, what they done recently that we are very grateful for, and where we would like to get. The Senator noted that he would appreciate this summary.

Presentation of Certificates of Appreciation for Student Representatives from 2016-2017

The President and Registrar presented certificates of thanks to student members of Senate who were completing their terms of office on 31 March 2017; it was noted that some students had been or were standing for re-election.

Academic Policy Committee

Dr R. Tees, a member of the Committee, presented on behalf of the Chair.

RESTRUCTURING OF CONTINUING STUDIES

Richard Tees
John Gilbert

} *That Senate approve changes to the mandate of the Division of Continuing Studies as set out in the agenda package, except with the second paragraph under the heading “Administrative Consequences” struck; and,*

That the name of the Division of Continuing Studies be changed to “the Division of Extended Learning”, effective 1 July, 2017.

Senator Tees noted that the current proposal is the first step in a two-stage process. A change of name and mandate for the Division of Continuing Studies is the first step in an ongoing process that will need further approvals from Senate and its committees. Homes for some Senate- or Senate-approved certificate programs are currently being negotiated. Only after that has been resolved will it be possible to disestablish the Division as an academic unit. The proposal makes clear the role of Senate to review things in a timely fashion and the Committee appreciated this approach.

The Provost noted the leadership on this file that had been provided by Hugh Brock, who is the Associate Provost of Academic Innovation and asked him to speak to the proposal.

Dr Brock indicated that he would be happy to take questions, but first would like to express that he is delighted to expand the mandate of this Division to find more ways to deliver quality learning to the community. The relationships between society, government and industry are changing and we need to offer learning to learners of all ages. Every faculty does some aspect of Career and Personal Education (CPE), which is the term that we are using for this type of programming. In fact, you will have seen in the proposal that most of this activity happens in faculties. This is appropriate as the faculties are the core of the teaching enterprise. He also acknowledged the excellence in adult education that Continuing Studies provides. This has been part of the institution for over 100 years, and the Division currently offers one-third of UBC’s programming in CPE. This initiative should be seen as a way to build on the strength of the programming in the faculties.

Senator Anstee felt that more discussion was required for him to support motion with the suggestion to strike the final paragraph – a critical issue is changing the academic unit to administrative unit and what the status of the Program Directors is given that change. He noted his opinion that the closing of academic units is a significant thing. It seems that the problems with the Division as it currently stands are budgetary in character. Continuing Studies has provided good services, perhaps just not financially viable services – there had been a deficit for a number of years. The reason for change is justified, but not for changing from an academic unit to an administrative unit. Dr. Brock responded that he appreciated Dr. Anstee’s comments. He clarified that this motion does not include that particular change; rather it notes that the change from an academic to an administrative unit will be considered in the future if the conditions are met and programs are moved to other academic homes. Every single Dean in every single faculty stresses this area of learning as an important one. Professional faculties have always provided ongoing learning opportunities, often as mandated by a regulatory body. We feel that the CPE strategy places responsibility for ongoing learning in the faculties where it belongs. Many of our comparator universities such as Berkeley and Washington do well in this area. The key issue is growing the area overall.

Senator Sapollnik asked about the future of the Robson Square space. Dr Brock responded noting that the province has ambitious plans for the square. UBC needs a downtown presence

but it is not clear that this is the best space. S. Ono noted that he had been involved in these conversations but that the issue was unresolved as of yet. It is easy to miss Robson Square because it is all underground. Most people think of it as little more than a skating rink. Serious conversations are underway.

Dean Harrison referenced her Faculty's EDx course in how to write a novel as a successful model of CPE offered through faculties. She noted that this change will actually strengthen the academic programming. Dean Parlange also noted the success of the CPE Masters' programs in Engineering Leadership and Health Leadership and Policy. These are run out of Departments, and are intended for those who are further along in their careers.

Senator Singh noted his support of Senator Anstee's comments. How will the efficiencies be gained in the new structure and how is this going to fit in with strategic plan that has yet to solidify? With a new Provost anticipated, this seems premature. He would like to see more information on budget and efficiencies. He asked how much consultation had occurred on this file. The Provost noted that on the budget side, these changes have been taking place over a number of years and the new business model is making positive changes in the budget area. However, this is not all about budget, community engagement is also a key consideration. As for consultation, the overall strategy has been under broad discussion for four years. This is about ideas to help get away from a reliance on a diminishing college-age cohort; there is a strong need for us to engage in lifelong learning. This need will not change with strategic plan as it is a reflection of overall changes in sector and demography. This is not a reflection of a single Provost but a response to ongoing trends. Dr Ono added that with the transition into a knowledge economy there will be a change in the needs of the workforce. The province has committed to retraining those who lose jobs in the resource sector, so that they can move into growing areas. We need to be part of the solution, through provision of certificate programs. Senator Singh noted that faculties also struggle with their budgets, so we need to make sure that the model will be successful for them.

In response to a request from the Provost, Dr Brock explained that Continuing Studies had a turned a \$1M deficit on a \$20M budget to a \$1M surplus – quite a turn-around in one year. It is a great credit to them as they learned to contain costs and put support behind strong programs. The Vancouver Summer Program is a huge success providing \$4.3M of new funding to faculties last year. All of this helps faculties do more and have more control over what is being offered. There is a strong value proposition in the new CPE strategy. Continuing Studies can provide expertise in recruiting and adult education. Faculties can build on the Edx relationship. There are currently 1700 learners in the EDx novel writing course, which provides dividends. Fewer, more carefully planned, more targeted programs are what is sought. There is also a push toward more modular, more online, more accessible programming.

Senator Singh asked about the mid-term vision. What does this look like in 2020-2025? That is not clear in the proposal. Dr Brock noted that the vision is to bring UBC excellence to all learners and bring connections to the community. Content is not what is valuable here, rather, the value of UBC is in experiences, professors, connections, and opportunities. We are late to the game to build on our strengths toward lifelong learning opportunities.

Senator Anstee asked whether this proposal disestablishes the Division as an academic unit. S. Oldford noted that it does not do so at this time, rather it indicates future plans to do so after Senate-approved programming can be transferred to other academic units. Senator Anstee asked that it be noted in the meeting minutes that the disestablishing is not happening at this time.

Approved

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented.

MASTER OF PHYSICAL THERAPY – CHANGES IN ADMISSION REQUIREMENTS

| | | |
|----------------|---|---|
| Robert Sparks | } | <i>That Senate approve changes to admission requirements for applicants to the Master of Physical Therapy program, effective for admission to the 2017 Winter Session and thereafter.</i> |
| Richard Anstee | | |

Senator Sparks explained that the proposed change reflects a minor update to the requirements removing the pre-requisite of Chemistry 12 and inserting an English proficiency requirement. Senator Kwan asked whether Advanced Placement courses had been taken into account. Senator Sparks replied that nothing that the University allows with regard to Advanced Placement and would not be affected by these changes. Senator Kwan noted that on the Physical Therapy website changes had already been made. Senator Sparks noted that things can move ahead quickly but that the Committee tries to make sure that proponents await Senate approval to make changes to their websites.

Approved

Awards Committee

Dr. Lawrence Burr, the Chair of the Committee presented.

NEW AND REVISED AWARDS

See Appendix B: Awards Report

| | | |
|---------------|---|--|
| Lawrence Burr | } | <i>That Senate accept the awards as amended and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i> |
| Ian Sapollnik | | |

Senator Burr noted that the proposed awards represented over \$78k in new funding for students. An extra period was noted in the Eddin award description by Senator Haffey. Senator Singh asked about the Finger Food Bursary and whether this was an appropriate title. The President noted that this is a local technology company. The term “bleeding edge” in the description refers

to technology so new it has a high risk of being unreliable. Senator Dunford asked whether awards that are focussed toward women only are allowable now that they represent a majority of the student populations. S. Oldford reported that advice from legal counsel is that this does not contravene the Senate Policy provision that no award shall be made that infringes on Human Rights legislation for the time being and that the proportional representation of women varies among programs and faculties.

Approved

Curriculum Committee

Dr Peter Marshall, Chair of the Senate Curriculum Committee, presented.

See Appendix C: Curriculum Report

MARCH CURRICULUM REPORT

| | | |
|----------------|---|---|
| Peter Marshall | } | <i>That the new courses and revised program brought forward by the faculties of Forestry, Graduate and Postdoctoral Studies (Applied Science and Arts), and Medicine be approved.</i> |
| Robert Sparks | | |

Dr Marshall briefly described the changes and new courses being proposed noting that the changes to the Midwifery program were based on a process in which the students were greatly involved. He sees this as a possible example to follow with regard to student involvement and consultations.

Approved

Admissions and Curriculum Committees

Dr Peter Marshall, Chair of the Senate Curriculum Committee, presented.

NEW PROGRAM: DOCTOR OF PHILOSOPHY IN CINEMA AND MEDIA STUDIES

See Appendix D: Doctor of Philosophy in Cinema and Media Studies

| | | |
|----------------------|---|--|
| Peter Marshall | } | <i>That the new Doctor of Philosophy in Cinema and Media Studies, to be administered by the Faculty of Graduate and Post-doctoral Studies, and its associated new courses be approved.</i> |
| Christopher Marshall | | |

Senator Marshall briefly described the new program. Senator So asked whether the program's tuition had been subject to the student tuition consultation process. Dr. Marshall responded that the program would be subject to the current fee framework for all doctoral programs so this was not necessary. Senator So asked how this is different from the Joint BSc in Forensics and Biotechnology that had been discussed at the last meeting as it had been subject to consultation although it was also part of an existing tuition framework. The Provost noted that the issue of student consultation in tuition and other matters will be discussed at the upcoming meeting of the Senate and Board Committee Chairs.

Approved

Abstentions: Senator So

Tributes Committee

The Chair of the Senate Tributes Committee, Dr S. Thorne, presented.

CONVOCATION MEMBERSHIP FOR PROGRAM DIRECTORS EMERITI

| | | |
|-----------------|---|--|
| Sally Thorne | } | <i>That pursuant to section 9(2) of the University Act, Senate add to the Roll of Convocation all persons with current appointments as Professors of Teaching Emeritus and Program Directors Emeritus at the Vancouver campus of the University.</i> |
| Kaidie Williams | | |

Senator Thorne explained that Program Directors had been given Emeritus status but had not been added to the Roll of the Convocation and that the Tributes Committee was seeking to amend this.

Approved

Ad Hoc Committee on Flexible Learning

COMMITTEE FINAL REPORT

Senator Coulbourn, Chair of the Ad Hoc Committee presented with Dr. Kate Ross.

| | | |
|------------------|---|---|
| Danika Coulbourn | } | <i>That the report of the Senate Ad Hoc Committee on Flexible Learning be received, the Committee members thanked for their work, and that the Ad Hoc Committee on Flexible Learning be discharged.</i> |
| Daniel Lam | | |

Senator Coulbourn presented the Green Paper concerning the Comprehensive Learning Record. She explained that the concept of the record is that it will be co-constructed and co-owned by

students and UBC, both inside and outside the classroom. UBC inspires diverse forms of transformative student learning. She noted that she has learned so much in her time as a student Senator, and has gained skills from policy interpretation, to reading dockets, to chairing meetings. However, nowhere in her transcript information is there any way to convey this information. The notation for a course she took does not indicate that it had been an intensive field course in India that had involved writing a comprehensive paper. None of this is conveyed to future employers or future schools in our current transcript, and yet we know there is much more to the UBC learning experience than what takes place in the classroom. The Comprehensive Learning Record proposes to build on the base of the traditional transcript to capture more about the learning that happens in formal and informal settings.

There are constraints to consider in this as well. The traditional transcript still has a vital function that cannot be replaced. Also, the time of faculty members is precious and this initiative cannot become too burdensome for them. In addition, to accommodate the vision the Student Information System will need to evolve. The SASI program builds an incredible opportunity in this regard.

Dr. Ross thanked Senator Coulbourn for her excellent presentation and noted how great it has been to work with students on both campuses on this initiative. We do not want to throw out the baby with the bath water, we must keep the transcript for the purposes it serves and may evolve to serve, but it is our starting point. We want to build out the comprehensive record as we have more information to include. We know where we might be going in the way of future systems. These systems are not the relational database but object-based data models. Such an approach will allow so much more in the area of reporting on student learning and achievements as there can be different views for different people and different relationships between information. What we will need to collect are verifiable artefacts of learning (an example would be a video of Senator Coulbourn presenting here tonight) that can be curated as evidence of these experiences. Protocols for maintaining the veracity of the comprehensive record are something we need to think about. However, standards are being developed in this area across North America so our timing for this is right.

The Registrar explained that the plans for the phased implementation of this initiative are related to software development and where we are moving toward with student systems. Even with the traditional transcript, we could do more with what we have, for example adding information about competencies and learning outcomes achieved. Where learners undertake credit-based non degree credentials, we need to build blocks for records here. In future phases we move on to an extended transcript – building in information links and digital artifacts. Then in future phases comes the more challenging, learner-focused part of the enhancement – for instance, creating a place for a co-op employer to provide an evaluative blurb. The idea is not just to provide a record of learning but a tool for students to better reflect on what they have learned and are learning. The ability to personalize would increase as record enhanced. Students are very excited. She invited questions.

Dr Ono asked about the timeline for this initiative. Dr Ross indicated that the plan is 2 years for implementation of Phase 1 with implementation of new student software. There is a need to plan and there may be human resources implications, but we are starting by building on the existing transcript and that will always be needed in any event.

Senator Gilbert congratulated the presenters and the Ad Hoc Committee on their innovative approach to recording the scope of learning. He noted that 15 years ago we were talking about a passport to learning. Having spent almost 20 years dealing with competencies, it is clear that this goes beyond the traditional transcript; competencies need to be considered throughout the educational experience. He noted that he would be happy to volunteer to help to think about this, as competencies not always easily quantified. The Registrar recognized the assistance of Michelle Lamberson in the conceptualization of the record and the work of Kyle McCleery as the author of the Green Paper.

Senator Tees asked whether the paper is a work in progress and where it will go from here. He reiterated Senator Gilbert's congratulations, but noted the importance of not allowing this idea to end with the presentation of the Green Paper. He suggested that the Registrar report back every year as to where we are on with the Comprehensive Learning Record. Dr Ross noted that they had presented to the Senate Teaching and Learning Committee earlier today. We need to do some thinking about how to move forward; we might want a cross-campus advisory group. The President asked the initiative had been included in the Strategic Planning Process. The Registrar noted that the report had been sent to the President's Office. Dr Ono noted that a similar initiative had been undertaken during his time at Emory University where they had tried using E-portfolios. There had been much enthusiasm but little capacity and funds. Let's set expectations that can be met, and involve the administrative staff.

Dr. Dunford asked whether there had been any input sought from recruiting agencies and employers. Dr Ross required that this had not yet happened, but we were thinking that co-op employers could be a resource. Senator Jaeger agreed that what UBC records is what UBC values, but if everything a student values now needs to be vetted to be recorded this may become administratively unwieldy.

Senator So advised that this initiative is important from a student perspective. When potential employers look at CVs, they may or may not look at transcripts. This would indicate that they place more value on your experience than your grades. If a university endorses the claims of that experience it could lend legitimacy in a way that employers could not easily verify otherwise. Dr. Ross noted that a CV can and should provide a record of a student's experiences while at UBC, but in many cases these documents are also becoming virtual and shareable. The whole idea of digital records is evolving; we are at the cusp of significant change. Senator Johnson noted that at a minimum there are a few things that could be easily verifiable, such as participation in student governance, information about field courses, and exchange. The MD transcript lists all outcomes as pass/fail which renders it meaningless to outsiders. She asked whether graduate students would be included. Dr Ross indicated that we would start with the traditional transcript and build it out so graduate and medical students would be included. Senator Haffey suggested that the Senate request that the Registrar report annually on progress on this initiative. Senator Singh supported this, noting that resources need to be available, verification will take time and resources. S. Ono asked the Registrar to report on a regular basis to Senate on the progress of the Comprehensive Learning Record initiative.

Reports from the Registrar

RESULTS OF THE 2017-2020 JOINT FACULTIES SENATOR ELECTIONS

The Registrar noted that further to the third and final call for nominations for the four (4) remaining positions for the representatives of the Joint Faculties issued on Monday, January 9th, 2017, six nominations were received. An election took place between February 9th and 23rd, 2017 and the results are as follows:

Elected:

| | |
|---|-----------|
| Anna Kindler, Professor, Faculty of Education | 123 votes |
| André Ivanov, Professor, Faculty of Applied Science | 114 votes |
| Anne Murphy, Associate Professor, Faculty of Arts | 107 votes |
| Lynn Stothers, Professor, Faculty of Medicine | 103 votes |

Not elected:

| | |
|---|----------|
| Peter Choi, Professor, Faculty of Medicine | 89 votes |
| William G. Dunford, Professor, Faculty of Applied Science | 73 votes |

Other Business

Adjournment

There being no further business, the meeting was adjourned at 8:10 p.m.

Appendix A: Awards Report

New Awards:

BMO Entrance Award for Aboriginal Students in Commerce – A \$10,000 award is offered annually by Bank of Montreal to an Aboriginal student entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

Dr. Peter M. BROWN Choral Award – Awards totalling \$12,000 are offered annually by Dr. Peter M. Brown and his friends and colleagues. Dr. Brown (Hon. LL.D. '05) founded Canaccord Financial Inc. in 1968 and was a member of UBC's Board of Governors from 1984 to 1990, and Chair from 1988 to 1990. To honour Dr. Brown's passion for choral music, the awards will be given to undergraduate or graduate students enrolled in a School of Music choral ensemble who demonstrate commitment and exceptional aptitude for choral singing, and/or leadership skills and potential as a choral conductor or educator. The awards are made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Sheila EDDIN Award in Business Technology Management - A \$5,000 award is offered annually by Sheila Eddin to a student entering their third year in the Business Technology Management Option of the Bachelor of Commerce program at the UBC Sauder School of Business. Ms. Eddin has planned, designed, and implemented business transformation across various industries for the past 20 years. In adjudicating the award overall GPA, leadership, initiative, and the potential for a successful career in business technology management are considered. The award is made on the recommendation of the UBC Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

FINGER Food Bursary – A \$1,000 bursary is offered annually by Finger Food Studios for undergraduate students enrolled in the computer science or computer engineering program who demonstrate an interest in bleeding-edge technology and/or innovation. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Maria GALLO Women's Rugby Award – One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations have been made available through an endowment established by supporters of the UBC Women's Rugby Team in honour of Maria Gallo. The award celebrates Gallo's outstanding commitment to rugby and her many triumphs on the international stage representing Canada as a player and a coach. Awards are offered to the best rugby players UBC can attract and outstanding members of the Thunderbirds Women's Rugby Team in any year of study. Awards are made on the recommendation of the Head Coach with review and approval by the Athletics' Awards Committee. (First Award Available in the 2017/2018 Winter Session)

Jamaloddin KHANJANI Family Scholarship – A \$5,000 scholarship has been made available through an endowment established by Farid Rohani in honor of Jamaloddin Khanjani, a successful businessman who, because he was Baha'i, lost his business after the 1979 Islamic revolution in Iran. The scholarship is in honor of Mr. Khanjani's commitment to and support of education and human rights. The scholarship will support a graduate student whose studies focus on human rights and related aspects of public policy and global affairs, with preference given to students in the Masters of Public Policy and Global Affairs program. Candidates are to be nominated by the UBC School of Public Policy and Global Affairs and selected by the Faculty of Arts Associate Dean, Research in consultation with the Faculty of Graduate and Postdoctoral studies. (First Award Available in the 2017/2018 Winter Session)

Elizabeth LAMBERTON Scholarship in Musicology – Scholarships totalling \$5,250 have been made available through an endowment established by the Estate of Elizabeth Jean Lamberton. The scholarships are available to graduate students in the School of Music studying historical musicology. Dr. Lamberton (1954-2016) was a Musicologist who began her piano studies at the age of 4 with her mother and achieved her A. Mus. at age 18, winning the silver medal. After completing her B. Mus. at the University of Regina, Dr. Lamberton continued her studies at UBC. She completed her M.A. thesis on Brahms' piano quintet in 1978 and her Ph.D in 1988, with a dissertation on the writings of 19th century French music critic Ernest Reyer. Dr. Lamberton's life was shaped by her profound commitment to teaching. She taught music history at Kwantlen Polytechnic University from 1993 to 2012. The awards are made on the recommendation of the School of Music in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Elizabeth LAMBERTON Scholarship in Voice – Scholarships totalling \$5,250 have been made available through an endowment established by the Estate of Elizabeth Jean Lamberton. The scholarships are available to students in the School of Music studying vocal performance or opera. Dr. Lamberton (1954-2016) was a Musicologist who began her piano studies at the age of 4 with her mother and achieved her A. Mus. at age 18, winning the silver medal. After completing her B. Mus. at the University of Regina, Dr. Lamberton continued her studies at UBC. She completed her M.A. thesis on Brahms' piano quintet in 1978 and her Ph.D in 1988, with a dissertation on the writings of 19th century French music critic Ernest Reyer. Dr. Lamberton's life was shaped by her profound commitment to teaching. She taught music history at Kwantlen Polytechnic University from 1993 to 2012. The awards are made on the recommendation of the School of Music and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

MASTER of Data Science International Scholarship – A \$5,000 entrance scholarship is offered annually to an international student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

MASTER of Data Science Domestic Scholarship – A \$5,000 entrance scholarship is offered annually to a domestic student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Shawn OLSON Football Award – One or more awards, which may range from a minimum value of \$500 to the maximum allowable under the athletic association rules, have been made available through an endowment established by Peter Bull to outstanding members of the UBC Varsity Men's Football Team, with a preference for multi-sport athletes in the tradition of the Bobby Gaul Award. This award acknowledges the achievements of former UBC head coach Shawn Olson, team captain, National Champion, and university coach of character. Awards are offered to students who have demonstrated excellent leadership skills and have maintained good academic standing, with a preference for students who also participate on another UBC athletics team, and are made on the recommendation of the Head Coach with review and approval by the Athletics' Awards Committee. (First Award Available in the 2017/2018 Winter Session)

Ray ROBAZZA Memorial Forestry Award – A \$1,000 award is offered annually by Western Forest Products in recognition of Ray Robazza to celebrate his integrity, *joie de vivre* and his commitment to developing the next generation of foresters. The award is offered to students registered in the Forest Resources Management or Forest Operations Program with preference to students who have graduated from secondary school in communities where Western Forest Products operates or to students who have worked for or have a direct family member who works for Western Forest Products. Consideration is given to students with demonstrated passion for forestry and intent on a career in the BC coastal forest industry upon graduation. If there are no students that meet the eligibility criteria, the award will be open to all students with unmet financial need in Forest Resources Management or Forest Operations Program. The award is made on the recommendation of Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Richard STACE-SMITH Memorial Scholarship – A \$1,000 scholarship has been made available through an endowment established by family and friends in honour of Dr. Richard Stace-Smith, for an undergraduate or graduate student in the Faculty of Land and Food Systems. The award is offered to an outstanding student with a demonstrated interest in or commitment to some aspect of sustainable agri-food systems. Dr. Richard Stace-Smith (BSA, 1950) worked as a research plant pathologist specializing in viruses with Agriculture Canada for 39 years and was also an adjunct professor at UBC. Internationally recognized for his work, his findings have been important to British Columbia's agricultural industries and human health. In 1999, Dr. Richard Stace-Smith was honoured with the Order of British Columbia for his community leadership in the protection of biodiversity and the conservation of the environment. The award is made on the recommendation of the Faculty of Land and Food Systems and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Bryan Wayne STATT Bursary in Physics – Bursaries totalling \$31,500 have been made available through an endowment established by the Estate of Violette Julia Statt in memory of

Mrs. Statt's son Bryan. Bryan Statt (1954-2004) was a graduate of UBC (B.Sc. 1976, M.Sc. 1979 and Ph.D 1984). Dr. Statt went on to a successful career as a physicist at Los Alamos National Laboratory and at the University of Toronto. The bursaries are available to undergraduate and graduate students majoring in Physics. The awards are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

VISIER Service Award for Women in Computer Science – A \$1,250 award is offered annually by Visier to a female undergraduate student pursuing a degree in Computer Science. Visier, an Applied Big Data cloud technology business, provides Workforce Intelligence solutions that support the world's best brands. The award is intended for a student in good academic standing who has demonstrated excellence in fields such as community service, student leadership, and volunteerism. Preference is given to a student who is engaged in activities and projects in the non-profit sector or that encourage other young women to pursue an education in computer science. The award is made on the recommendation of the Department of Computer Science. (First Award Available in the 2017/2018 Winter Session)

VISIER Service Award in Computer Science – A \$1,250 award is offered annually by Visier to an undergraduate student pursuing a degree in Computer Science. Visier, an Applied Big Data cloud technology business, provides Workforce Intelligence solutions that support the world's best brands. The award is intended for a student in good academic standing who has demonstrated excellence in fields such as community service, student leadership, and volunteerism. The award is made on the recommendation of the Department of Computer Science. (First Award Available in the 2017/2018 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

#689 Proposed Award Title and Description: Mary M. Young Global Citizen Award – Awards totalling \$37,800 have been made available through an endowment established by Mary M. Young and The University of British Columbia. The awards are offered to outstanding international students from one of the United World Colleges who would otherwise be financially unable to pursue post-secondary education. Preference is given to graduates of Pearson College UWC. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, or commitment to community service.

Rationale for Proposed Changes – Type of Action: Revised the number of awards to provide flexibility in assigning it based on the candidate pool. This revision better aligns with the donor's original intent. Defined the criteria to clarify that the award is meant for international students from one of the United World Colleges and that preference will be given to graduates from Pearson College UWC.

#3995 Proposed Award Title and Description: Spence McTavish Rugby Award – One or more awards, which may range from a minimum value of \$500 to the maximum allowable under the athletic association rules, have been made available through an endowment established by Peter Bull to outstanding members of the USC Varsity Men's Rugby Team, with a preference for multi-sport athletes in the tradition of the Bobby Gaul Award. This award acknowledges the achievements of former UBC head coach Spence McTavish, team captain, provincial champion, national and international player and university coach of character. Awards are offered to

students who have demonstrated excellent leadership skills and have maintained good academic standing, with a preference for students who also participate on another USC athletics team, and are made on recommendations by the head coach to the Athletic Awards Committee.

Rationale for Changes – Type of Action: due to the complexity of administering the McTavish Olson Award in Athletics, in collaboration with the donor, the Faculty Development team, and the Office of the University Counsel, we are splitting the original award into two new awards, the Spence McTavish Rugby Award, supporting rugby, here submitted to Senate as a revision of the old award, and the Shawn Olson Football Award, supporting football, and here submitted to Senate as a new award.

#4822 Proposed Award Title and Description: David L. Vaughn QC Memorial Scholarship – A \$1,000 scholarship has been made available through an endowment established by family and friends in memory of David L. Vaughan, Q.C., a friend, colleague and teacher. The scholarship is provided to an outstanding graduate student enrolled in the research-based graduate program. Preference will be given to a student who is completing research in the areas of Corporate and Commercial Law. The award is made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: upon donor's request and in collaboration with the Faculty Development team, we are changing the award criteria to focus on graduate students performing academic research.

#6410 Proposed Award Title and Description: Universal Buddhist Temple PhD Scholarship – Scholarships totalling \$6,500 are offered annually by the Universal Buddhist Temple to outstanding graduate students pursuing a doctoral degree in Buddhist Studies. Preference is given to students who have completed at least four years of study in the PhD program. Recipients may receive this scholarship twice, or in unique situations, a third time. Recipients are invited to deliver a lecture at the Universal Buddhist Temple. Awards are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: upon donor's request to support PhD students in the later years of their study, to extend the number of years that scholars may receive the award, and also invite them to speak at the Temple, we are proposing, in collaboration with the Faculty of Arts Development Team, to change number of awards available, dollar value, and eligibility/selection criteria.

#6499 Proposed Award Title and Description: Future Forests Fellowship – An annual \$70,000 fellowship has been established by the Moss Rock Park Foundation. This prestigious fellowship will be awarded to an incoming PhD student in the Faculty of Forestry whose intended studies fit within one of the following areas of excellence within the Faculty: Forest Products Biotechnology; Bioenergy; Forest Genomics; Climate Change; Urban Forestry; Forest Management; Conservation; Forested Landscapes; Salmon Ecology; Forest Health; Forests and Indigenous Peoples; Forests and Human Health. The fellowship holder will receive this funding for up to four years and only one student may be in receipt of the fellowship at a time. The

fellowship will be awarded on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: upon donor’s request, in collaboration with the Faculty Development team, we are increasing the award value and revising the eligibility criteria.

Appendix B: Curriculum Report

FACULTY OF FORESTRY

New course

UFOR 449 (1-6) c Directed Studies in Urban Forestry

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

EECE 567 (3) Power System Dynamics and Stability; PLAN 591 (3) Land Use and Environmental Policy

Arts

New courses

ASIA 591 (3) Critical Issues in Asian Studies; THTR 555 (3) Structural Design for the Stage I; THTR 556 (3) Structural Design for the Stage II

MEDICINE

Revised program

Bachelor of Midwifery

New course

PHTH 301 (3) Physical Therapy Foundations

Appendix C: Doctor of Philosophy in Cinema and Media Studies

FACULTY OF GRADUATE & POSTDOCTORAL STUDIES

New program: Doctor of Philosophy in Cinema and Media Studies



7 April 2017

To: Senate

From: Academic Policy Committee

Re: *Policy V-104 Reviews of Assigned Standing in a Course*

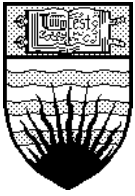
The attached draft policy which represents revisions to the current policy in the Calendar for [Reviews of Assigned Standing](#). Revisions to the policy were sought to clearly distinguish when the use of the RAS is appropriate vis-a-vis other methods of pursuing changes to grades (such as Appeals on Academic Standing). Furthermore, we have hoped to provide more guidance as to how Reviews of Assigned Standing should be processed so that greater consistency can be gained among Faculties. It is hoped that students will also gain more transparency into the RAS process through these policy revisions, so that they are more aware of the potential negative outcome of their request.

The Academic Policy Committee recommends the following:

Motion: *“That Senate approve Senate Policy V-104 Reviews of Assigned Standing in a Course as presented, to become effective on September 1st, 2017.”*

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA**SENATE POLICY:
V-104****VANCOUVER SENATE**
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1**Number & Title**

V-104: *Review of Assigned Standing in a Course*

Effective Date:

1 September 2017

Approval Date:

19 April 2017 (Anticipated)

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy

Authority:

University Act, S. 37(1)

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

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

S. 40

A faculty has the following powers and duties:

...(f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate.

Purpose and Goals:

This policy is designed to:

- 1) establish a process for the academic review of assigned standings within academic units that is distinct from the procedural review conducted under a Senate appeal on Academic Standing; and,
- 2) provide a final academic judgment by the University for a student's assigned standing in a course.

Applicability:

This policy is applicable to all courses of instruction offered for academic credit by *academic units* of the Vancouver Campus of the University.

Exclusions:

This policy does not apply to graduate-level theses and doctoral dissertations.

Definitions:

For the purposes of this policy:

- *Academic unit* shall mean a faculty, college, school, department, institute or centre.

- *Assigned standing* shall mean the academic evaluation of the *student's* performance in a course as indicated on a *student's* transcript of academic record.

- *Course* shall mean course of instruction.

- *Eligible material* shall mean a component of a course evaluated as part of a *student's assigned standing* that is available to the *reviewer* in its originally submitted and marked form and as defined in this policy.

- *Head* shall mean the dean of a faculty; principal of a college; director of a school, institute or centre; or head of a department.

- *Review of Assigned Standing* shall mean a process specified in this policy.

- *Reviewer* shall mean the person appointed under this policy to evaluate and grade the *eligible material*.

Policy:

- 1) A student may apply for a *Review of Assigned Standing* if he or she believes that some or all of the *eligible material* evaluated in contribution to their *assigned standing* in a course has been incorrectly evaluated or graded.
- 2) A *Review of Assigned Standing* may only be applied for once a student has been given an *assigned standing* in the course in question.
- 3) To request a *Review of Assigned Standing*, a student must submit the required form, payment and – if returned to the student – the *eligible material* to be reviewed. If a student wishes for *eligible material* retained by the University to be reviewed, they must clearly state which material they wish to be reviewed on the form provided.
- 4) The Registrar shall set submission deadlines and format specifications for requests for *Reviews of Assigned Standings* under the procedures for this policy.
- 5) The instructor(s) assigned to teach each course by the responsible *academic unit* are normally examiners for their respective courses; however, the *reviewer* appointed under this policy shall be the examiner for determining the results of evaluations of *eligible material* under review through this policy.
- 6) To be considered *eligible material*, the component must have been submitted for evaluation in a physical or stored DIgital format; components of an *assigned standing* that are intangible - such as but not limited to - live performances, live presentations, practicum assessments, or participation marks are not *eligible material*.
- 7) The *head* of the *academic unit* responsible for teaching the course will select as the *reviewer* a member of the University's teaching staff with sufficient expertise in the subject matter who did not participate in the original evaluation of the *eligible material*, provided:
 - a. Where no such member of the teaching staff is available, the head shall engage a member of the teaching staff from another campus of the University or from another recognized institution to be the *reviewer*;
 - b. Should the head of the *academic unit* have participated in the original evaluation, the next-most senior academic administrator in the *academic unit* as determined by the Registrar (normally an associate dean, director or head), shall select the *reviewer*.
 - c. If more than one *academic unit* is responsible for teaching the course, the Registrar shall determine one of those academic units to be considered to be responsible for the course under this policy. Normally, this will be the

academic unit where the principal course instructor has his or her primary appointment.

- 8) Although *reviewers* will be informed of the nature of the review requested by a student, all evaluated content on the *eligible material* is subject to review.
- 9) *Reviewers* are to be provided by the head of the *academic unit* with any materials used by the original examiners in their determination, including any answer keys, marking rubrics, or the like.
- 10) A *Review of Assigned Standing* is undertaken by the *academic unit* responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student's assigned standing may be adjusted positively or negatively as a result of the review, or it may remain the same. The result of such a review is the final academic evaluation of a student's performance in a course.
- 11) The *academic unit* will submit the written results of the review of the *eligible material* to Enrolment Services within 45 calendar days from the receipt of the application, at which time the results will be made available to the student.
- 12) The fee for *Reviews of Assigned Standing* shall be established in accordance with the policies and resolutions of the Board of Governors and this fee will be refunded to the student if their *assigned standing* is raised as a result of the review.

Calendar Statement:

Review of Assigned Standing in a Course

A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings assigned by the University (e.g., pass/fail). See [Grading Practices](#) for more information about grades and other assigned standings.

A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. If necessary, the instructor may, at his or her discretion should he or she believe the original assigned standing was in error, change the standing by submitting a change to academic record form.

If the matter remains unresolved following the initial conversation with the instructor and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing.

Each applicant for a review must state clearly why he or she believes the course deserves a grade higher than it received; pleas on compassionate grounds should not form part of this statement. Prospective applicants should remember that under Senate regulations instructors must re-examine all failing grades and indicate in their records that this has been done.

A Review of Assigned Standing is undertaken by the academic unit responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student's assigned standing may be adjusted positively or negatively as a result of the review, or it may remain the same. The result of such a review is the final academic evaluation of a student's performance in a course.

A Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0>

An applicant who has been granted a supplemental should prepare for the examination because the result of the review may not be available before the end of the supplemental examination period.

In applying for a Review of Assigned Standing, a student must submit the material to be reviewed in its original marked form, or if the material was not returned to the student, provide sufficient information for the academic unit to identify the assignment. Components of an Assigned Standing that are intangible such as – but not limited to - live performances, live presentations, practicum assessments, or participation are not eligible for a Review of Assigned Standing, nor are graduate-level theses and doctoral dissertations.

Application and Deadlines

The application form for Review of Assigned Standing is available [here](#). Applications must be received by Enrolment Services by the latest of the applicable dates shown below:

Three weeks after a grade is first available on the Student Service Centre;
X for Winter Session Term 1 courses;
Y for Winter Session Term 2 courses and two-term Winter Session courses;
Z for Summer Session Courses.

Where a deadline falls on a Saturday, Sunday, or statutory holiday, applications will be accepted on the following business day.

Despite the deadlines above, in the event of an instructor or faculty being late in submitting grades to the Student Information System (SIS) an application will be

accepted up to three (3) weeks after a grade is first available to the student on the Student Service Centre (SSC).

Completed application forms must be accompanied by the application fee for each course, which will be refunded only if the assigned standing is raised.

Applications will not be accepted for courses still in progress. Provisions for resubmission of individual pieces of marked work for correction of marking errors or omissions, where applicable, as well as for viewing marked examinations retained by the University are addressed in the Calendar entry on [Viewing Marked Work](#). A Review of Assigned Standing is a different process than a request for a deferred or supplemental examination.

Process for Academic Review and Communication of Results

The head of academic unit responsible for teaching the course will select a faculty member as reviewer with sufficient expertise in the subject matter who did not participate in the original evaluation. Where no such person is available, the head shall arrange for a qualified external faculty member from another recognized institution to conduct the review. If the head participated in the original evaluation, then next-most senior academic administrator from the academic unit will select a reviewer.

The academic unit will submit to Enrolment Services the written results of the review within 45 calendar days from the receipt of the application by Enrolment Services, at which time the results will be made available to the student. If a student's standing is increased as a result of the review, any fee charged to the student for conducting the review will be refunded.

Consultations

The Chair of the Senate Committee on Appeals of Academic Standing has been consulted in the development of this policy. The following individuals and groups have also been consulted during the development of this policy:

Enrolment Services
Office of the University Counsel
Deans of Faculties
Provost's Office
Ombudsperson for Students
Alma Mater Society
The Centre for Teaching & Learning Technology

History:

The Review of Assigned Standing policy first appeared in the Academic Calendar in 1971/72.

Related Policies:

[Viewing Marked Work](#)
[Grading Practices](#)
[Appeals on Academic Standing](#)

Appendix:

There is no appendix to this policy.

Procedures:

- 1) As per Section 4:
 - a) Application deadlines for *Reviews of Assigned Standings* shall be the latest of the latest of the applicable dates shown below:
 - (i) Three weeks after a grade is first available on the Student Service Centre;
 - (ii) X for Winter Session Term 1 courses;
 - (iii) Y for Winter Session Term 2 courses and two-term Winter Session courses;
 - (iv) Z for Summer Session Courses.
 - b) The **form** (an updated version of the form will be developed collaboratively within Enrolment Services to reflect the policy language above once approved) shall be used for the submission of a *Review of Assigned Standing*.



7 April 2017

To: Senate Academic Policy Committee

From: Senate

Re: Memoranda of Understanding for International Three+Two B.Sc./M.Sc. Degree Partnerships in Chemistry

In October 2016, the Committee reviewed and provided feedback on a draft memorandum of understanding between the University and Ludwig-Maximilians-Universität München for a BSc/MSc Degree Partnership. The Committee voiced support for the partnership model that the draft memorandum represented, and approved it in principle.

Since that time, that draft memorandum has been used as a template for pursuing similar arrangements with other partner institutions. In addition, draft calendar language describing the opportunity has been approved by the Senate Curriculum Committee and is presented in the curriculum proposals of this month's Senate Agenda package.

Included here is one Memorandum of Understanding that has been developed with Technische Universität Dresden; however, five such memoranda have been developed following this template (all of which have been reviewed by the Office of the University Counsel). For efficiency, we have included only one draft MOU for your review but there are five that we are submitting for approval as noted in the proposed motion below. Variances to the other four agreements are indicated below.

Each of the proposed partners has an existing agreement with UBC for the purposes of student mobility. The agreement with Julius-Maximilians-Universität Würzburg is in the process of being renewed. Following Senate approval, these MOUs will be forwarded to the Council of Senates for review. A second wave of agreements of this nature is anticipated in the Fall of 2017.

Proposed Motion: *“That the Memoranda of Understanding between the University and Technische Universität Dresden, Ludwig Maximilians Universität München, Technische Universität München, Julius-Maximilians-Universität Würzburg, and L’université Pierre et Marie Curie (Paris VI) be approved as set out in the attached template for International Three +Two B.Sc./M.Sc. Degree Partnership in Chemistry agreements, noting the variations for each particular agreement noted below.”*



- A. In the agreement with Ludwig Maximilians Universität München the following statement is added to section 4.7:

“The Parties agree that UBC BSc Students who complete the UBC BSc Thesis Course will not receive academic credit from LMU to satisfy LMU’s MSc degree program requirements for laboratory practicum.”

- B. In the agreement with Technische Universität München the following statement is added to section 4.7:

“The Parties agree that UBC BSc Students who complete the UBC BSc Thesis Course will not receive academic credit from TUM to satisfy TUM’s MSc degree program requirements for laboratory practicum.

- C. In the agreement with L’université Pierre et Marie Curie section 4.8 is replaced with the the following statement:

“4.8 UBC will only nominate UBC BSc Students who demonstrate sufficient academic achievement in the normal progress of the UBC Chemistry BSc programs to proceed with the Laddered Degree Option. UBC will advise the UBC BSc students that they must demonstrate mastery of the French language for admission to UPMC both as an incoming Exchange Student and UPMC MSc candidate. In particular, UPMC requires a B2 level in French of the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) for admission both from incoming Exchange Students and MSc candidates from UBC. UPMC may provide individual access to an online language test, called Ev@lang (<http://www.evalang.fr/en>), to candidates nominated by UBC to facilitate this required language attestation.”

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee

MEMORANDUM OF UNDERSTANDING (“MOU”)

THIS MOU made effective DD MMM 2017 (the “**Effective Date**”).

BETWEEN:

The University of British Columbia, a corporation continued under the *University Act*, RSBC 1996 c. 468 having an office located at 2036 Main Mall, Vancouver, BC Canada V6T 1Z1 represented by its Department of Chemistry

(“**UBC**”)

AND:

Technische Universität Dresden, a university incorporated under the *Sächsisches Hochschulgesetz, Saxon Higher Education Act (SächsHSG)*, having an address at Helmholtzstraße 10, 01069 Dresden, Germany represented by its Department of Chemistry and Food Chemistry

(“**TUD**”)

(UBC and TUD collectively shall be referred to as the “**Parties**”)

WHEREAS:

- A. TUD offers a six (6) semester (three-year) Bachelor of Science (“**BSc**”) program and a four (4) semester (two-year) Master of Science (“**MSc**”) program.
- B. UBC offers an eight (8) semester (four-year) BSc program and an approximately two-year MSc program, depending on students’ course work and research design.
- C. Obtaining an MSc is required to apply to doctorate programs at both TUD and UBC, subject to some exceptions. Students accepted into UBC’s MSc program may transfer to UBC’s PhD degree program after one (1) year without completing their MSc, provided they meet applicable transfer requirements.
- D. UBC has implemented new undergraduate curriculum for its core and combined BSc programs in chemistry that provide students with flexibility in course requirements and specializations, specifically in the students’ upper years of study. This new curriculum offers students a wide range of opportunities for pursuing courses at international universities while fulfilling their requirements toward UBC BSc programs.

- E. The Parties recognize that both UBC and TUD provide student learning outcomes and competencies in the first three (3) years of their respective BSc programs to prepare highly motivated students for their post-graduate careers. The Parties further recognize the benefit of facilitating accelerated paths to doctoral research for students who wish to meaningfully participate in the Parties' research environments. Therefore, the Parties wish to develop cooperation between the Parties and facilitate mobility of exceptional students by establishing opportunities for students to complete both a BSc at one institution and a MSc at the other institution within a five (5) year period.

THE PARTIES AGREE AS FOLLOWS:

1. DEFINITIONS

- 1.1. The following definitions are used in this MOU:
- a) **"Academic Year"** means: (a) at UBC, a study period beginning in September and ending in April; and at TUD, a study period beginning in October and ending in July. The exact dates for an Academic Year will vary each year.
 - b) **"Administrative Contact"** means a representative of each Party appointed by each Party to lead the implementation of the activities contemplated by this MOU.
 - c) **"Laddered Degree Option"** means an opportunity for eligible students to complete a BSc degree at UBC and a MSc degree at TUD following three (3) Academic Years at UBC and two (2) Academic Years at TUD.
 - d) **"Consecutive Degree Option"** means an opportunity for eligible students to complete a BSc degree at TUD and a MSc degree at UBC following three (3) Academic Years at TUD and two (2) Academic Years at UBC.
 - e) **"Exchange Student"** means a student who is enrolled as a full-time degree student at one Party who becomes temporarily enrolled as a non-degree student at the other Party pursuant to a separate inter-institutional student mobility agreement between the Parties.
 - f) **"Option Student"** means a TUD BSc Student, TUD MSc Student, UBC BSc Student or UBC MSc Student who is participating in the Laddered Degree Option or the Consecutive Degree Option.

- g) “**Semester**” means: (a) at UBC, one of the following: September to December (Winter Session Term 1); and January to April (Winter Session Term 2); and (b) at TUD, the following: October to February (Winter Session); and April to July (Summer Session). The exact dates for Semesters will vary each Academic Year.
- h) “**TUD BSc Students**” means full-time undergraduate students enrolled at TUD who are expected to receive a BSc degree in chemistry or a compatible specialization.
- i) “**TUD MSc Students**” means full-time graduate students enrolled at TUD who are expected to receive a MSc degree in chemistry.
- j) “**UBC BSc Students**” means full-time undergraduate students (as defined by the UBC Senate policy for undergraduate students) enrolled at UBC who have been selected by UBC to participate in the Laddered Degree Option.
- k) “**UBC MSc Students**” means full-time graduate students enrolled at UBC who are expected to receive a MSc degree in chemistry.
- l) “**UBC Core Curriculum**” means those courses as set out in the UBC Vancouver Academic Calendar that satisfy the Major, Combined Major, Honours or Combined Honours specialization in chemistry.
- m) “**UBC BSc Thesis Course**” means Chemistry 449 or an equivalent seminar and thesis course required of all Honours or Combined Honours students in the UBC BSc degree program.

2. SCOPE OF THE MOU

- 2.1. This MOU records the mutual understanding of the Parties regarding the introduction, organization and administration of the Laddered Degree Option and the Consecutive Degree Option. The term “Option” is used in this MOU for ease of reference and not to obligate either UBC or TUD to officially designate such opportunities at their respective institutions as an “Option”. The Parties agree that any official designation will be determined individually and separately by UBC and TUD in accordance with procedures authorized by the Parties’ respective governing bodies.

- 2.2. The Parties agree that the scope of this MOU may be enlarged, altered, changed and modified by the Parties by mutual understanding and confirmed by the Parties in writing.
- 2.3. The Parties agree that this MOU does not reflect an intention of the Parties to create a partnership, joint venture or agency relationship and the Parties agree that the provisions of this MOU or any act of the Parties in furtherance of the goals of this MOU do constitutes or may not be deemed to constitute a partnership, joint venture or principal-agent relationship.
- 2.4. Neither Party will acquire any right, title or interest in the other Party's names, marks, associated logos or any other form of intellectual property rights pursuant to this MOU.

3. TERM AND TERMINATION

- 3.1. The term of this MOU will be for a period of six (6) years, commencing on the Effective Date. The Parties may renew this MOU by written agreement of the Parties.
- 3.2. Either Party may terminate this MOU by providing one (1) year's notice in writing to the other Party.
- 3.3. If this MOU is terminated for any reason, the Parties agree to continue to perform the activities contemplated by this MOU for the benefit of the Option Students who are already participating in the Laddered Degree Option or the Consecutive Degree Option at the time of termination.

4. LADDERED DEGREE OPTION

- 4.1. The Laddered Degree Option will be open to UBC BSc Students who will complete a program of UBC coursework with specific supervision and guidance from UBC faculty members and UBC academic advisors that enables the UBC BSc Students to meet UBC graduation requirements notwithstanding enrollment as an Exchange Student at TUD during their final year of undergraduate study at UBC.
- 4.2. Specifically, UBC BSc Students will complete the following requirements before enrolling as an Exchange Student at TUD:
 - a) 90 credits (equivalent to 180 ECTS credits) of UBC Core Curriculum toward a BSc Major in Chemistry or BSc Combined Major in Chemistry;

- b) 99 credits (equivalent to 198 ECTS credits) of UBC Core Curriculum toward a UBC BSc Honours in Chemistry or Combined Honours in Chemistry.
- 4.3. UBC academic advisors will assist the UBC BSc Students to develop a learning plan. Each learning plan will identify learning outcomes that the UBC BSc Student will achieve by way of completing TUD MSc coursework as an Exchange Student that will be commensurate with learning outcomes necessary for the UBC BSc Student to complete the UBC BSc program.
- 4.4. UBC may identify and advise UBC BSc Students at the time UBC undergraduate students are admitted into the UBC BSc programs from secondary school.
- 4.5. On an annual basis, UBC may nominate UBC BSc Students entering their fourth Academic Year to study for an Academic Year as an Exchange Student at TUD. UBC BSc Students selected by UBC for an exchange at TUD will apply to TUD using the application materials and procedures established by TUD. TUD will make the final admission decision regarding all incoming Exchange Students.
- 4.6. If TUD accepts the UBC BSc Students as Exchange Students, then TUD will enable the UBC BSc Students to enroll in courses at TUD intended for TUD MSc Students. UBC will coordinate with the UBC BSc Students and TUD faculty members to provide TUD with a list of selected courses that each UBC BSc Student wishes to complete. Particularly, TUD will assist UBC BSc Students to enroll in courses that provide credit requirements to satisfy completion of UBC's Chemistry BSc programs.
- 4.7. TUD acknowledges that UBC BSc Students pursuing a UBC BSc Honours in Chemistry or Combined Honours in Chemistry must conduct original research under supervision leading to an Honours Thesis and Defense. UBC will enroll the UBC BSc Students in the UBC BSc Thesis Course during the UBC BSc Students' fourth Academic Year and at the same time the UBC BSc Students are enrolled as Exchange Students at TUD. The UBC BSc Students will satisfy the requirements of the UBC BSc Thesis Course by working in a research laboratory at TUD as an undergraduate volunteer. The Parties will promote communication between UBC and TUD faculty members to accommodate UBC BSc Students who wish to conduct research under the direction of a faculty member at TUD which

- will lead to a thesis that may be submitted and defended before a committee in accordance with UBC's standards and requirements for adjudicating undergraduate theses.
- 4.8. UBC will only nominate UBC BSc Students who demonstrate sufficient academic achievement in the normal progress of the UBC Chemistry BSc programs to proceed with the Laddered Degree Option. TUD will advise UBC of specific application requirements and language requirements for admission to TUD both as an incoming Exchange Student and TUD MSc candidate. UBC will advise the UBC BSc Students that gaining a mastery of the German language will give the UBC BSc Students a greater range of post-graduate academic options. UBC will give preference to nominees who have demonstrated commitment to developing German language skills.
 - 4.9. UBC BSc Students may apply in their second Semester as an Exchange Student at TUD for admission to the MSc degree program in Chemistry at TUD. UBC BSc Students must follow the regular MSc admissions process as specified in the TUD Academic Calendar. The Parties agree that decisions regarding admission of UBC BSc Students to the MSc in Chemistry will be made by TUD. Nomination by UBC to attend at TUD as an Exchange Student participating in the Laddered Degree Option does not constitute a guarantee of admission into the MSc degree program at TUD. Participation in this exchange qualifies as a Senate-approved exchange program for the purposes of UBC's policy regarding the residency requirements to receive a degree.
 - 4.10. If TUD accepts the UBC BSc Students into TUD's MSc degree program, then TUD agrees to grant the UBC BSc Students academic credit for all satisfactorily completed TUD courses towards the MSc degree at TUD.
 - 4.11. TUD will provide transcripts of results to UBC for each UBC BSc Student attending TUD as an Exchange Student as soon as possible after the Academic Year has finished. Any academic credit earned by the UBC BSc Students while an Exchange Student at TUD will be transferred back to UBC in accordance with procedures determined by UBC.

- 4.12. The Parties agree that decisions regarding whether UBC BSc Students have completed the requisite program requirements to receive a BSc degree will be made by UBC. Successfully completing his or her fourth Academic Year at TUD does not constitute a guarantee that UBC will grant the UBC BSc Student a BSc degree.
- 4.13. The Parties agree that Option Students who receive a BSc from UBC and have been admitted to the TUD MSc program in Chemistry will become TUD MSc Students for the students' fifth Academic Year. UBC will make reasonable efforts to provide TUD with any outstanding academic documents, including but not limited to transcripts and degree certificates, required for TUD to enroll UBC BSc Students as TUD MSc Students prior to the start of the TUD Academic Year. In the event that UBC degree transcripts and/or diploma certificates are unavailable for the Option Students prior to the start of the TUD Academic Year, UBC may provide TUD with a graduation letter confirming that the Option Student has satisfied his or her UBC BSc program requirements and is eligible for the UBC BSc degree. The Parties acknowledge that an example graduation letter is attached to this MOU as Schedule "A". Notwithstanding the date that UBC provides TUD with any outstanding academic documents, TUD will enroll the Option Students who have been admitted to TUD as TUD MSc Students and will allow the Option Students to continue study in TUD's MSc degree program.

5. CONSECUTIVE DEGREE OPTION

- 5.1. TUD BSc Students may apply in their fifth Semester of study for admission to the MSc degree program in Chemistry at UBC. TUD BSc Students must follow the regular MSc admissions process as specified in the UBC Academic Calendar. The Parties agree that decisions regarding admission of TUD BSc Students to the MSc in Chemistry will be made by UBC. TUD will advise TUD BSc Students to complete a recognized English Language Proficiency examination prior to applying to UBC, in accordance with UBC's application procedures for accepting international students. Approval or recommendation by TUD for TUD BSc Students to apply to the Consecutive Degree Option does not constitute a guarantee of admission by UBC.

- 5.2. The Parties will promote communication between UBC and TUD faculty members for the purpose of discussing research possibilities for TUD BSc Students who wish to apply to the UBC MSc degree program.
- 5.3. The Parties agree that Option Students who receive a BSc from TUD and have been admitted to UBC's MSc degree program become UBC MSc Students for the students' fourth Academic Year. TUD will make reasonable efforts to provide UBC with any outstanding academic documents, including but not limited to transcripts and degree certificates, required for UBC to enroll TUD BSc Students as UBC MSc Students prior to the start of the UBC Academic Year. Notwithstanding the date that TUD provides UBC with any outstanding academic documents, UBC will enroll the Option Students who have been admitted to UBC as UBC MSc Students and will allow the Option Students to commence study in UBC's MSc degree program.
- 5.4. Option Students who receive a MSc from UBC may wish to apply for admission as a doctoral student at TUD. UBC MSc Students must follow the regular doctorate admissions process as specified by TUD. The Parties agree that decisions regarding admission of UBC MSc Students to TUD's doctoral program will be made by TUD. UBC acknowledges that TUD may require information about UBC's MSc degree program curriculum and/or forms of assessment in order to make admissions decisions regarding UBC MSc Students. Upon request from TUD, UBC agrees to provide TUD with such information as reasonably necessary to assist TUD to make admissions decisions regarding UBC MSc Students.

6. RESPONSIBILITIES OF STUDENTS

- 6.1. In accordance with this MOU and any separate inter-institutional student mobility agreement between the Parties, the Parties will inform the Option Students that he or she is solely responsible for:
 - a) applying for admission to study at either Party as an Exchange Student, TUD MSc Student or UBC MSc Student;
 - b) applying for graduation from either Party;
 - c) applying for and obtaining the appropriate visa, if any, to enter the country in which the Option Student is intending to study;

- d) paying regular tuition and other applicable fees to the Party where he or she is registered as a full-time degree student;
- e) arranging accommodation while attending at either Party and paying for accommodation and other meal costs, transportation costs and incidental expenses;
- f) purchasing appropriate medical health insurance;
- g) complying with the policies, procedures, standards of conduct and academic regulations of the Party where he or she is registered as a full-time degree student; and
- h) complying with the policies, procedures, standards of conduct and academic regulations of the Party where he or she is registered as an Exchange Student or as a full-time degree student.

7. GENERAL

- 7.1. **Course Equivalency.** The Parties will, where reasonable, recognize courses at the other Party for the purpose of program credit requirements, co-requisites, pre-requisites or waivers.
- 7.2. **Fees and Costs.** The Parties agree that there will be no exchange of money between the Parties as a result of either the Laddered Degree Option or the Consecutive Degree Option. Subject to Section 3.7 of this MOU, the Parties may assess the Option Students tuition, academic fees, student society fees, course fees, laboratory and laboratory equipment fees, or any incidental fees charged by the Parties in accordance with the procedures established by the Parties. The Parties may award the Option Students bursaries, scholarships or other financial aid offered by the Parties to cover the Option Students' living expenses and tuition.
- 7.3. **Admissions Decisions.** The Parties agree that the decision by one Party to offer admission to an Option Student as an Exchange Student or MSc degree program candidate does not create a corresponding obligation for the other Party to offer admission to an Option Student as an Exchange Student or MSc degree program candidate.
- 7.4. **Marketing Materials.** The Parties agree that all publications, presentations, news releases or any other promotional or public affairs materials produced in relation

to the Laddered Degree Option and the Consecutive Degree Option will be approved in advance by both Parties.

- 7.5. **Trademarks.** The Parties agree that neither Party will use the other Party's name, logos or other trademarks without first obtaining the prior written approval of that Party for each specific usage. Each Party has the right to specify the form and manner in which its name, logos or trademarks are used by the other Party. Should a Party request in writing that the other Party cease using its name, logos or trademarks in a particular manner, then the Party using such name, logos or trademarks will cease such use immediately.
- 7.6. **Outcome.** The Parties agree that neither the Laddered Degree Option nor the Consecutive Degree Option affects the independent authority of each Party to admit students, determine program requirements and grant degrees. Option Students who successfully complete the Laddered Degree Option will complete the program requirements necessary to earn a BSc from UBC in accordance with UBC's procedures for granting undergraduate degrees and will complete the program requirements necessary to receive a MSc from TUD in accordance with TUD's procedures for granting graduate degrees. Option Students who successfully complete the Consecutive Degree Option will complete the program requirements necessary to earn a BSc from TUD in accordance with TUD's procedures for granting undergraduate degrees and will complete the program requirements necessary to earn a MSc from UBC in accordance with UBC's procedures for granting graduate degrees.
- 7.7. **Administrative Contact.** The Parties will both appoint at least one (1) Administrative Contact. Any Party may change its Administrative Contact by providing written notice to the other Party.

8. NOTICE

- 8.1. Any notices, requests, demands, consents, or other formal communications between the Parties required to be given by either Party to the other is sufficiently given is delivered by hand, by courier, by facsimile or by email to the Administrative

Contact at the address set out in section 8.2. Such notice is deemed to have been given on the day of delivery.

8.2. Unless otherwise notified, the Administrative Contacts will be:

For UBC:

Name: Edward Grant
Title: Professor, Department of Chemistry and Department of Physics & Astronomy
Address: The University of British Columbia
2036 Main Mall, Vancouver, British Columbia, Canada V6T 1Z1
Telephone: +1 (604) 827 3475
Facsimile: +1 (604) 822 2847
Email: edgrant@chem.ubc.ca

For TUD:

Name:
Title:
Address:
Telephone:
Facsimile:
Email:

9. DISPUTE RESOLUTION

9.1. In the event of any dispute arising between the Parties over the interpretation or implementation of this MOU, the dispute will be referred first to the Administrative Contacts who will attempt to resolve the matter in good faith. If the Administrative Contacts are unable to resolve the matter, then either Party may provide written notice to the other Party requesting that the dispute be referred to the Deans of the Faculty of Science at UBC and the Faculty of Chemistry and Pharmacy at TUD who will attempt to resolve the matter in good faith.

IN WITNESS WHEREOF the Parties have executed this MOU as of the Effective Date.

**THE UNIVERSITY OF BRITISH
COLUMBIA**

TECHNISCHE UNIVERSITÄT DRESDEN

Per: _____

Per: _____

Per: _____

Per: _____

Schedule “A”

DRAFT



3 March 2017

From: Senate Academic Policy Committee

To: Senate

Re: Establishment of a School of Public Policy and Global Affairs within the Faculty of Arts

The Faculty of Arts has proposed the establishment of a new School of Public Policy and Global Affairs. The idea for a policy school at UBC has a long history. Building on the successful launch of the Master of Public Policy and Global Affairs (MPPGA) program in 2015, the Faculty feels the time is now right to establish the UBC School of Public Policy and Global Affairs. The proposed School will have an initial complement of faculty members and staff previously appointed at the Liu Institute for Global Issues and the Institute of Asian Research. Faculty members from the Department of Political Science, Vancouver School of Economics, and Institute for Resources, Environment, and Sustainability also partnered in the creation of the MPPGA program and will continue to teach in the Policy School. Building on the strengths of these founding academic units, the Policy School initially takes advantage of several of UBC's comparative advantages, including Asia-Pacific positioning, sustainability, and global affairs.

The Senate Academic Policy Committee has reviewed the proposal and recommends the following:

Motion: *“That Senate approve and recommend to the Board of Governors the establishment of a School of Public Policy and Global Affairs in the Faculty of Arts, as set out in the attached proposal, effective 1 May 2017;*

That the governance and administration of the Liu Institute for Global Affairs and the Institute for Asian Research be transferred to the School of Public Policy and Global Affairs effective 1 July 2017;

That the Senate recommend to the Board of Governors that those faculty members with whole or partial appointments to the Liu Institute for Global Affairs and the Institute for Asian Research as of 30 June 2017 have those appointments transferred to the School of Public Policy and Global Affairs effective 1 July 2017; and

That the School of Public Policy and Global Affairs become the administering academic unit for the Master of Public Policy and Global Affairs effective July 2nd, 2017.”

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee



**Proposal to Create the
UBC School of Public Policy
and Global Affairs**



February 22, 2017



Table of Contents

| | |
|--|-------|
| EXECUTIVE SUMMARY | ... 3 |
| UBC SCHOOL OF PUBLIC POLICY AND GLOBAL AFFAIRS PROPOSAL | ... 4 |
| o Vision and Goal | ... 4 |
| o The Need for Policy Innovation | ... 4 |
| o How Will the Policy School Achieve Our Vision? | ... 5 |
| o Why UBC? | ... 5 |
| o Advantages for UBC Faculties as Partners in the Policy School | ... 6 |
| o Collaborating on Future Policy School Teaching Programs | ... 6 |
| STAGED IMPLEMENTATION AND GOVERNANCE | ... 8 |
| o Phase 1: Master of Public Policy and Global Affairs (MPPGA) (2015) | ... 8 |
| o Phase 2: The Creation of the UBC School of Public Policy and Global Affairs (2017) | ... 8 |
| o Phase 3: Cross-Campus Partnering and Fund Raising (beyond 2017) | ...11 |
| APPENDICES | |
| o Appendix A: Policy School Advisory Process | ...12 |
| o Appendix B: The Need for Policy Innovation | ...16 |
| o Appendix C: Founding Academic Units and Human Resources | ...17 |
| o Appendix D: Current and Future Partner Units | ...19 |
| o Appendix E: The Master of Public Policy and Global Affairs (MPPGA) | ...21 |
| o Appendix F: UBC Consultations | ...22 |



EXECUTIVE SUMMARY: The UBC School of Public Policy and Global Affairs

The UBC School of Public Policy and Global Affairs (the “Policy School”) aspires to be an **essential centre for innovation in global affairs and public policy**. The Policy School will catalyze a network of accomplished and engaged scholars from across UBC who will collaborate with students, community, government, business leaders, and civil society through research, teaching, and practice to develop practical policy and governance solutions. The Policy School will be global in outlook and effort, relying upon UBC’s capacity as North America’s most international university.

Our world is more closely interconnected, technologically sophisticated, and prosperous than ever before in human history. Yet the corresponding complexity and interdependence has also multiplied the global economic, environmental, and social challenges. These challenges are so profound that they call for a new approach to policy, one that engenders new skills and intercultural abilities and understanding. Our intent is to understand the global effects of local decisions and the local effects of global decisions – and how to integrate them.

The Policy School will engage academic units from across both UBC’s Vancouver and Okanagan campuses, taking advantage of an exceptional collection of scholars who have deep knowledge in their individual disciplines and a capacity and willingness to work across disciplines in a rapidly changing world.

Building on the successful launch of the Master of Public Policy and Global Affairs (MPPGA) program in 2015, the UBC School of Public Policy and Global Affairs will be established following Senate approval with an initial complement of faculty members and staff previously appointed at the Liu Institute for Global Issues and the Institute of Asian Research. Faculty members from the Department of Political Science, Vancouver School of Economics, and Institute for Resources, Environment, and Sustainability also partnered in the creation of the MPPGA program and will continue to teach in the Policy School. Building on the strengths of these founding academic units, the Policy School initially takes advantage of several of UBC’s comparative advantages, including Asia-Pacific positioning, sustainability, and global affairs. However, there is tremendous potential for growth in partnership with other UBC units.



UBC SCHOOL OF PUBLIC POLICY AND GLOBAL AFFAIRS: PROPOSAL

Vision

The UBC School of Public Policy and Global Affairs (the “Policy School”) aspires to be a leading **centre for innovation in governance and global public policy**. The Policy School will be global in its outlook and effort, relying upon UBC’s capacity as North America’s most international university.¹

Goal

The goal of the Policy School is to contribute to solving issues of local importance and global consequence at the nexus of governance and scholarship.

The Need for Policy Innovation

Our world is more closely interconnected, technologically sophisticated, and prosperous than ever in human history. Yet the corresponding complexity and interdependence also has multiplied global economic, environmental, and social challenges. These challenges are so profound that they call for a new approach to policy, one that demands new skills and intercultural understanding. Our intent is to understand the global effects of local decisions and the local effects of global decisions. Global, regional, and local policy challenges in the near future include a vast array of topics, from understanding and engaging with the rising economic, cultural, and political powers of Asia, to meeting the development aspirations of poor nations while responding to global environmental crises, to tackling the challenges faced by Indigenous peoples especially in relation to resource extraction and defense of traditional lands and waters. Appendix B offers additional examples.

The Policy School will be constituted to meet these changing needs in changing times, building on the strengths of core disciplines in a collaborative approach that will break down barriers between them and yield innovative modes of study and policy solutions. The integration of science with social sciences and humanities is an element of that innovative approach.

¹ Parr, Chris, *The 100 most international universities in the world 2015*, Times Higher Education, retrieved May 9,



How Will the UBC School of Public Policy and Global Affairs Achieve Our Vision?

■ Create a Diverse Learning Environment

Students in the Policy School's foundational program, the Master of Public Policy and Global Affairs (MPPGA), are already participating in a highly integrated and collaborative learning-by-doing environment. Within the MPPGA program, the Global Policy Project brings together student teams, faculty mentors, and an external client to design strategic policy solutions to complex global challenges.

■ Excel in Research Impact and Knowledge Mobilization

Research impact on governments and community partners will be an important metric for the Policy School. Research methodologies will necessarily vary given the breadth of disciplines represented among faculty engaged with the Policy School. Many Policy School scholars conduct community-situated research in which stakeholders help to co-design and implement research, as well as to disseminate and act on research findings.

■ Focus on Policy Innovation in the Global Arena

Honouring UBC's strategic priorities of international engagement and intercultural understanding, the Policy School will help to educate global policy leaders and conduct applied policy research to address complex global issues. The Policy School will leverage UBC's international reputation to develop a strong network of research and exchange partners, work that has already begun through the MPPGA program. Policy innovation requires attention to political and legal cultures that affect policy development and implementation in local and international contexts. In this regard, the Policy School will build on UBC's extensive expertise and global positioning relative to Asia.

■ Create Opportunities for Community and Alumni Engagement

The Policy School will provide opportunities for dialogue and engagement with communities on and off campus, establishing an international reputation as a place where government, business, academia, and civil society can meet, learn, and then act. While ever mindful of the global context, the UBC Policy School also seeks to serve the Canadian polity in which we are situated.

Why a School at UBC?

As a major world university, UBC has diverse and unique expertise and resources across the disciplinary spectrum. Scholars in every faculty are frequently called upon to participate in and lead policy deliberations and policy-relevant research. In creating the Policy School, we seek to leverage these efforts and expertise more effectively. The Policy School initially will build on UBC's considerable strengths in the study of economic and development policy, Asia, global affairs, and sustainability, but with opportunities for growth in scope over time, including but not limited to Indigenous governance.



Policymakers and leaders in BC, Canada, and abroad have long relied upon disciplinary and interdisciplinary specialists from across UBC to help inform and design policy. UBC faculty members have been asked to bring their research findings to bear on G20 deliberations, federal immigration, provincial and federal tax policy, monetary policy, the provincial Agricultural Land Reserve, global health, local transportation, education, and housing policy. Through several iterations of university-wide plans, UBC has affirmed its commitment to support a strong civil society, a robust economy, and a peaceful international community, all within a truly sustainable environment; the Policy School aims to be a flagship unit in helping UBC realize these commitments.

We are proposing a “School,” rather than an academic Department, as an appropriate home for the Master of Public Policy and Global Affairs professional program. Not only are other professional programs at UBC, such as Social Work, Library Science, and Journalism, typically housed in Schools, but other institutions in Canada and internationally also have Schools of public policy or international affairs. Other Policy Schools in Canada (notably at the University of Toronto, Simon Fraser, Queens, Carleton, Calgary, and Ottawa) are oriented to domestic policy, the Munk School of Global Affairs being a notable exception. International schools at Princeton (Woodrow Wilson), Harvard (Kennedy School of Government), Berkeley (Goldman School), Columbia, LSE, Sciences Po, Tokyo, and Hertie offer comparable programs with significant maturity. We have an opportunity at UBC to create a Policy School that is distinctive by building on UBC’s unique and timely expertise in Asia, sustainability, and Indigenous governance, and by designing a curriculum for a globally connected and digital age that examines the local and global facets of governance simultaneously.

The Policy School and MPPGA program have been envisioned in close partnership with five academic units – the Institute of Asian Research, the Liu Institute for Global Issues, the Institute for Resources, Environment, and Sustainability, the Department of Political Science, and the Vancouver School of Economics – with advice and guidance of many others (see Appendices A, D, and F). This proposal has particular implications for two of those units, the Institute of Asian Research and the Liu Institute for Global Issues, which will continue to exist as interdisciplinary research centres within the new Policy School, but will cease to be stand-alone academic units. Faculty members appointed in the Policy School will teach, as well as engage in, policy-related research and professional practice (for example, outreach and engagement with business, government, NGOs, and civil society). Faculty members with joint appointments may retain research, teaching, and/or service affiliations with their other units. We anticipate that the number of policy-relevant faculty members will grow over time, funded by tuition revenues from the growing professional MPPGA program and development efforts.

Advantages for UBC Faculties as Partners in the Policy School

We also welcome partnerships and collaboration with faculty and units from across both the UBCV and UBCO campuses. As our consultation process has proceeded over the last few



months, we identified numerous ways that individual colleagues or academic units could participate in the Policy School:

- Teach or cross-list courses in the MPPGA program or other applied programs that may be offered by the Policy School;
- Participate in joint research and policy engagement. We envision the Policy School as a “cross-campus laboratory” for staff, faculty, and students with policy expertise and interest in non-traditional activities that include leading multi-sectoral debates and discussion around key local, national, and global policy issues;
- Participate or lead in the development of new streams in the professional graduate program (MPPGA);
- Formalizing ongoing research and/or teaching collaboration, while retaining appointments in other units, via Faculty Associate status or joint appointments; and,
- Secondment as “Term-Appointed Faculty Fellows” in the Policy School.

Collaborating on Future Policy School Teaching Programs

The Policy School will offer the professional MPPGA degree. In addition, we will examine how the Policy School might supplement the MPPGA program with professional and graduate programs such as a Ph.D. in Public Policy with a “practice” orientation or an MSc/MA in cooperation with Institute for Resources, Environment, and Sustainability and/or Interdisciplinary Studies Graduate Program; collaboration with Sauder’s MBA programs and SCARP’s master’s program; and the possibility of creating micro-master’s (modular credentials), including a policy certificate for disciplinary PhD students who anticipate policy engagement in their future careers. Explorations should also include joint, on-campus degrees such as an MPPGA/MBA, MPPGA/MFRE or MPPGA/JD combinations, as well as dual master’s degrees in collaboration with academic institutions in the Global Public Policy Network and a possible graduate specialisation in collaboration with the proposed School of Media and Information on media and global policy.

UBC will also build the Policy School’s breadth by creating relevant undergraduate offerings to complement existing programs across UBC. Ideas currently under consideration include a BA major and minor in Policy Studies and potential dual degrees for international students. Policy minors in collaboration with Sauder, Land and Food Systems, Forestry, and Science also will be explored.



STAGED IMPLEMENTATION AND GOVERNANCE

Phase 1 (2015): Master of Public Policy and Global Affairs (MPPGA)

As the Policy School's "founding program," the new MPPGA degree program has confirmed UBC's ability to marshal support from a dynamic, cross-campus partnership for teaching, research, and innovation. It has already created a platform for conversation, negotiation, and policy development among participating units and faculties. (See Appendix D for more detail.)

The MPPGA program combines a solid foundation in economics, global affairs, and digital communications; innovative and practical experience in policy analysis; and a specialization in one of three (initial) policy streams: Development and Social Change; Resources, Energy, Sustainability; and Global Governance and Security.

Phase 2 (2017): Creation of the UBC School of Public Policy and Global Affairs

In this second phase, UBC will build on the strengths of five existing academic units – the Vancouver School of Economics, the Institute for Resources, Environment, and Sustainability, the Department of Political Science, the Institute of Asian Research and the Liu Institute for Global Issues – to create the scaffolding for a new UBC School of Public Policy and Global Affairs. The Vancouver School of Economics, the Institute for Resources, Environment, and Sustainability, and the Department of Political Science have contributed to the design and teaching of the MPPGA curriculum, which is the flagship professional program of the new Policy School, and these units will continue to play an active role in its development, administration, and programs.

Creation of the Policy School has particular implications for the Institute of Asian Research and the Liu Institute for Global Issues. Most of the assets of these two Institutes (people, programs, buildings, budget) will move to the Policy School, which thereafter will serve as the human resources unit for faculty and staff. Faculty members currently appointed in these units who are engaged in policy-relevant teaching and research will move their appointments or cross-appointments to the Policy School. Other appointments may change in consultation with individual faculty members (see Appendix C).

The Policy School has the opportunity to hire one of UBC's President's Excellence Chairs. A Chair in Global Development Policy will be located at the Policy School to be a catalyst and leader for a UBC cluster around this important topic. This new 100% appointment in the Policy School will be critical in developing new interdisciplinary collaborations across the UBC campus.



The two research institutes, the Institute of Asian Research and the Liu Institute for Global Issues, will continue to exist as research centres within the new Policy School, retaining their broad mandates to engage faculty and students across campus in interdisciplinary research and community engagement. They will be joined by the Centre for the Study of Democratic Institutions, currently based in the Department of Political Science, whose Summer Institute for Future Legislators will enrich curriculum and connect the Policy School to emerging policymakers from around the world, as well as serve as a laboratory for democratic process and innovation in the creation of law and policy. The Canadian International Resources and Development Institute, previously part of the Liu Institute for Global Issues, will also be located in the new Policy School.

The Policy School will be the academic and administrative home for the MPPGA program. In addition, the Policy School will continue to provide staff support for several Faculty of Arts Interdisciplinary Programs previously staffed by the Liu Institute: the International Relations Major, the African Studies Minor, and the Latin American Studies Program. Staff who support these undergraduate programs will transfer to the Policy School, however the governance of these programs will not change with creation of the Policy School.

The creation of the Policy School signals a clear “home” for the MPPGA students that connects them not just to the Institute of Asian Research and the Liu Institute for Global Issues but to the rest of campus. We are planning dual degrees with international partners, diversification of the MPPGA program via new streams in response to UBC’s strength and student interests, undergraduate policy studies, and increasing flexibility for master’s students via part-time and online learning options.

School Governance

The Policy School begins as a unit within the Faculty of Arts, but with a strong campus-wide mandate. Consistent with the vision for a UBC-wide Policy School, the Dean of Arts will be advised by a Policy School Council of Deans. As ties with other faculties grow, it may be appropriate to revise the governance model set out below.

The Policy School will be led by a Director with a deep commitment to working at the nexus of academia and public policy and who will report to the Dean of Arts. As illustrated by Figure 1, the Director of the School will be advised by an external multi-sectoral Advisory Council, as well as a Policy School Partnership Council, with representatives from participating units from across UBC Vancouver and UBC Okanagan campuses, including but not limited to the Institute for Resources, Environment and Sustainability, the School of Community and Regional Planning, the Vancouver School of Economics, the Sauder School of Business and the Department of Political Science. An Executive, comprising the Policy School Director and leads of academic programs and research institutes housed within the School will manage day-to-day governance.



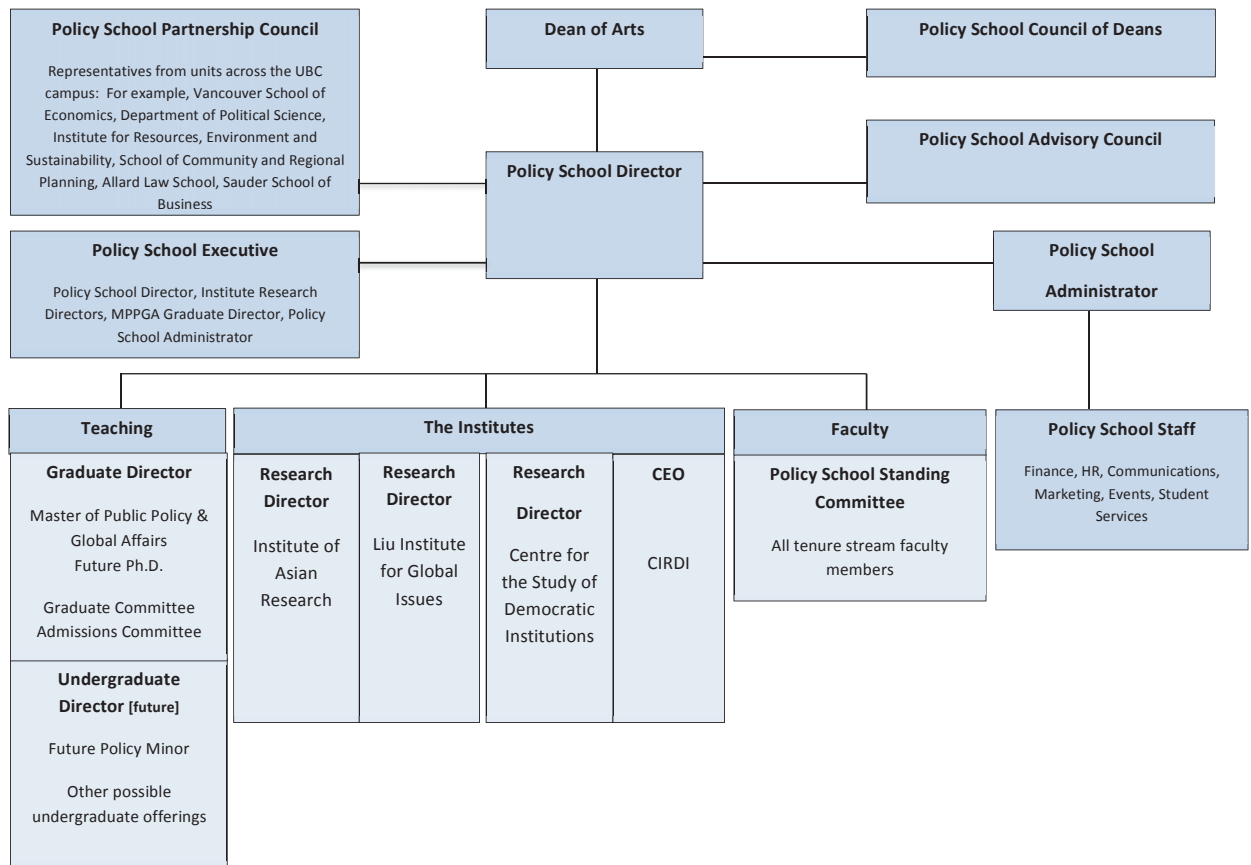
The Policy School Standing Committee will be comprised of all faculty members with full or partial appointments in the Policy School. The Standing Committee will oversee academic appointments, reappointments, promotion, and tenure as specified by the Collective Agreement.

The Master of Public Policy and Global Affairs program will be led by a Graduate Director, whose mandate could be extended in future through creation of a Ph.D. or other graduate programs. Proposed undergraduate programs, such as the Policy Minor, will be led in future by an Undergraduate Director. Leaders of the research institutes/centres will report to the Policy School Director. The Liu Institute for Global Issues and the Institute of Asian Research and the Centre for the Study of Democratic Institutes each will be lead by a Research Director. In the case of the Canadian International Resources and Development Institute, there is a CEO.

The Director will work collaboratively with the constituent research institutes for the continued success of their mandates, ensuring continuity in relationships with academic leaders, consular communities, governments, business and community leaders, and other partners within and outside the university. Constituent Institutes will retain specific resources (e.g., for course releases for chairs of Asian research centres within the Institute of Asian Research) and adequate staff support.



Figure 1: UBC SCHOOL OF PUBLIC POLICY AND GLOBAL AFFAIRS



Phase 3: Cross-Campus Partnerships and Fund Raising

Partners from across campus are invited to join the Policy School to increase its reach and capability, to expand the community of engaged scholars, and to enhance academic opportunities for UBC’s students. In the course of our consultations (Appendix F), we encountered many faculty members and units interested in engaging with the Policy School as noted in the list of potential affiliated units (Appendix D).

The Dean of Arts, together with the Faculty of Arts’ Development and Alumni Engagement unit, will lead efforts to secure philanthropic support. We anticipate a broad menu of donor options: a naming opportunity for a new building and the Policy School itself, a “legislature” room (an experimental and training facility for the Institute for Future Legislators), a policy studio, various case rooms and student spaces, chairs and professorships (new faculty position and rotating secondment opportunities), graduate student fellowships, and visitor programs for practitioners.



APPENDICES

APPENDIX A: POLICY SCHOOL ADVISORY AND CONSULTATION PROCESS

This proposal was prepared by a Policy School Core Team (Gage Averill, Richard Littlemore, Moura Quayle, Yves Tiberghien, and Julie Wagemakers), assisted by a three-month consultation with a Policy School Advisory comprising subject area experts from within and outside academia. Recent revisions were assisted by Kathryn Harrison and informed by input from colleagues across the campus.

The Policy School Advisory Terms of Reference were to:

- Assist with the development of an academic plan, business plan, and governance framework for the Policy School for presentation to UBC;
- Provide rich and well-informed dialogue re: evolution of the Policy School of Public Policy and Global Affairs; and,
- Provide advice and counsel to the Dean of Arts and co-leads of the Policy School Initiative, and more broadly to the MPPGA Council of Deans and to the UBC Executive.

Several options were envisioned, including a virtual Policy School that would exist within or among the Liu Institute for Global Issues and the Institute of Asian Research. The more-ambitious scenario contemplated an endowed, fully-developed school with dedicated faculty and staff and the space necessary to create a centre of gravity for policy discussions and an appropriate location for programs such as the Institute for Future Legislators.

On close inspection, the virtual scenarios revealed themselves as ultimately inadequate. At the same time, they suggested a potential for growing the Policy School in orderly phases, enabling UBC to leverage the space, resources and, where appropriate, staff and faculty from these institutes while assembling a more complete Policy School team and securing funding for a permanent home in which the Policy School could realize its full potential.

Members: UBC Policy Advisory

| | |
|----------------------|---|
| Jack Austin | Co-Chair, UBC China Council |
| Gage Averill | Dean, UBC Faculty of Arts |
| Max Cameron | Director, Institute for Future Legislators |
| Murali Chandrashekar | Associate Dean, Sauder School of Business |
| Mike Goldberg | Dean Emeritus, Sauder School of Business |
| Christian Hansen | Regional Director, Pacific, Global Affairs Canada |
| Mike Harcourt | Former Mayor, Premier |



| | |
|---------------------|--|
| Kathryn Harrison | Associate Dean, UBC Faculty of Arts, Faculty and Equity |
| Moura Quayle | Director, Liu Institute for Global Issues |
| Gerry Salembier | Assistant Deputy Minister, Western Diversification |
| Indira Samarasekera | Former President, University of Alberta |
| Terre Satterfield | Director, Institute for Resources, Environment, and Sustainability |
| Yves Tiberghien | Director, Institute for Asian Research |
| Allan Tupper | Head, Department of Political Science |
| Gisele Yasmeen | Director, Social Protection, Women in Informal Employment: Globalizing and Organizing (WIEGO); Senior Fellow, Institute of Asian Research; and, Former VP Research and Partnerships, Social Sciences and Humanities Research Council |

The Policy Advisory held the following meetings:

December 2015: Background materials and “history” (7 previous studies) sent to Advisory

January 21, 2016: Inaugural meeting: review of one-pager with vision/characteristics of a policy school; identified assumptions.

February 3 and February 5, 2016: Two Scenario Workshops to develop various approaches to the Policy School.

April 5, 2016: Review of Draft Policy School Story and Options.

May 3, 2016: Final meeting to review and sign off on the draft Policy School Proposal.

The draft proposal was widely circulated in the fall of 2016 (see summary of consultations in Appendix F). Several themes emerged from the consultations with individual faculty and units:

1. There was broad support for the concept of the Policy School as much-needed “connective tissue” for policy-interested colleagues across both campuses.
2. There was support for the global approach, in particular a desire for a School that conducts research and educates future leaders not only for countries with stable government and rule of law, but also countries that are struggling to establish those.
3. There was significant interest among existing units doing policy-related teaching and research to find ways of collaborating with the Policy School in the short, medium and long-term.
4. There were proposals for a variety of new “policy streams” in the MPPGA, including Indigenous governance, health policy, urban policy, and education policy, which we hope to pursue in partnership in the future.

Concerns also were raised to which this draft has responded as follows:



1. *Is the first phase of the Policy School too narrow to be effective? There was concern that the original proposal was not inclusive enough of the broader UBC community and focused too much on the Faculty of Arts.* Response: It was never our intention to create a School that would be limited to the Faculty of Arts. In practice, the next step being proposed here is to create a new School in the Faculty of Arts through structural and location changes to two Institutes and a research centre currently within Arts. However, in leading with these organization changes, the previous proposal left the incorrect impression that that was the end. In this revised proposal, we have attempted to lead with the broader long-term vision, while still providing clarity that the next steps involve organizational changes to units within the Faculty of Arts.
2. *How will the resources flow to compensate collaborators for teaching in the professional program?* Response: Several models can be explored, including direct payment to the home unit for teaching; “gift” teaching from a faculty or unit to the Policy School; and, term (1-3 year) joint appointments or secondments. The first two of these are already in place in the Masters of Public Policy and Global Affairs.
3. *Is the Policy School only for “global issues”? What about Canada?* Response: Global and local issues are now difficult to distinguish. The School's mandate will address all scales. It will prepare graduates to work in Canada and other countries.
4. *The Department of Political Science, the Vancouver School of Economics, and the Institute of Resources, Environment and Sustainability sought greater clarity with respect to their roles.* Response: In this revised proposal, we more clearly recognize these collaborators as key partners in the Master of Public Policy and Global Affairs Program and the Policy School, and invite them to have representation on the Policy School Partnership Council. We also are exploring the possibility of joint faculty appointments with the Vancouver School of Economics, as already exist with the Department of Political Science and Institute for Resources, Environment and Sustainability.
5. *Will the Policy School focus only on Asia?* Response: The Policy School will not be limited to policy and governance in Asia. However, UBC has a strategic focus on Asia and a comparative advantage given the number of faculty with significant expertise in policymaking in Asia, particularly among faculty currently appointed in the Institute of Asian Research and the Liu Institute, both of which will be housed within the new Policy School. Asia will continue to be a distinctive strength of the new Policy School, but not the only one.
6. *The mandate of the Institute of Asian Research is not limited to policy. Could it continue as a stand-alone research unit independent of the Policy School?* Response: A significant fraction of research and public outreach activities of the Institute of Asian Research in recent years have involved policy and governance, but IAR's mandate is not limited to policy and need not be so when the Institute of Asian Research moves into the Policy School. As a research unit within the Policy School, the Institute of Asian Research will continue to serve as an interdisciplinary hub for research on Asia from across the University, as it does now. The Faculty of Arts is committed to continuing to support this broad mandate. We believe that the Institute of Asian Research will be better supported administratively as part of a larger school than as a stand-alone research centre without faculty or teaching programs. It is noteworthy that the model we



are proposing is similar to that of the University of Toronto's Munk School of Global Affairs, which is home to an Asian Institute and various Centres for regional studies.

Consultations also were held with a variety of student groups in regard to the Policy School. These include the Student Senators and the Faculty of Arts Student representatives (January 18, 2017); the AMS (February 9, 2017); and the MPPGA students (February 9, 2017). A GSS meeting has been re-scheduled for March 7, 2017.

The following comments were received from students:

MPPGA Students:

- *MPPGA students expressed concern that the Program is growing too fast. They appreciate the small class size, especially in the Global Policy Project. Will the advent of the Policy School increase the pace of growth?* Response: There will be no change to the growth plans when the Program is in the Policy School, and we will continue to find ways for small teams to work with real clients on the Global Policy Project.
- *Students expressed interest in having opportunities for more formally scheduled in advance international experiences.* Response: The Policy School will provide more opportunities for international exchange, engagement in global events (G20, for example) and international policy case competitions, however we also will continue to take advantage of opportunities to include students as occasions arise.

Student Senators:

- *Student Senators and elected members of the Faculty of Arts Council (Nick Dawson and approximately 10 others) were mainly interested in the MPPGA Program and how it may or not be affected by the creation of the Policy School.* Response: The Policy School will provide a supportive home for the Program and its students, offering more opportunities and a diversity of learning experiences.

AMS:

- *Student representatives (Samantha So, VP Academic) expressed concern about the possibilities of new facilities for the Policy School affecting student fees.* Response: Any future building for the Policy School will be funded through philanthropic and other avenues (government), not student fees.
- *They questioned the impact on the current MPPGA Program.* Response: The program is currently stable and on-track in terms of growth and support re: teaching and learning environment. We see the Policy School as providing more stability and opportunities for students, staff and faculty.



APPENDIX B: THE NEED FOR POLICY INNOVATION

Our world is more closely interconnected, technologically sophisticated and prosperous than ever in human history. Yet the corresponding complexity and interdependence has also multiplied global economic, environmental, and social challenges.

Global, regional, and local policy challenges in the near future include:

- Understanding and engaging with the rising economic, cultural, and political power of Asia;
- Developing innovative systems of governance to serve decentralized but highly connected groups;
- Meeting development aspirations of poor nations while responding to global environmental crises;
- Understanding and managing threats from rising violent extremism and new forms of conflict;
- Tackling challenges faced by Indigenous peoples, locally, regionally, and globally, around health, drinking water, violence against women and girls, education, land rights and title, and relations with extractive industries;
- Developing collaborative relationships with Indigenous populations;
- Reversing rising global inequality and increasing distrust of expertise and institutions;
- Managing rapid global urbanization with population concentrations growing in cities with all the associated challenges: food, water, housing, security;
- Developing a framework for local and global sustainability and resilience;
- Managing global systemic risks, including those in finance, the environment (climate change, loss of biodiversity), and the proliferation of nuclear weapons;
- Responding to new local, regional, and global health challenges such as pandemics, and communicable and non-communicable diseases;
- Managing the increasing global movement of people as refugees, guest workers, and immigrants
- Assessing risks from emerging technologies and their interactions with the human and natural world.

Examples of initiatives include:

- The Canadian International Resources and Development Institute, a government-university collaboration working across several campuses and many disciplines on natural resource governance;
- The Liu Institute for Global Issues and the Institute of Asian Research's existing visiting scholar, senior fellow, and practitioner programs. We envision creating "executive-in-residence" programs (from science policy to artists);
- As a professional school, emphasis is on experiential learning (co-op, internships, applied projects, study abroad, exchanges) and opportunities for distributed learning (on-line, video) to facilitate global exchanges and different learning styles;



- The “Policy Studio | Liu” which specializes in policy design through the integration of diverse disciplinary backgrounds and innovative strategic design methods and tools. It provides a place and space for multi-sectoral dialogue and problem solving towards policy solutions, bringing together academia, business, government, NGOs, and civil society; and,
- Executive education programs that may include a Policy School Summer Institute: a mid-career continuing education program for senior policy makers that could run concurrently with the Institute for Future Legislators, a perfect example of community and alumni engagement.

APPENDIX C: FOUNDING UNITS AND HUMAN RESOURCES

The UBC School of Public Policy and Global Affairs builds initially on a partnership of five academic units. Three of those units, Political Science, the Institute for Resources Environmental and Sustainability, and the Vancouver School of Economics, will remain partners moving forward, while the Institute of Asian Research and the Liu Institute for Global Issues will be reconfigured within the new Policy School.

The **Department of Political Science** is a vibrant and diverse community of scholars, students, and alumni committed to research and teaching excellence. It has over 30 full-time faculty members who are leaders and innovators devoted to providing students with a broad and deep understanding of the forces that shape law, society, the economy, international relations, and the politics of the future. Several faculty members are engaged in public policy and it has also housed the Center for the Study of Democratic Institutions for several years, which will now become part of the new Policy School. <http://politics.ubc.ca>

The **Institute for Resources, Environment and Sustainability (IRES)** is a highly successful interdisciplinary environmental studies research institute and graduate program, regarding and reviewed as one of the top programs of its kind in North America. It attracts top national and international faculty and students. Our mission is to question and empirically examine the social and natural underpinnings of sustainable futures through integrated research and learning. A focus on the linkages among human, technological, and natural systems is primary to all that we do, as is policy research and analysis aimed at supporting decision making from local to global scales. We are particularly interested in programs of work that do not and cannot be accomplished in disciplinary programs, and which embrace the most significant environmental and policy challenges of the current era. <http://ires.ubc.ca>

The **Vancouver School of Economics** is a global centre for research and hands-on learning about pressing economic issues. The Vancouver School of Economics is one of the world’s best in Economics: in a recent ranking based on research publications, it ranked in the top 20 worldwide and number one in Canada. It has an established tradition of research excellence, high quality graduate and undergraduate education, and community engagement – especially in the area of economic policy. <http://economics.ubc.ca>



The Institute of Asian Research is UBC's principal point of focus on Asia policy and current affairs. A campus-wide hub and a cross-Pacific partner, the Institute of Asian Research is dedicated to fostering closer understanding and human networks between Asia and North America in a way that will have a defining impact on the future global challenges of our common world. It seeks to build knowledge that supports deep understanding and effective action in addressing a wide range of domestic, regional, and global problems centered on Asia. The Institute of Asian Research advances this mission through five major activities: research; teaching; network-building across the university and with scholarly communities elsewhere; community interaction; and policy engagement. It works closely with the International Office and a number of academic departments in supporting collaborations with Asian partners.

<http://www.iar.ubc.ca/AboutUs/IARStrategicStatement.aspx>

The Liu Institute for Global Issues is a pan-UBC interdisciplinary research hub for current and emerging global issues. The Institute's mandate is to catalyze innovative thinking and positive change, bridging the gap between academics and practitioners to transform research into action. A policy-led approach encourages examination of economic, social, and environmental interactions and the generation of innovations in policy and governance designed to advance sustainability, security, and social justice, particularly in lower-income communities. The Liu Institute for Global Issues faculty, staff, and students share a commitment to community engagement in research, teaching, and outreach for the mutually beneficial exchange of knowledge and resources. This includes a convening and collaborating role across campus to encourage dialogue, debate, and learning about global issues. <http://liu.arts.ubc.ca/about/>

With the creation of the Policy School, the Institute of Asian Research and the Liu Institute for Global Issues each will maintain their current mandates to serve as hubs for interdisciplinary research, dialogue, and community engagement on Asia and global issues. These activities are not currently limited to public policy, nor will that be the case in the future. Both research institutes will be housed within the Policy School, which will serve as the new home unit for staff and faculty appointments. They will no longer serve as "academic units" for the purpose of holding faculty lines. The implication is that going forward all faculty currently based in the Institute of Asian Research or the Liu Institute for Global Issues will need to be appointed to the Policy School or other academic units.

The criteria for moving faculty appointments to the Policy School will be linked to research and teaching, particularly to teaching fit and need within the MPPGA program. The Acting Dean has asked all faculty currently appointed in the Institute of Asian Research and the Liu Institute for Global Issues to consider where they feel their faculty appointments should be housed going forward, in the Policy School and/or in another unit at UBC. The Dean's office and Institute Directors are meeting individually with each faculty member to finalize the terms of their future appointment. For those who realistically expect to do all or almost all of their teaching in the MPPGA program, transfer of their appointment to the Policy School will make the most sense. For those who expect to teach one or two courses in the MPPGA program, with other courses in another unit, a joint appointment proportional to teaching assignments will be the most likely



outcome. We anticipate that 18 to 20 faculty members will hold appointments in the Policy School at its inception, though with cross-appointments the total FTEs will be somewhat less. Two additional vacancies, one the afore-mentioned President's Excellence Chair, remain to be filled.

For faculty who do not realistically envision any teaching in the MPPGA program in the foreseeable future, appointment in another department will make the most sense, though this could change in future if teaching is realigned as a result of growth in the MPPGA program. In such cases, the move of faculty appointments need not sever ties to the Institute of Asian Research or the Liu Institute for Global Issues. Just as both Institutes have long served a community of scholars that has extended beyond the faculty members appointed to these institutes, it is expected that faculty members in the Institute of Asian Research and the Liu Institute for Global Issues who are not appointed in the Policy School will continue to be affiliated with these institutes as associate members, regardless of where their new appointment is located.

As endowed research chairs currently affiliated with the Liu Institute for Global Issues and the Institute for Asian Research become vacant, future chair holders will be appointed in the Policy School to the extent that is consistent with the purposes of the endowment.

APPENDIX D: LIST OF EXISTING "PARTNERS" IN MPPGA PROGRAM/POLICY SCHOOL

| Unit | Academic Lead consulted |
|--|--------------------------------|
| Centre for the Study of Democratic Institutions and Institute for Future Legislators | Max Cameron |
| Department of Political Science | Barbara Arneil |
| Institute for Asian Research | Yves Tiberghien |
| Institute for Resources, Environment, and Sustainability | Terre Satterfield |
| Liu Institute for Global Issues | Moura Quayle |
| Vancouver School of Economics | Thomas Lemieux |
| Canadian International Resources and Development Institute | Cassie Doyle |



List of Possible Partner Units (not exhaustive; gleaned from UBC consultations to date)

| Unit | Academic Lead consulted |
|---|--|
| Centre for Food Resource and Environmental Economics and Food and Resource Economics Program, Faculty of Land and Food Systems | Carol McAusland |
| Clean Energy Research Centre, Faculty of Applied Science | Walter Merida |
| Philosophy, Politics, and Economics Department, UBC Okanagan | Andrew Irvine |
| Division of Health Services and Policy, School of Population and Public Health, Faculty of Medicine | Chris Lovato |
| Educational Studies Group, Faculty of Education EdD in Educational Leadership | Ali Abdi |
| Forestry (various departments and programs) | Rob Kozak |
| Institute for Critical Indigenous Studies | Daniel Justice, Linc Kesler, Mark Turin |
| Institute for the Oceans and Fisheries | Evgeny Pakhomov |
| Global Sustainable Food Systems Research and Policy Innovation at Centre for Sustainable Food Systems, Land and Food Systems | Hannah Wittman |
| Keevil School of Mining, Applied Science | Scott Dunbar |
| Phelps Centre for Government and Business, Sauder School of Business | Tom Ross |
| School of Architecture and Landscape Architecture | Ron Kellett |
| School of Community and Regional Planning | Penny Gurstein |
| School of Journalism | Alfred Hermida |
| School of Library, Archival, and Information Studies | Luanne Freund |
| School of Nursing | Judy Lynam |
| Strategy and Business Economics Division Entrepreneurship + Innovation and Sustainability + Ethics Groups, Sauder School of Business | Darren Dahl, Kin Lo, John Ries, Murali Chandrashekar, Tom Ross |
| Global Reporting Centre | Peter Klein |



APPENDIX E: THE MASTER OF PUBLIC POLICY AND GLOBAL AFFAIRS PROGRAM

The MPPGA program launched in September 2015 with 15 students for a two-year program. The 2016 cohort includes 25 students and the program expects to grow to an annual intake of up to 60 students by 2019 and eventually to 80 students – producing an ongoing program of 160 total. UBC is currently engaged in dual degree discussions with global partners and exchange programs are already active. The creation of the Policy School to house the MPPGA program signals a clear “home” for our students that connects them not just to the Liu Institute for Global Issues and the Institute of Asian Research– but to the rest of campus. We also are planning internal dual degrees, more MPPGA program streams and program diversification to suit student needs (e.g. part-time and on-line options).

Currently, the MPPGA curriculum is taught by faculty members in the Institute of Asian Research, the Liu Institute for Global Issues, the Vancouver School of Economics, the Department of Political Science, and the Institute for Resources, Environment, and Sustainability. Over the next few years, additional faculty members will be sought from other campus units, including but not limited to the Sauder School of Business, the Faculty of Land and Food Systems, the Faculty of Applied Science and the Allard School of Law.

MPPGA graduates have 45 credits of policy education, including foundational courses in policy decision, analysis, evaluation, measurement, and practical applications. In the second year of study, students apply their knowledge in the Global Policy Project and can specialize in three streams:

Development and Social Change

Provides a framework and tools for understanding economic and social change in Asia and other parts of the developing world, with emphasis on human security, poverty and gender.

Resources, Energy, Sustainability

Bridges natural and social sciences related to climate change, renewable energy, and food security.

Global Governance and Security

Confronts policy challenges, including global economic governance, Asia Pacific security, human rights, human migration, and human security.

The MPPGA program is one of the first professional programs to launch under UBC’s new approach to continuing professional education, and response indicates strong student interest in this type of program. We also would like to explore the area of Indigenous Relations, Governance and Development very soon. Other important areas include health policy,



education policy, planning/design policy, natural resources governance, economic/fiscal policy, and food policy.

APPENDIX F: UBC CONSULTATIONS

In chronological order of meetings with Moura Quayle and/or Yves Tiberghien

| | |
|--|---|
| Kim McGrail | School of Public and Population Health |
| Hugh Brock | Office of VP Academic |
| Martin Kirk | Office of Research Services |
| Andre Mazawi | Educational Studies |
| Don Fisher | Educational Studies |
| Tom Sork | Educational Studies |
| Jim Vercammen, Rick Barichello, Carol McAusland | Food and Resource Economics, Land and Food Systems |
| Sheldon Green | Head, Mechanical Engineering |
| Sumeet Gulati | Food & Resource Economics |
| Paul Kershaw | School of Public and Population Health |
| Marc Parlange, Elizabeth Croft, James Olson, Carol Jaeger | Dean and Associate Deans, Faculty of Applied Science |
| Luanne Freund | Acting Director, School of Library and Archival Studies |
| Alfred Hermida | Director, School of Journalism |
| Sally Thorne | Associate Dean, Applied Science |
| Ron Kellett | School of Architecture and Landscape Architecture, Applied Science |
| Hannah Wittman | Centre for Sustainable Food Systems, Land and Food Systems |
| Sean Lauer | Head, Sociology |
| Scott Dunbar | Head, Keevil Mining School |
| Deborah Buszard | Deputy Vice-Chancellor, UBC Okanagan |
| Linc Kesler | Director, First Nations House of Learning |
| Daniel Justice | Acting Co-Director, Institute for Critical Indigenous Studies |
| Barbara Arneil | Head, Political Science |
| Thomas Lemieux | Director, Vancouver School of Economics |
| David Kitts | Land and Food Systems |
| Mark Turin | Acting Co-Director, Institute for Critical Indigenous Studies |
| Anthony Shelton | Director, Museum of Anthropology |
| Marwan Hassan | Head, Geography |
| John Ries | Sauder School of Business |
| Kin Lo | Sauder School of Business |
| Tom Ross | Sauder School of Business |
| Natasha Affolder | Allard School of Law |
| Janine Benedet | Allard School of Law |
| Ljiljana Biukovic | Allard School of Law |
| Philippe Tortell | Director, Peter Wall Institute for Advanced Studies |



| | |
|---|---|
| Mark Vessey | Principal, Green College |
| Penny Gurstein | Director, School of Community and Regional Planning |
| Walter Merida | Clean Energy Research Centre |
| Darren Dahl, Murali Chandrashekar | Sauder School, Associate Deans |
| Tony Boardman | Sauder School |
| Jim Brander | Sauder School |
| Deirdre Kelly | Educational Studies |
| Ali Abdi | Head, Educational Studies |
| Adel Zaid | Director, International Office |
| George Kennedy | Land and Food Systems |
| Yousry El-Kassaby, Rob Kozak | Faculty of Forestry Associate Deans |
| Chris Lee | Associate Principal, St. Johns College |
| Chris Lovato | Acting Director, School of Population and Public Health |
| Evgeny Pakhomov | Institute of Oceans & Fisheries |
| Judy Lynam | School of Nursing |
| Student Senators | Various Faculties |
| Alma Mater Society students | Various Faculties |
| Student reps to Arts Council | Faculty of Arts |
| Master of Public Policy and Global Affairs students | Faculty of Arts |
| Graduate Student Society students | Various Faculty [meeting set for March 7] |

7 April 2017

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (March 2017)

The Senate Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”

New Awards:

International Doctoral Fellowship - Fellowships are made available to incoming international doctoral students. Fellows receive funding for a total of five years or until they complete their program, whichever comes first: an annual stipend of \$30,000 for four years from the Faculty of Graduate and Postdoctoral Studies and a minimum \$18,000 funding package for a fifth year to be provided by each recipient’s supervisor/department/Faculty, comprising awards, teaching assistantships and/or research assistantships. Continued fellowship support is subject to satisfactory academic progress. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017 Summer Session)

International Doctoral Fellowship Tuition Award - Recipients of International Doctoral Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017 Summer Session)

Doctoral Recruitment Fellowship - Fellowships are made available to incoming doctoral students. Fellows receive funding for a total of five years or until they complete their program, whichever comes first: an annual stipend of \$30,000 for four years from the Faculty of Graduate and Postdoctoral Studies and a minimum \$18,000 funding package for a fifth year to be provided by each recipient’s supervisor/department/Faculty, comprising awards, teaching assistantships and/or research assistantships. Doctoral Recruitment Fellowships are allocated to new tenure-track Assistant Professors, who offer the fellowship to an incoming doctoral student whom they have agreed to supervise or co-supervise. The fellowship must be awarded to a student who will start their doctoral program within five years of the start of their supervisor’s faculty appointment. Continued fellowship support is subject to satisfactory academic progress. The award is made on the recommendation of the recipient’s graduate program in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017 Summer Session)

Doctoral Recruitment Fellowship Tuition Award - Recipients of Doctoral Recruitment Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017 Summer Session)

Edwin S. H. LEONG CSC UBC PhD Scholarship – Renewable doctoral scholarships of \$35,000 per year for up to four years are offered annually by the Tai Hung Fai Charitable Foundation, in partnership with China Scholarship Council. As an UBC alumnus and internationalist, Dr. Edwin S. H. Leong recognizes the importance of global collaboration. To be considered, recipients must be citizens of the People’s Republic of China and residents of the Chinese mainland at the time of application, demonstrate academic excellence, and be undertaking PhD research at either of UBC’s campuses in one of the following areas: health, natural sciences, natural resources, economics or business. Financial need may also be taken into consideration. Furthermore, a Leong Scholar should not only be a person of high intellect but a well-rounded person of sound character. Renewal of scholarship funding for up to the full four years is conditional upon recipients making satisfactory progress in their studies. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Edwin S. H. LEONG CSC UBC Postdoctoral Fellowship - Renewable postdoctoral fellowships of \$50,000 per year for up to three years are offered annually by the Tai Hung Fai Charitable Foundation, in partnership with China Scholarship Council. As an UBC alumnus and internationalist, Dr. Edwin S. H. Leong recognizes the importance of global collaboration. To be considered, recipients must be citizens of the People’s Republic of China and residents of the Chinese mainland at the time of application, demonstrate academic excellence, and be undertaking postdoctoral research at either of the University of British Columbia’s campuses in one of the following areas: health, natural sciences, natural resources, economics or business. Financial need may also be taken into consideration. Furthermore, a Leong Fellow should not only be a person of high intellect but a well-rounded person of sound character. Renewal of fellowship funding for up to the full three years is conditional upon recipients making satisfactory progress in their research. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Barbara AWERYN Scholarship in Engineering – Scholarships totalling \$2,800 have been made available through an endowment established by Barbara Aweryn to outstanding undergraduate engineering students in second or third year studying chemical engineering. The awards are made on the recommendation of the Department of Chemical and Biological Engineering. (First Award Available in the 2017/2018 Winter Session)

Jagdeep Singh BAKSHI Scholarship in Naval Architecture and Marine Engineering – A \$1,000 scholarship is offered annually by friends and family of Jagdeep Singh Bakshi for students in the Master of Engineering in Naval Architecture & Marine Engineering who demonstrate leadership and academic excellence in their studies. The award is made on the

recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Paul J. HARRISON Memorial Award in Oceanography – Awards totalling \$1,400 have been made available through an endowment established in memory of Dr. Paul J. Harrison and in celebration of his distinguished career in biological oceanography. The awards are offered to students beyond their first year of study in a graduate program, whose research is focused on oceanography. The students will be evaluated on qualities of academic and research excellence, outstanding originality, and dedication to the field through service and leadership. In the spirit of Paul Harrison's commitment to field and laboratory approaches to scientific study and collaboration, the students should demonstrate a willingness to work across disciplinary boundaries and with others. After joining UBC in 1975, Dr. Harrison helped build an internationally recognized program in biological oceanography. His many accomplishments resulted in numerous recognitions including election as a Fellow of the Royal Society of Canada in 1995. Dr. Harrison was also the first recipient of UBC's Graduate Teaching Award reflecting his exceptional dedication to teaching. The awards are made on the recommendations of the Department of Earth, Ocean and Atmospheric Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Sandor HORVATH Bursary – Bursaries totalling \$7,000 have been made available through an endowment established by the Estate of Sandor Horvath to deserving undergraduate and graduate students in the Faculty of Forestry. Mr. Horvath was originally from Hungary and graduated from UBC in 1959 with a Bachelor of Science Forestry. The awards are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Dr. and Mrs. William JOINER Memorial Bursary in Physics – Bursaries totalling \$3,500 have been made available through an endowment established from the proceeds of an insurance policy held by Mrs. Frances Joiner (1923-2016). The bursaries are offered to undergraduate and graduate students majoring in Physics in the Department of Physics and Astronomy. William and Frances Joiner were married for 73 years at the time of Mrs. Joiner's passing. Mrs. Joiner had a lifelong love of music and played the lead of Mabel in the Pirates of Penzance while at UBC. Dr. William Joiner is a graduate of UBC, BA 1942, and had a successful career as a dentist. The awards are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session).

Abdul M. MOUSA Scholarship in Engineering – Scholarships totalling \$2,800 have been made available through an endowment established by Abdul M. Mousa to outstanding undergraduate students in second or third year studying electrical engineering. The awards are made on the recommendation of the Department of Electrical and Computer Engineering. (First Award Available in the 2017/2018 Winter Session)

A. J. SHAW Graduate Scholarship in Engineering – A \$5,000 scholarship has been made available through an endowment established in honor of alumnus, A. John Shaw (BASc. Eng. 1944) for a graduate student focused on undertaking research related to innovations and advancement of clean or renewable energy technologies. As an alumnus, John loved his time at UBC and continued the pursuit of knowledge throughout his life. He appreciates the opportunities that an education at UBC has provided him, his sons and his grandchildren. The scholarship is open to all MASc, MSc and PhD students within the Faculty of Applied Science, with preference given to applicants in Chemical and Biological Engineering. The recommendation is made by the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

#1436

Present Award Title and Description: Crowe MacKay LLP Scholarship in Accounting – ~~Two~~ \$3,500 scholarships ~~are~~ offered annually by Crowe MacKay LLP, ~~and the Chartered Professional Accountants' Education Foundation,~~ to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the Sauder School of Business. This award was established to mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

Proposed Award Title and Description: Crowe MacKay LLP Scholarship in Accounting – **One** \$3,500 scholarship **is** offered annually by Crowe MacKay LLP to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the Sauder School of Business. This award was established to mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

Rationale for Changes – Type of Action: upon request by the Faculty Development unit, we are revising the language contained in this award to reflect the change in donors' composition and financial support and, as a consequence, the change in the number of awards available.

#6721**Present Award Title and Description: Aboriginal Graduate Fellowship Tuition Award –**

Recipients of Aboriginal Graduate Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: Aboriginal Graduate Fellowship Tuition Award –

Recipients of Aboriginal Graduate Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment, **to a maximum of the tuition assessment for standard research graduate degree programs**. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: Some specialized Master's degree programs charge tuition that is higher than standard Master's degree tuition (e.g., for 2017-18, domestic tuition for the Master of Architecture program is \$5,386.20 per year, while standard domestic Master's and PhD degree tuition is \$4,801.80. AGF tuition funding is capped at the standard tuition amount.

Present Award Title and Description: BMO Entrance Award ~~for Aboriginal Students in~~

Commerce – A \$10,000 award is offered annually by Bank of Montreal to an Aboriginal student entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

Proposed Award Title and Description: BMO **Aboriginal Entrance Award in Commerce –**

A \$10,000 award is offered annually by Bank of Montreal to an Aboriginal student entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

Rationale for Changes – Type of Action: Due to administrative error the word “Aboriginal” was left out of the award description approved by Senate at the March 2017 meeting. The intention of the Awards Committee and donor is for this word to be included in the title.

19 April 2017

To: Vancouver Senate

From: Senate Curriculum Committee

Re: April Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revised courses, new course code, revised programs and discontinued certificate brought forward by the faculties of Education, Graduate and Postdoctoral Studies (Arts, Commerce and Science), Land and Food Systems and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

FACULTY OF EDUCATION

New course code

ECPS

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

Deletion of Certificate

Certificate of Advanced Study for the School of Library, Archival, and Information Studies

Commerce

New course

COMM 655 (3) Stock Market Inefficiencies

Science

New course

FISH 507 (3) Grand Challenges in Ocean Leadership

FACULTY OF LAND AND FOOD SYSTEMS

Revised program

Minor in Arts

FACULTY OF SCIENCE

Revised programs

Bachelor of Science in Atmospheric Science; International Three+Two B.Sc./M.Sc. Degree Partnership in Chemistry

New or revised courses

CHEM 427 (3) Applications of Materials Chemistry; EOSC 426 (3) Fundamentals of Geomicrobiology;

PHYS 306 (3) Advanced Mechanics



**UBC Curriculum Proposal Form
Change to Course or Program**

Category: 1

| | |
|--|---|
| <p>Faculty: Education Department: ECPS Faculty Approval Date: March 23, 2017 Effective Session (W or S): S Effective Academic Year: 2016-2017</p> | <p>Date: February 7, 2017 Contact Person: Shawna Faber Phone: 2-8004 Email: shawna.faber@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>ECPS Educational and Counselling Psychology, and Special Education</p> | <p>Present Calendar Entry: N/A</p> <p>Type of Action: Re-Create discontinued course code</p> <p>Rationale for Proposed Change: This subject code is more representative of our Department (Educational and Counselling Psychology, and Special Education) and thus is more easily understood by faculty and students. This course code belonged to our Department until it was discontinued in 2002, we would like to re-create this course code so that it fits with our Department name.</p> |

SLAIS: School of Library, Archival and Information Studies

| | |
|---|--|
| <p>Category: (1) Faculty: Arts Department: SLAIS Faculty Approval Date: 2017 02 14 Effective Session (W or S): W Effective Academic Year: 2017</p> | <p>Date: 2017 02 16 Contact Person: Alynne Pols CC: Lois Nightingale Phone: 604 822 3459 Email: ischool.program@ubc.ca CC: Arts.Curriculum@ubc.ca;</p> |
| <p>The School of Library, Archival, and Information Studies > Certificate of Advanced Study</p> <p><u>Proposed Calendar Entry: N/A</u></p> | <p>URL: http://www.calendar.ubc.ca/VANCOUVER/index.cfm?tree=12,208,370,0</p> <p>Present Calendar Entry: Certificate of Advanced Study Work in information-based organization is changing more quickly than ever before, due to the pervasive influence of electronic information-processing technologies. The Certificate of Advanced Study, which may be undertaken by librarians or archivists, allows working information professionals who already hold a post-graduate degree to engage in concentrated further study in their field. The Certificate program allows candidates, with advice from faculty members, to build a unique program of coursework and independent investigation designed to further their own interests.</p> <p>Preparation A candidate with experience as a librarian or information specialist must possess a master's degree in library and information studies earned in a program accredited by the American Library Association, or a program of equivalent stature outside North America. A candidate with archival experience must possess a master's degree in archival studies or a related field. Efficient use of computers is essential in information professions today; it is expected that students come into the program with facility in using computer software, including Microsoft Windows.</p> <p>Admission</p> |

| | |
|--|--|
| | <p>Prospective applicants will select an advisor from among the School's full-time faculty members. The applicant and advisor, following consultation with instructors within the School, will design a proposed program of study suitable for the applicant. The proposed program will include a list of courses the applicant proposes to take, a timetable indicating the applicant's ability and willingness to complete the program within five years, and a one-page description of the extended written work the applicant proposes to complete as a thesis, research project, or directed study. The proposed program of study, approved both by the applicant and the advisor, must be submitted to the Admissions Committee with the application form.</p> <p>The program may begin in Term 1 or Term 2 of Winter Session or in Term 1 of Summer Session.</p> <p>The deadline for application is the first of the month at least two months prior to the proposed start of the certificate program; i.e., July 1, November 1, or March 1.</p> <p>Language Requirement</p> <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.</p> <p>Academic Regulations</p> <p>The general academic regulations of the University apply. The following regulations are specific to the Certificate program:</p> |
|--|--|

| | |
|--|--|
| | <p>A student may continue in the Certificate program if an overall average of 70% is maintained through the program.</p> <p>A student must obtain at least 60% in any course to pass that course. However, only six credits graded under 70% can be credited toward the Certificate.</p> <p>Written work may be refused a passing mark if it is, in the opinion of faculty, deficient in English.</p> <p>The School reserves the right to require a student to withdraw from the Certificate program if considered to be unsuited to proceed with the study or practice of the library or archival profession.</p> <p>Certificate Requirements</p> <p>A student must complete 24 credits of work approved by the School, concentrating on one or, at most, two aspects of either library and information studies or archival studies.</p> <p>The program of study may consist entirely of coursework, or coursework and a thesis. Where coursework alone is selected, one course must be a directed research project or a directed study.</p> <p>All requirements must be completed within five years of initial registration.</p> <p>Tuition Fee</p> <p>The tuition fee for all candidates will be equivalent to the cost of a master's degree for Canadian citizens and permanent residents (landed immigrants).</p> <p>Type of Action: Delete program <i>Please note: This proposal is linked to Cat 2 proposals updating pages within the Calendar for SLAIS.</i></p> <p>Rationale for Proposed Change: The Certificate of Advanced Studies Program is a post –graduate non-degree</p> |
|--|--|

| | |
|--|--|
| | <p>program designed for experienced information professionals to continue their education by specializing in a particular area of study and conducting some independent research in that area.</p> <p>The program began in the mid-1990's. There have been 5 graduates since 2002 and there are presently no active applicants or students.</p> <p>The program is not meeting its objectives as a continuing education option for information professionals and students are not eligible for awards or scholarships. As it is defined as a certificate program offered by SLAIS, rather than a graduate degree program offered by the university, the Faculty of Graduate Studies cannot accommodate applications for this program, so students applying to the CAS program complete an undergraduate admission form. This makes the administration of the program more difficult, both for the school and the students enrolled in the program. SLAIS is focusing its resources in other areas of the curriculum and are proposing to delete this program.</p> |
|--|--|



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

| | |
|---|--|
| Faculty: Commerce Faculty Approval Date: Dec 8, 2016 Effective Session: 2017W Year: 2017 | Date: December 12, 2016 Contact Person: Kin Lo Phone: 604-822-8430 Email: kin.lo@sauder.ubc.ca |
| Proposed Calendar Entry: COMM 655 (3) Stock Market Inefficiencies | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=COMM Present Calendar Entry: NA Type of Action: New course Rationale for Proposed Change: Assigning a permanent course number after running as a pilot (COMM 590B) for several years. |



Category: (1)

| | |
|---|---|
| <p>Faculty: Science Department: Institute for the Oceans and Fisheries Faculty Approval Date: March 1, 2017</p> | <p>Date: March 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca</p> |
| <p>Effective Date for Change: 17S Proposed Calendar Entry:</p> <p>FISH 507 (3) Grand Challenges in Ocean Leadership</p> | <p>Present Calendar Entry:</p> <p>NA</p> <p>Action: Create new course.</p> <p>Rationale: This cross-disciplinary course will develop leadership and advocacy skills that are required to address key challenges facing the ocean, from overexploitation and marine pollution to climate change and ocean acidification. Students will address real-world challenges from the research and analysis stage through to the response and action stage under the guidance of the instructors. Through lectures, workshop activities, and a central project, students will learn about integrating and synthesizing disparate knowledge, project development, policy analysis and briefing, public communication, and knowledge translation.</p> <p>Supporting Documents: SCI-16-2-FISH 507</p> |

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

| | |
|--|--|
| <p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: January 18, 2017 Effective Session (W or S): W Effective Academic Year: 2017</p> | <p>Date: Jan 6, 2017 Contact Person: Christine Scaman Phone: 2-1804 Email: Christine.scaman@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>...</p> <p>Master of Management Dual Degree Program Option</p> <p>This dual degree program option offers qualified students the opportunity to earn, in one course of study, an undergraduate degree from the Faculty of Land and Food Systems and a Master of Management degree from the Faculty of Commerce and Business Administration (also known as the Sauder School of Business). This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer following fourth year. The Business Career Centre in the Sauder School of Business will also provide extensive professional development and career preparation throughout the dual degree program option of study.</p> <p>Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do the Master of Management through the dual degree route.</p> <p>Additional specialized fees for the Master of Management will be paid by all students admitted into the dual degree program option. For further information on this dual degree program option see the</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,909,0</p> <p>Present Calendar Entry:</p> <p>...</p> <p>Master of Management Dual Degree Program Option</p> <p>This dual degree program option offers qualified students the opportunity to earn, in one course of study, an undergraduate degree from the Faculty of Land and Food Systems and a Master of Management degree from the Faculty of Commerce and Business Administration (also known as the Sauder School of Business). This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer following fourth year. The Business Career Centre in the Sauder School of Business will also provide extensive professional development and career preparation throughout the dual degree program option of study.</p> <p>Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do the Master of Management through the dual degree route.</p> <p>Additional specialized fees for the Master of Management will be paid by all students</p> |

| | |
|---|--|
| <p>Faculty of Commerce and Business Administration section of the Academic Calendar.</p> <p><i>Minor in Arts</i></p> <p>Enrolment in the Arts Minor Program is limited to students eligible for third-year standing with an average of at least 68% in each of the previous two years.</p> <p>An acceptable minor program must comprise courses in the Faculty of Arts that are for credit toward a Bachelor of Arts degree and must consist of 18 upper-level credits in a single subject or field of specialization. Students should design a coherent and academically sound course of studies for their, which must be approved by the Land and Food Systems Student Services office at the beginning of third year.</p> <p>All courses must be acceptable for a B.A. major in the proposed subject area or field, although the student is not bound by other requirements of the Faculty of Arts.</p> <p>Students enrolled in an Arts Minor are allowed to double-count a limited number of credits. The minor may contain 6 upper-level credits that are also counted toward the elective requirements of the major.</p> <p>Application forms may be obtained from the Student Services office or from the Land and Food Systems website. Completed applications must be returned no later than March 31st.</p> <p>Continuation in the Minor requires that the student maintain Passing Year Standing. In addition, space in many courses is limited. Admission to an Arts Minor does not guarantee access to courses agreed upon for the Minor. Where space in courses required for the Minor is limited, a sessional average substantially higher than the minimum for Passing Year Standing may</p> | <p>admitted into the dual degree program option. For further information on this dual degree program option see the Faculty of Commerce and Business Administration section of the Academic Calendar.</p> <p>Commerce</p> <p>Students wanting a foundation in business management are encouraged to consider the Minor in Commerce. Enrolment in this program is strictly limited. An application for admission can be obtained from Student Services, Faculty of Land and Food Systems. The completed form must be returned by March 31st.</p> <p>For an application to be considered, the student must be eligible for at least second-year standing in the Faculty of Land and Food Systems with an average of at least 60% in the previous year. Meeting the stated minimum requirements does not guarantee admission into the Minor.</p> <p>Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do a Commerce Minor.</p> <p>...</p> <p>Type of Action: Addition to calendar entry to allow for Arts Minors in Faculty of Land and Food Systems is a logical addition to expand options for students.</p> <p>Rationale for Proposed Change: Adding an Arts minor to options for Land and Food Systems students will allow them to pursue interests that will complement the focus of their major, such as the existing minor in Environment and Society, or Health and Society.</p> |
|---|--|

| | |
|---|--|
| <p>be required to enable registration in such courses. Students who wish to pursue a Minor in Arts should be aware of the prerequisites of many of the upper-level Arts courses.</p> <p>Upon successful completion of the minor program, the notation "Minor in Arts" will be added to the student's transcript.</p> <p>Students wanting a subject-specific minor may also undertake a minor in a specific Arts discipline's minor program, which requires the completion of at least 30 credits in a single subject field of specialization, of which at least 18 credits must be numbered 300 or higher.</p> <p>Students might encounter difficulty fitting the courses for the Minor into their program timetable; careful planning is essential, and completion of the Minor program might require an addition period of study beyond the usual four years.</p> <p>Minor in Commerce</p> <p>Students wanting a foundation in business management are encouraged to consider the Minor in Commerce. Enrolment in this program is strictly limited. An application for admission can be obtained from Student Services, Faculty of Land and Food Systems. The completed form must be returned by March 31st.</p> <p>For an application to be considered, the student must be eligible for at least second-year standing in the Faculty of Land and Food Systems with an average of at least 60% in the previous year. Meeting the stated minimum requirements does not guarantee admission into the Minor.</p> <p>Due to the fixed scheduling requirements of the Dietetics Major, it is typically not</p> | <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> |
|---|--|

| | |
|---|--|
| <p>possible for students in this major to do a Commerce Minor.</p> <p>...</p> | |
|---|--|

ATMOSPHERIC SCIENCE

Category: (1)

| | |
|--|---|
| <p>Faculty: Science Department: Earth, Ocean & Atmospheric Sciences Faculty Approval Date: March 1, 2017</p> | <p>Date: March 1, 2017 Contact Person: Norm Hutchinson, Chair Phone: 604-822-8818 Email: norm@cs.ubc.ca</p> |
| <p>Effective Date for Change: 17S</p> <p>Proposed Calendar Entry:</p> <p>Atmospheric Science</p> <p>Undergraduate major and honours in Atmospheric Science and the Diploma in Meteorology are offered cooperatively by the Department of Earth, Ocean and Atmospheric Sciences and the Department of Geography. Students should direct enquiries to the Atmospheric Sciences Specialization [link to: https://www.eoas.ubc.ca/academics/ugrad/specializations-programs/atmospheric-science]. For information concerning the diploma program see Diploma in Meteorology.</p> <p>The Major in Atmospheric Science is available for students with a broad interest in the Earth's atmosphere. Students who wish to pursue a professional career as an atmospheric scientist should consider graduate study leading to advanced degrees; see graduate Atmospheric Science. For more information, visit Atmospheric Science.</p> <p>...</p> <p>Co-operative Education Option</p> <p>This option integrates academic study with relevant supervised work experience. The work placements are arranged by mutual agreement between the students and the employing organizations. Enrolment is limited. Admission is by application to the Science Co-op Office in February prior to</p> | <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,416</p> <p>Present Calendar Entry:</p> <p>Atmospheric Science</p> <p>Undergraduate major and honours specializations in Atmospheric Science and the Diploma in Meteorology are offered cooperatively by the Department of Earth, Ocean and Atmospheric Sciences and the Department of Geography. A Combined Honours specialization also exists for Atmospheric Science and Computer Science. Students should direct enquiries to the Associate Chair of Atmospheric Science. For information concerning the diploma program see Diploma in Meteorology.</p> <p>Any of the specializations or diploma listed above qualify the student as a meteorologist. Students who wish to pursue a professional career as an atmospheric scientist or environmental consultant should consider graduate study leading to advanced degrees; see graduate Atmospheric Science. For more information, visit Atmospheric Science.</p> <p>...</p> <p>Co-operative Education Option</p> <p>A five-year optional Co-operative Education option is available in Atmospheric Science. The option is intended to help prepare interested and qualified students for technical careers in atmospheric science within government, university, or industrial settings. This is achieved through a minimum of four co-op work terms</p> |

| | |
|--|---|
| <p>third year. Selection will be based on previous academic performance and general suitability to the work environment as assessed by resumé and interview. Graduation from the Co-op program requires completion of four work terms, in addition to the normal courses required for the specialization. Detailed information is available from Atmospheric Sciences [link to: https://www.eoas.ubc.ca/academics/ugrad/specializations-programs/atmospheric-science] or the Co-operative Education Office [link to: http://www.sciencecoop.ubc.ca].</p> | <p>under the supervision of practising professionals. Faculty advisors visit students at their place of work and provide advice on technical reports required of all students in the option. To be eligible, students must be admissible into third year of the B.Sc. Major, Honours or Combined Honours in Atmospheric Science. Admission is by application to the Science Co-op Office in April of the second year. Selection of students will be based on academic performance and general suitability to the work environment as determined by resume and interview. Total enrolment in the option is subject to the availability of work placements and faculty advisors. Work placements are arranged by mutual agreement between employers and students. Participating students must register for ATSC 398, 399, 498, and 499 as appropriate, and pay the required Co-operative Education option fee per course (see Program and Course Fees). Graduation in the Co-operative Education option requires a student to complete each of ATSC 398, 399, 498, and 499, in addition to the normal academic requirements.</p> |
| Specializations | Specializations |
| Major (0167): Atmospheric Science (ATSC) | Major (0167): Atmospheric Science (ATSC) ¹⁰ |
| First Year | First Year |
| Communication Requirement ¹ 6 CHEM 121 (or 111), 123 8 | Communication Requirement¹ 6 CHEM 121 (or 111) 4 CHEM 123 (or 113) 4 |
| MATH 100 or 102 or 104 ⁶ 3 | MATH 100 or 102 or 104 ⁶ 3 |
| MATH 101 or 103 or 105 ⁷ 3 | MATH 101 or 103 or 105 ⁷ 3 |
| PHYS 117 (or 101 or 107)² 3 | One of PHYS 107, 117 (or 101)² 3 |
| PHYS 118 (or 102 or 108) 3 | One of PHYS 108, 118 (or 102)² 3 |
| PHYS 119 (or 109) 1 | PHYS 119 (or 109) ² 1 |
| Elective ^{2,3,5} 3 | Elective ^{2,3,5} 3 |
| Total Credits 30 | Total Credits 30 |

| | | | |
|---|-----------|---|---------------|
| Second Year | | Second Year | |
| One of ATSC 201, GEOB 200 | 3 | ATSC 201 | 3 |
| CPSC 103 (or CPSC 110)¹¹ | 3 | CPSC 110, CPSC 189 | 5 |
| EOSC 211 | 3 | EOSC 211 | 3 |
| | | EOSC 250 | 3 |
| MATH 200 | 3 | MATH 200, 215, 221 | 9 |
| STAT 200 | 3 | STAT 241 or 200 | 3 |
| Electives ^{3,4,9,10} | 15 | Elective ^{3,4} | 4 |
| Total Credits | 30 | Total Credits | 30 |
| Third and Fourth Year | | Third and Fourth Years | |
| ATSC 301 ⁸ , GEOB 300 | 6 | ATSC 301 ⁸ , 303 | 6 |
| ENVR 300 | 3 | ATSC 404⁸, 405⁸, 406⁸ | 9 |
| Three of ATSC 303⁸, ATSC 406⁸, ATSC 409⁸, GEOB 309, 370, 373, EOSC 354 | 9 | ENVR 300 | 3 |
| One of EOSC 340, ENVR 410, GEOG 312 | 3 | GEOB 300 | 3 |
| Four of CHEM 302, GEOB 400, 401, 402, EOSC 471 | 12 | PHYS 203 or CHEM 304 | 4 |
| One of ATSC 448, GEOB 448 | 3 | PHYS 312 or MATH 316 | 3 |
| Electives ^{3,4,9,10,11} | 24 | ATSC Electives⁹ | 6 |
| Total Credits | 60 | Electives ^{3,4} | 26 |
| Total Credits for Degree | 120 | Total Credits | 60 |
| | | Total Credits for Degree | 120 |
| ¹ For a full list of acceptable courses see Communication Requirement. ENGL 112 is recommended. | | ¹ For a full list of acceptable courses see Communication Requirement. ENGL 112 is recommended. | |
| ² Students without Physics 12 must take PHYS 100 prior to other physics courses. Qualified students are encouraged to take PHYS 107/108/109. Students are advised to take PHYS 117 in second year if they did not take it or PHYS 107 in first year. | | ² Students without Physics 12 must take PHYS 100 before any other 100-level PHYS courses. PHYS 100 will be counted as an elective. Qualified students are encouraged to take PHYS 107/108/109. Students who take PHYS 108/109 or PHYS 118/119 should take 3 credits of electives. Students who take PHYS 102 should substitute an extra credit of elective instead of PHYS 109 or PHYS 119 | |

| | |
|--|--|
| <p>³ Surplus elective credit taken in first or second year can be applied to third or fourth year as elective credit. Electives must be selected to ensure that the following Faculty of Science requirements are met: a) sufficient upper-level credits; b) sufficient credits of coursework from the Faculty of Arts, excluding Arts credits used to satisfy the Faculty of Science Communication Requirement. Students selecting CHEM 304 must adjust the number of electives accordingly.</p> <p>⁴ Electives must be chosen to satisfy the Faculty of Science Breadth Requirement.</p> <p>⁵ Students without Biology 11 or 12 must take 3 credits of 100-level BIOL.</p> <p>⁶ MATH 180 or 184 or 120 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 1 credit. MATH 110 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 3 credits.</p> <p>⁷ MATH 121 may substitute for any of the specified integral calculus courses listed by decreasing the electives by 1 credit.</p> <p>⁸ Usually only offered every other year. Check timing with the advisor and plan accordingly.</p> <p>⁹ Students wishing to pursue a career in weather forecasting or to prepare for graduate study in Atmospheric Science should consult with an ATSC advisor regarding choices of electives, including additional courses in Physics, Chemistry, Mathematics, Statistics or Computer Science.</p> <p>¹⁰ See the Atmospheric Sciences Website [link to: https://www.eoas.ubc.ca/academics/ugrad/specializations-programs/atmospheric-science] for suggestions on appropriate electives</p> <p>¹¹ If choosing CPSC 110, reduce electives by 1</p> | <p>³ Surplus elective credit taken in first or second year can be applied to third or fourth year as elective credit. Electives must be selected to ensure that the following Faculty of Science requirements are met: a) sufficient upper-level credits; b) sufficient credits of coursework from the Faculty of Arts, excluding Arts credits used to satisfy the Faculty of Science Communication Requirement. Students selecting CHEM 304 must adjust the number of electives accordingly.</p> <p>⁴ Electives must be chosen to satisfy the Faculty of Science Breadth Requirement.</p> <p>⁵ Students without Biology 11 or 12 must take 3 credits of 100-level BIOL.</p> <p>⁶ MATH 180 or 184 or 120 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 1 credit. MATH 110 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 3 credits.</p> <p>⁷ MATH 121 may substitute for any of the specified integral calculus courses listed by decreasing the electives by 1 credit.</p> <p>⁸ Usually only offered every other year. Check timing with the advisor and plan accordingly.</p> <p>⁹ Selected from ATSC 406, 409, 414; CHEM 302; EOSC 340, 354, 372; GEOB 400, 401, 402; PHYS 314.</p> <p>¹⁰ Specialization objectives and learning goals are available on the Atmospheric Science website.</p> |
|--|--|

| | |
|--|---|
| <p>credit.</p> <p>Specialization Objectives</p> <p>Mastery of the curriculum will provide a thorough background in atmospheric sciences, which will:</p> <ol style="list-style-type: none"> 1. qualify the student for work as an atmospheric technician or environmental consultant; 2. qualify the student for graduate study in meteorology and atmospheric sciences (with appropriate course background). <p>Learning Goals</p> <p>Students completing this specialization will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate basic knowledge of atmospheric physics, dynamics, and chemistry on a wide range of scales 2. utilize information from weather radar, satellites, numerical weather prediction, weather maps, and soundings to form a 3-D understanding of atmospheric state and evolution 3. use numerical problem solving, computer programming, mathematical knowledge and statistical approaches for data analysis and atmospheric modeling; 4. communicate (written, oral, electronic) weather information to a broad audience; 5. deploy and utilize meteorological field and lab instruments and data loggers; 6. integrate meteorological knowledge with broader issues including air quality, environment, sustainability, renewable energy, and climate variability. | <p>Specialization Objectives</p> <p>Mastery of the curriculum will provide a thorough background in atmospheric sciences, which will:</p> <ol style="list-style-type: none"> 1. qualify the student as a meteorologist; 2. satisfy the scientific content requirements for weather forecaster jobs with Environment Canada and other agencies; 3. qualify the student for graduate study in meteorology and atmospheric sciences. <p>Learning Goals</p> <p>Students completing this specialization will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate basic knowledge of atmospheric physics, dynamics, and chemistry on a wide range of scales 2. utilize information from weather radar, satellites, numerical weather prediction, weather maps, and soundings to form a 3-D understanding of atmospheric state and evolution 3. use numerical problem solving, computer programming, mathematical knowledge and statistical approaches for data analysis and atmospheric modeling; 4. communicate (written, oral, electronic) weather information to a broad audience; 5. deploy and utilize meteorological field and lab instruments and data loggers; 6. integrate meteorological knowledge with broader issues including air quality, environment, sustainability, renewable energy, and climate variability. <p>Action: Update preamble.</p> |
|--|---|

| | |
|--|--|
| | <p>Update coop option In First Year:</p> <p>Update chemistry and physics course numbers</p> <p>In Second Year:</p> <p>Add GEOB 200 as an alternative to ATSC 201. Remove CPSC 189 Add CPSC 103 as an alternative to CPSC 110. Remove EOSC 250. Remove MATH 215 and MATH 221. Remove STAT 241 Change Elective to Electives by adding an ‘s’ on the end. Increase number of Elective credits to 15. Add footnote ‘9’ and ‘10’ superscripts to Electives line.</p> <p>In Third and Fourth Years:</p> <p>Remove ATSC 303, ATSC 404, and ATSC 405. Move GEOB 300 from line 4 and add it to the first line with ATSC 301. Remove GEOB 304. Remove existing PHYS 203 or CHEM 304 Remove , PHYS 312 or MATH 316, and ATSC Electives lines. Add “Three of ATSC 303⁸, ATSC 406⁸, ATSC 409⁸, GEOB 309, 370, 373, EOSC 354....9”. Add new line “One of EOSC 340, ENVR 410, GEOG 312.....3”. Add new line “Four of CHEM 302, GEOB 400, 401, 402, FRST 320, EOSC 471...12”. Add new line “ATSC 448, GEOB 448...3”. Add superscripts ‘9’ and ‘10’ to Electives line. Change number of elective credits to 24.</p> <p>Change footnote 2 to match PHYS wording. Correct typo in footnote 3 which should read ‘third or fourth’, not ‘third of fourth’.</p> <p>Replace all text in footnote 9.</p> <p>Replace all text in footnote 10 Add footnote 11 to account for 1 credit</p> |
|--|--|

| | |
|--|--|
| | <p>difference between CPSC 103 and 110</p> <p>Rewrite Specialization Objectives.</p> <p>Rationale: The current ATSC specialization is focused on preparation of students for careers in weather forecasting. Due to reduced demand for weather forecasters in recent years in Environment Canada and elsewhere, the specialization has suffered from low enrolment. At the same time, we are seeing increased demand for environmental consultants. The proposed changes broaden the specialization to encompass a range of applications (climate change science and policy, air pollution, renewable energy) as well as focus on transferable skills (communication, field and instrument skills, numeracy).</p> <p>Multiple entry points to the Major are provided in order to attract a wider range of students. In addition, an individual research experience is mandated for each student. Additional changes bring the program up to date with offerings from other units on campus.</p> <p>Coop option: update to match current standard wording.</p> <p>First year: changes required to match new course numbering in physics and chemistry.</p> <p>Second year:</p> <p>GEOB200 is a viable substitute for ATSC 201 (and historically was part of the ATSC program). Its inclusion opens a pathway to a broader range of students from across campus including those from the program co-sponsor-Geography.</p> <p>Computer science has added an introductory course taught in Python (CPSC 103) and has eliminated CPSC 189 (a 1 credit Python introduction) which, with Matlab is one of the two languages used for ATSC instruction in</p> |
|--|--|

| | |
|--|---|
| | <p>upper year courses.</p> <p>EOSC 250 (fields and fluxes) and MATH 215 and 221 (ordinary differential equations, linear algebra) are moved from required to elective to give students who are not planning on graduate school a broader set of options in 2nd year.</p> <p>Requiring Stat 200 instead of Stat 241 ensures that students can take upper year statistics courses if they take Stat/Math 302</p> <p>Increasing the second year electives to 15 credits gives students options beyond the current meteorology forecasting/graduate school track.</p> <p>Footnote 9 and 10 direct students to ATSC advising for information on elective streams.</p> <p>Third and 4th year:</p> <p>ATSC 404 (Dynamics) and ATSC 405 (Cloud physics) will no longer be offered. Material formerly covered in GEOB 304 is now taught in ATSC 406.</p> <p>PHYS 203/CHEM 304 (3 credits thermodynamics) and PHYS 312/MATH 216 (3 credits partial differential equations) are moved from required to elective to give additional options to students interested in private sector/government employment after the B.Sc. Specifying three of ATSC 303, ATSC 406, ATSC 409, GEOB 309, 370, 373, EOSC 354, one of EOSC 340, ENVR 410, GEOG 312 and four of CHEM 301, GEOB 400, 401, 402, EOSC 471 ensure that students choose electives that cover techniques, climate/environment, and ATSC areas of focus.</p> <p>A new capstone course: ATSC 448/GEOB 448 will give students a chance to apply their coursework to a term-length research project.</p> <p>Supporting Documents: SCI-16-2- Atmospheric Science (ATSC)</p> |
|--|---|

CHEMISTRY

Category: (2)

| | |
|---|--|
| <p>Faculty: Science Department: Chemistry Faculty Approval Date: March 1, 2017</p> | <p>Date: March 1, 2017 Contact Person: Norm Hutchinson, Chair Phone: 604-822-8818 Email: norm@cs.ubc.ca</p> |
| <p>Effective Date for Change: 17S</p> <p>Proposed Calendar Entry:</p> <p>...</p> <p>Co-operative Education Program</p> <p>...</p> <p>International Three+Two B.Sc./M.Sc. Degree Partnership in Chemistry [main heading]</p> <p>A partnership between the Chemistry Department and select European universities provides eligible students with a study exchange experience allowing for the completion of both Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) degrees. A brief overview is provided below with detailed information available at International Three+Two B.Sc./M.Sc. Degree Partnerships [Link to: http://www.chem.ubc.ca/study-abroad]</p> <p>Laddered Degree Option (for UBC undergraduate students) [sub-heading]</p> <p>Eligible UBC students complete the requirements for the first three years of any Chemistry specialization, and then undertake an academic year of study abroad as an Exchange Student at a Partner university. Courses at the Partner university are carefully chosen to meet both the fourth year requirements of the UBC Chemistry specialization and the usual first year requirements of the M.Sc. degree at the Partner university. The UBC B.Sc. degree is awarded after successful completion of these courses and all normal requirements of the B.Sc.. During their first year abroad, students</p> | <p>http://www.calendar.ubc.ca/vancouver/?tree=12,215,410,420</p> <p>Present Calendar Entry:</p> <p>...</p> <p>Co-operative Education Program</p> <p>...</p> |

| | |
|---|---|
| <p>may opt to apply for admission to the M.Sc. program at the Partner university and apply these courses towards the requirements for that degree. After successful completion of the degree requirements at the Partner university, the M.Sc. is awarded. This normally requires an additional year of study. This opportunity calls for extensive advising, and is available only to students with high academic standing and a strong interest in research. Interested students should contact the Chemistry Undergraduate Advisor before completing their second year of study.</p> <p>Consecutive Degree Option (for students at Partner universities) [sub-heading]</p> <p>Eligible students first complete a B.Sc. degree in Chemistry at any Partner university then complete a M.Sc. degree in Chemistry at UBC. For further details, see Chemistry [Link to the proposed International Three+Two Degree Partnership section on the Chemistry graduate page at http://www.calendar.ubc.ca/vancouver/?tree=12,204,828,1133].</p> <p>Courses ...</p> | <p>Courses ...</p> <p>Action: Insert text after the section on Co-operative Education and just before the section on Courses. The inserted text has a main heading, and two subsections, whose titles should appear as sub-headings (similar to the layout that appears under the Courses section on this page)</p> <p>Rationale: The Chemistry Department has been actively pursuing partnerships for a Three+Two study exchange that allows students to receive B.Sc. and M.Sc. degrees.</p> <p>Eligible UBC students complete the first three years of study in any Chemistry specialization at UBC. The fourth year is completed at a Partner</p> |
|---|---|

university. All Partner universities are part of Go Global so the exchange framework is already in place. From the UBC perspective, students complete their B.Sc. degree using a Go Global exchange in fourth year. However, the courses taken during this year abroad are carefully chosen so they can be applied towards the M.Sc. degree at that Partner university. During the first year of study abroad, students may opt to apply for admission to the M.Sc. program at the Partner university, and if accepted, apply their courses towards it. With an additional year of study abroad, the M.Sc. degree is normally obtained. This provides students the opportunity to receive a M.Sc. degree at the Partner university in addition to the B.Sc. degree from UBC. This calls for extensive advising, which will be provided by Chemistry, and is only for students with high academic standing and an interest in research. Students are not obliged to complete the M.Sc., and may opt to complete only one year of study abroad, in which case they receive the UBC B.Sc. degree, as usual.

Students at a Partner university complete the usual three-year B.Sc. there, and then apply for the M.Sc. program at UBC.

MOUs have been signed with all Partner universities outlining the details of the partnership. Because these are too voluminous to include explicitly in the calendar, it was decided to provide a brief introduction to the Degree Partnership in the Chemistry part of the calendar (mirrored in both the graduate and undergraduate sections), and direct students to the Chemistry website for detailed information. This information includes all the Partner universities, and for each of these, the eligibility, admission, registration, graduation, and advising requirements. As per Go Global arrangements, UBC students pay UBC tuition fees as long as they are registered in the B.Sc. (for their first year of study abroad). UBC and Partner university students may apply for bursaries and scholarships at their place of study.

CHEMISTRY

Category: (1)

| | |
|---|---|
| <p>Faculty: Science Department: Chemistry Faculty Approval Date: March 1, 2017</p> | <p>Date: March 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca</p> |
| <p>Effective Date for Change: 17S Proposed Calendar Entry:</p> <p>CHEM 427 (3) Applications of Materials Chemistry</p> <p>Contemporary materials chemistry, including design and synthesis of materials for energy, electronics, and health applications. [3-0-0]</p> <p>Prerequisite: CHEM 327</p> | <p>Present Calendar Entry:</p> <p>CHEM 427 (3) Chemistry of Materials</p> <p>Introduction to the chemistry, theory and applications of contemporary materials. Credit will not be given for both CHEM 427 and CHEM 527. [3-0-0]</p> <p>Prerequisite: One of CHEM 201, CHEM 205, CHEM 251 and one of CHEM 202, CHEM 250 and one of CHEM 204, CHEM 213, CHEM 233, CHEM 260.</p> <p>Action: Revise course title, description and prerequisite. Remove credit exclusion statement with CHEM 527.</p> <p>Rationale: As a consequence of restructuring the overall chemistry curriculum, a new survey course, CHEM 327 – Introduction to Materials Chemistry, was created to introduce materials chemistry at the third year level (a role previously filled by CHEM 427). Now, CHEM 427 is being revised to build upon this third year course with a focus on applications of contemporary materials for addressing problems facing society. Hence CHEM 327 is the prerequisite. This revision changes the content of CHEM 427 enough that it no longer overlaps significantly with CHEM 527, hence the removal of the credit exclusion clause.</p> <p>Supporting Documents: SCI-16-2-CHEM 427</p> |

| |
|----------------|
| PHYSICS |
|----------------|

Category: (1)

| | |
|---|---|
| <p>Faculty: Science Department: Physics & Astronomy Faculty Approval Date: March 1, 2017</p> | <p>Date: March 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca</p> |
| <p>Effective Date for Change: 17S Proposed Calendar Entry:</p> <p>PHYS 306 (3) Advanced Mechanics</p> <p>Variational calculus, Lagrangian dynamics, rigid body motion including free and forced precession, Hamiltonian mechanics, Poisson brackets, canonical coordinates, Hamilton-Jacobi theory, action angle variables. Introduction to dynamical chaos: determinism, Lyapunov exponents. [3-0-1]</p> <p>Prerequisite: One of PHYS 216, ENPH 270 and one of MATH 215, MATH 255, MATH 256, MATH 265.</p> | <p>Present Calendar Entry:</p> <p>PHYS 306 (3) Mechanics</p> <p>Newtonian mechanics, non-inertial frames, central potentials, Kepler's laws, variational calculus, Lagrangian dynamics, rigid body motion, Hamiltonian mechanics, Poisson brackets, canonical, Hamilton-Jacobi theory, action angle variables. [3-0-1]</p> <p>Prerequisite: One of MATH 200, MATH 217, MATH 226, and one of MATH 221, MATH 223, MATH 152 and either (a) SCIE 001 or (b) one of PHYS 107, PHYS 117, PHYS 157, PHYS 170, PHYS 216 and one of PHYS 102, PHYS 108, PHYS 118, PHYS 158.</p> <p>Corequisite: MATH 215</p> <p>Action: Change course name, remove elementary topics, add advanced topics. Require PHYS 216 as prerequisite, remove other present prerequisites. Move MATH 215 from corequisite to prerequisite, add equivalent MATH courses as alternative prerequisites.</p> <p>Rationale: Improve student outcomes by adjusting prerequisites to ensure students are adequately prepared. We had found that the jump to PHYS 306 directly from first-year physics was too difficult, even for students from the enriched PHYS 107, 108 sequence or from PHYS 170. Requiring PHYS 216 or ENPH 270</p> |

| | |
|--|---|
| | <p>as a prerequisite will improve student success.</p> <p>Increase student options by allowing ENPH 270 as an alternative prerequisite along with PHYS 216.</p> <p>Since PHYS 216 now includes some of the simpler topics previously in PHYS 306, there is time to add some additional modern topics to PHYS 306.</p> <p>The prerequisites that have been removed from PHYS 306 are prerequisites for PHYS 216 and MATH 215 so they are redundant here. MATH 215 or equivalent should properly be a prerequisite. (MATH 215 as a corequisite is a remnant of a previous unsuccessful attempt to deliver PHYS 306 in second year.)</p> <p>Supporting Documents: SCI-16-2-PHYS 306</p> |
|--|---|

UBC Library

Report of the University Librarian to the Senate

2015 - 2016



CONTENTS

- Message from the University Librarian
- Investing in and building our collections
- Connecting students to transformative learning experiences
- Community engagement and outreach
- Research, discovery and innovation
- Nurturing our Library community
- Capital Campaign update
- A look ahead

MESSAGE FROM THE UNIVERSITY LIBRARIAN

Academic libraries are the nexus between pedagogy and scholarly communication. As a space rich in content, technology and expertise, UBC Library is a welcoming place and a virtual space for faculty and students to engage in their own individual learning journey. The library and its millions of items, both physical and digital, provides ample source material to inspire or provoke new knowledge. What happens in the classroom and in research begins or ends in the library. The everyday possibility for innovation is the essence of UBC Library.

This report documents a selection of individual successes aligned with the library's strategic goals. Each is its own story and together they represent only a small snapshot of the output of UBC Library. As a decentralized library of eleven branches and four service units, our library system spans every area of study and supports all faculties at UBC. I am proud to be a part of this library, made up of librarians, archivists and staff who care deeply about the student experience, impactful collaborations with faculty and researchers and engaging with communities beyond UBC campuses.

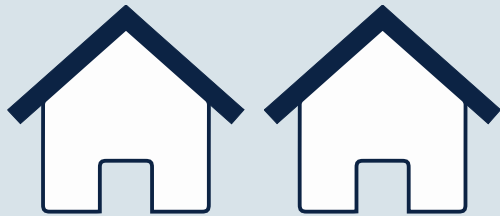
I acknowledge the efforts of the librarians, archivists and staff who serve UBC and its community so ably. I also thank the students and faculty who choose to work with UBC Library in a variety of ways. Your collaborations, insights and feedback ensure that UBC Library continues to offer a high standard of collections and services.

Respectfully submitted,

Melody Burton
University Librarian



UBC Library advances research, learning and teaching excellence by connecting communities within and beyond UBC to the world's knowledge. The Library, a high-ranking member of the Association of Research Libraries (ARL), is the largest library in British Columbia and provides access to expanding digital resources and houses an on-site digitization centre. For more information, visit library.ubc.ca.



15 branches across
2 campuses

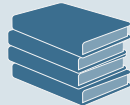


307 FTE

- 89 librarians
- 161 management & support staff
- 41 student employees

COLLECTIONS

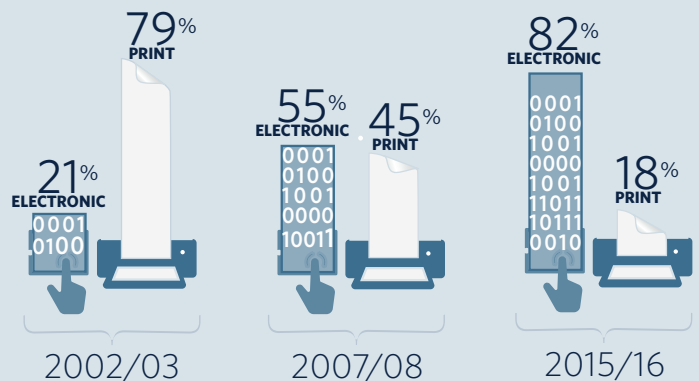
- › More than **7.9m** volumes
- › More than **2.3m** e-books
- › **291,000+** e-journals
- › **205,000+** digital objects in locally produced **digital collections**



More than
7.3 million e-book downloads
7.9 million e-journal downloads

SHIFTING FROM PRINT TO ELECTRONIC

How we spend \$ on library resources



INTERACTIONS

VISITS

on-campus **3.8m+**

library.ubc.ca **9.7m+**

SOCIAL MEDIA

FOLLOWERS

Twitter **5,600+**

Facebook **1,720+**

SUPPORTING STUDENTS



Librarians provided 1,049 instructionals to more than **29,256 participants** and answered reference questions

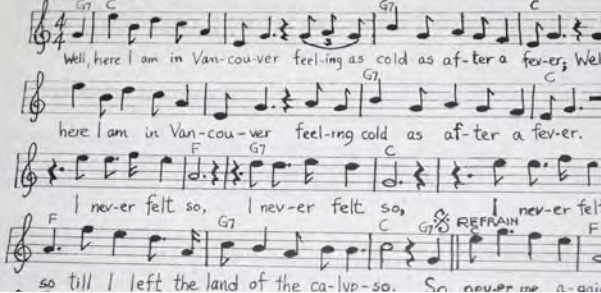
- 102,900 in-person
- 12,475 online





Lloyd G. Edwards and
Rupert E. H. Papis (Christmas, 1953)

Adaptation and arrangement:
© P.J. Thomas Collection 1985



Recent acquisitions include the
Docket Page 106 of 127
Archibald Murchie collection, the
Phillip J. Thomas fonds and the
Story of Glittering Pain.

THE
LIVING
CHAPTER
WHO
OF THE RAVEN
HAS BEEN
TOLD that there was
once a young man
of free kindred and
whose name was
Hallblithe: he was
fair, strong, & not
untried in battle;
hewas of the House
of the Raven of old
time. ¶ This man loved an exceeding fair
damsel called the Hostage, who was of the
House of the Rose, wherein it was right &
due that the men of the Raven should wed.
¶ She loved him no less, & no man of the
kindred gainsaid their love, and they were
to be wedded on Midsummer Night.
¶ But one day of early spring, when the
days were yet short and the nights long,
Hallblithe sat before the porch of the house
smoothing an ash stave for his spear, and
he heard the sound of horse-hoofs drawing
nigh, and he looked up and saw folk riding

INVESTING IN AND BUILDING OUR COLLECTIONS

Our collections, both physical and digital, are at the core of the Library's mission and are vital to furthering excellence in research, learning, and teaching at UBC. We continue to build our physical collections while maintaining our resources and providing powerful tools for online discovery.

The Library continued to be affected by the escalating costs of maintaining and acquiring collections in the 2015-2016 year. More than 70% of the library's collection budget is allocated to purchases from US vendors and publishers, including a large percentage of our subscriptions to more than 2.5 million licensed electronic holdings such as e-journals, e-books, indexes, databases and datasets. Over the past three fiscal years, the acquisitions budget has been adversely affected both by inflation and by the low Canadian dollar.

These escalating costs have necessitated advancements in our acquisition of e-resources through our [Evidence Based Acquisition](#) (EBA) program for ebooks. UBC Library has committed to purchasing a certain value of ebooks with selected publishers in exchange for access to a much larger number of titles. Purchases will be based on actual usage of the ebooks by users, ensuring only the most frequently used titles are purchased.

UBC Library's digital repositories and Open Collections continue to grow. The cIRcle digital repository has seen 9.8% growth in scholarship deposited since 2015.

The library also made a number of significant strategic acquisitions during the past year, including Rare Books and Special Collections' [Story of Glittering Pain](#), printed by William Morris and the Kelmscott Press, the [Philip J. Thomas fonds](#), Canadian teacher, musician and folklorist; and UBC Okanagan Library's launch of its first digital collection, the [Archibald Murchie collection](#).

The Library was a key partner in a \$509,000 USD grant from The Andrew W. Mellon Foundation of New York awarded to UBC Press and University of Washington Press to develop a digital publishing platform for interactive books in Indigenous studies. The digital hub will enable Indigenous communities and scholars to work more effectively together and will provide solutions to existing barriers to full participation in the exchange of ideas and knowledge. UBC Library will be a partner and advisor in the project, ensuring it meets with library standards for long term preservation.

CONNECTING STUDENTS TO TRANSFORMATIVE LEARNING EXPERIENCES

The evolving needs of UBC students require that we deliver a comprehensive academic learning experience, creating exceptional learning environments that encourage innovative thinking. Several projects and events this year have demonstrated our commitment to the enhancement of learning on campus for all UBC students, from first-year international students to advanced graduate students pursuing independent research, we aim to connect students with meaningful support and transformative learning experiences through targeted projects and programs.

[Webcasting 2.0: Translating, Captioning, and Indexing for Flexible Learning](#), a crowd-sourced teaching and learning program provided English to Chinese translation for a series of UBC-produced lectures that enabled UBC students to develop their translation skills by providing Chinese caption subtitles onto the YouTube videos for dissemination. (cont'd)



This program created by the Asian Library, in partnership with UBC Department of History, Asian Studies and the Chinese Centre for Research, provided UBC students with a unique, immersive learning experience.

The Digitization Centre launched a project in collaboration with the Department of Classical, Near Eastern and Religious Studies that enabled undergraduate students to transcribe the Latin of a [digitized Antiphonary Spanish Chant manuscript](#) and translate their transcription into English for further study.

The Education Library partnered with the Alma Mater Society (AMS), the Faculty of Arts and the Centre for Teaching and Learning to develop interactive online and print curricular resources for UBC Education students learning to teach in outdoor classrooms. The library played a key consulting role in the development of a website that provides long-term resources to benefit educators at UBC and globally – connecting educators to new and more meaningful methodologies and tools.

Rare Books and Special Collections acquired rare copies of Jane Austen's *Northanger Abbey* and Ann Radcliffe's *The Mysteries of Udolpho* which plays a prominent role in Austen's novel. This acquisition is now used to enhance teaching and learning around the relationship between the two books, adding an immersive three-dimensional component to the student learning experience.

The library saw significant growth in the use of [Library Online Course Reserves](#) this year; this free resource ensures learning materials are made available to UBC students on the most cost-effective basis possible.

UBC Library is committed to being a central learning hub that enables students of all levels to supplement and enhance the instruction they receive in the classroom by connecting them to a robust and varied calendar of events, workshops, lectures, exhibitions and networking opportunities.

This year, the Koerner Library focused on bringing open science, data sharing and coding skills to UBC students by partnering with Mozilla Science Fellows and the Mozilla Science Lab to host [Software Carpentry](#) and [Github workshops](#) – hands-on events that covered core skills needed to be productive in a small research team taught via live coding.

To highlight the acquisition of rare Harry Potter books, the David Lam Library and Canaccord Learning Commons hosted a [colloquium](#) that explored the impact and influence of the Harry Potter series on the city and people of Vancouver, literacy, literature, fan engagement and industry. The colloquium was enhanced by a scavenger hunt and exhibition of the rare Harry Potter books courtesy of Rare Books and Special Collections to encourage student engagement and learning.

The library developed a regular event series to help support learning and on-campus interdisciplinary network-building. [Pixelating: A Digital Humanities mixer](#), is a weekly open co-working session where students and faculty gather to work on digital humanities projects for technical help and interactive learning.

This year also saw the launch of the [Inclusive Technology Lab](#) at UBC Okanagan, a vibrant welcoming space designed to support students with disabilities by providing access to assistive technology. The lab includes collaborative group workspaces with ergonomic furniture, a distraction-reduced study room and a computer lab with specialized software.

Harry Potter fans gathered in October for a series of events and activities.

Vancouver Senate

Docket Page 108 of 121



In 2015/2016, the library provided 1,049 instructional classes to more than 25,296 participants and answered more than 102,900 questions in person and online. The library also successfully secured six TLEF grants, partnering with faculties and departments across campus. For more information about specific funded TLEF projects, please visit the Library's [Teaching and Learning](#) webpage.

By connecting students to these crucial resources and experiences, the Library enhances and enriches the UBC student experience.

COMMUNITY ENGAGEMENT AND OUTREACH

Over the past year, the Library has made great strides in nurturing existing community relationships and making new connections both on campus and within the wider BC community.

To celebrate our Centennial Anniversary, the Library hosted a lecture by world-renown librarian and historian Dr. Frances Wood entitled "[From Buddhism to Nestorian Christianity: The importance of the Silk Roads in the movement of ideas and religions across Central Asia.](#)" The lecture was the signature event of UBC Library's Centennial program and strengthened UBC Library's ties to the international academic library community.

On a more local level, the library has been a major player in supporting several important local community projects in the Greater Vancouver Area.

The Irving K. Barber Learning Centre partnered with UBC's Centre for Community Engaged Learning to make secondary research more accessible to local community members through their Little Mountain Neighbourhood House community garden project. This partnership resulted in the [Tips for Community Researchers](#) resource that enables community researchers to more easily access academic research that is relevant to their specific projects.

The X̱wi7̱x̱wa Library continued to build on its successful history of engagement with Indigenous communities, both on-campus and across the province, by digitizing historic and language materials (100 cassettes of historic conferences and 20 reel to reel Cree language tapes) with the original formats stored in the Rare Books and Special Collections vault. The project resolved copyright challenges regarding format transfer and Indigenous community requests for repatriation of digital material.

In 2015, the Library's Small Business Accelerator (SBA) completed its first year in a successful strategic partnership with [Entrepreneurship @UBC](#) that provided market research intelligence for e@UBC audiences and curated digital content for flexible learning platforms. SBA offered one-to-one consultations for referred teams from their programs.

By connecting and engaging with communities, the Library nurtures important conversations and contributes to the economic, cultural and social well-being of the people of BC and beyond.

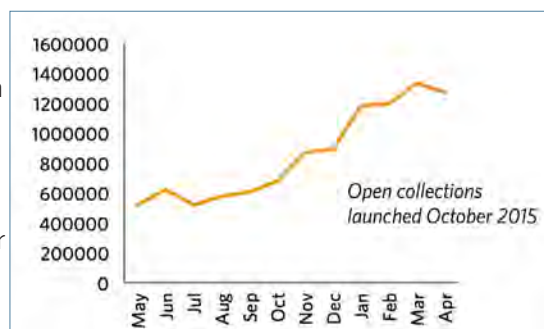


RESEARCH, DISCOVERY AND INNOVATION

In 2015-2016, the Library forged ahead on several projects that expanded access to our collections and connected researchers and faculty with targeted support and resources.

In October 2015, we launched our [Open Collections portal](#), which brings together locally created and managed content from the University of British Columbia Library's open access repositories. The site saw more than one million site visits in less than a year.

To facilitate and simplify the process of depositing research in to cIRcle, UBC's digital research repository, we introduced a cIRcle System automated ingest that proactively recruits Open Access articles on behalf of researchers, with no work or intervention required from faculty. This simplified the depositing process and resulted in over 1,100 peer-reviewed articles deposited into the cIRcle digital repository.



To facilitate analyses on the content within the Open Collections portal, the Library created an Open Collections API tool that helps users query and conduct advanced analysis on Open Collection data. Scholarship and data available through the Open Collections portal is more accessible than ever.

The [Banff International Research Station Workshop Lecture Videos](#) (BIRS) is one of the many lectures series made available through the Open Collections portal. A joint Canada-US-Mexico initiative, BIRS seeks to bring together people from a wide range of mathematical, scientific and industry backgrounds to create a forum of knowledge and research methods. Thanks to UBC Library's Open Collections, these lectures are available to anyone worldwide.

UBC Okanagan Library, in partnership with the office of research Services launched its own specialized service portal in 2015 that aims to streamline processes for busy researchers, [rimes: the Research and Infrastructure Management Enterprise](#), allowing them to focus on their research.

To support these new powerful discovery tools, the library made some significant strategic changes to staffing, installing a Data Management Librarian, a Digital Repository Librarian and a Scholarly Communications Librarian.

By strengthening connections between researchers, faculty, and their tools, the Library plays a major role in accelerating research, discovery and innovation.



NURTURING OUR LIBRARY COMMUNITY

We are committed to fostering a respectful, healthy environment that encourages leadership, collegiality, diversity, individual growth and opportunity and strive to nurture fruitful connections between our staff and faculty.

Since establishing the [library's aspirational values and behaviors](#) in 2015, we have moved to implement these through personalized workshops for library teams and compile all training opportunities available within the library and on campus to make training more easily accessible and searchable for library faculty and staff.

The library continues to offer regular events to its staff and faculty that focus on our aspirational values ranging from museum tours to meditation offerings and maintains a regular schedule of social events.

CAPITAL CAMPAIGN UPDATE

UBC Library raised over \$2.7 million during 2015-16 through donations and gifts-in-kind from generous supporters. This funding helped support collections, spaces, services and programs for faculty and students, and contributed to *start an evolution*, UBC's fundraising and alumni engagement campaign which concluded on September 30, 2015.

- UBC Library's *start an evolution* campaign goal: \$25,000,000
- Total raised for fiscal 2015/16: \$2,776,764
- Total raised during campaign (2011-2015): \$23,414,997

startanevolution.ca

In the coming year, the library will focus on several projects related to refreshing and reimagining the library's spaces to meet the needs of students, faculty and the community. With the help of donors, the library hopes to transform two levels of Koerner Library into spaces for graduate student support and digital scholarship. The library also continues to fundraise for revitalization of the Asian Centre, home of the Asian Library, to provide updated spaces and programming, and to create a true community centre for Asian cultures at UBC and in the region.

Appendix A

LIBRARY LEADERSHIP TEAM

(April 1, 2015– March 31, 2016)

LIBRARY EXECUTIVE TEAM

University Librarian – Ingrid Parent

Deputy University Librarian – Melody Burton

Associate University Librarian, Digital Programs & Services – Allan Bell

Associate University Librarian, Learning and Engagement & Director, Irving K. Barber Learning Centre – Simon Neame

Associate University Librarian, Collections – Jo Anne Newyear Ramirez

Associate University Librarian, Research Services – Lea Starr

Associate University Librarian, PARC – Renulfo Ramirez

Director, Communications and Marketing – Linda Ong

Director, Library Development – Leslie Fields

Director, Finance and Facilities – Jean-Paul Eidsvik

Director, Human Resources – Ina Reiche

Chief Librarian, UBC Okanagan Library – Heather Berringer

HEADS AND BRANCH LIBRARIANS

Asian Library – Hana Kim (*until Feb 5, 2016*), Acting Head, Sandra Wilkins (*effective Feb 15, 2016*)

Biomedical Branch Library – Dean Giustini

Borrower Services, Circulation – Lynne Gamache

Borrower Services, Interlibrary Loan – David Winter

Chapman Learning Commons – Acting Branch Librarian, Devin Soper (*until May 30, 2015*), Acting Branch Librarian, Gordon Yusko (*until November 14, 2016*), Julie Mitchell (*effective Nov 15, 2016 upon her return from leave*)

David Lam Management Research Library – Christina Sylka

Education Library – Chris Ball

Humanities and Social Sciences Division – Acting Head, Ellen George (*until June 30, 2015*)

Koerner Library – Anne Olsen (*effective June 29, 2015*)

Law Library – Sandra Wilkins

Library Digital Programs & Services – Bronwen Sprout

Music, Art and Architecture Library – D. Vanessa Kam

PARC – Renulfo Ramirez

Rare Books and Special Collections – Katherine Kalsbeek

Technical Services – Acting Head, Doug Brigham

University Archives – Chris Hives

Woodward Library – Aleteia Greenwood

Xwi7xwa Library – Ann Doyle

Appendix B

LIBRARY STATISTICAL SUMMARY (includes Okanagan Campus)

(April 1, 2015 – March 31, 2016)

| | 2015-16 | 2014-15 |
|--|------------------|----------------------|
| Library Collections | | |
| Total volumes | 7,978,857 | 7,810,610 |
| Total physical volumes (excluding e-books) | 5,652,996 | 5,625,284 |
| Digital Collections | | |
| E-books* | 2,325,861 | 2,185,326 |
| E-journal titles* | 291,325 | 371,752 |
| clRcle (includes e-theses) | 53,659 | 49,732 |
| Other Formats | | |
| Archives (metres) | 4,580 | 4,452 |
| Audio/visual, cartographic, graphic+ Microforms | n/a 5,349,119 | 923,794 5,348,724 |
| Teaching and Learning | | |
| Classes offered | 1,049 | 1,335 |
| Participants | 25,296 | 32,744 |
| Total reference questions answered | 102,900 | 113,518 |
| Online reference | 12,475 | 12,285 |
| Research | | |
| E-book use (section downloads)* | 7,308,647 | 5,223,874 |
| E-journal use (article downloads)* | 7,921,127 | 7,115,728 |
| Loans (includes renewals) | 1,244,882 | 1,387,375 |
| In-person visits | 3,880,703 | 3,877,811 |
| Website visits | 9,754,621 | 9,555,691 |
| Staff (FTE) | | |
| Librarians | 89 | 84 |
| Management and Professional (M&P) | 27 | 30 |
| Support Staff | 134 | 135 |
| Student employees | 41 | 46 |
| IT staff (FTE)** | 16 | 15 |
| Total FTE all staff | 307 | 309 |

* Figures include purchased and free content accessible through Library search interfaces

+ No longer reporting count as of 2014/15

** New measure in 2014/15 due to transfer of Library IT staff to central IT

Appendix C

UBC LIBRARY STATEMENT OF EXPENDITURES - VANCOUVER CAMPUS

Fiscal year April 1, 2015 - March 31, 2016, figures listed in the thousands of dollars.

| | Salaries | Benefits | Collections | Other | Total | Revenue | Surplus/Deficit |
|---------------------------|---------------|--------------|---------------|--------------|---------------|---------------|-----------------|
| GPOF* | 16,295 | 3,107 | 15,825 | 4,715 | 39,944 | 38,585 | -344 |
| Non-GPOF | | | | | | | |
| Specific purpose fund | 150 | 19 | 23 | 57 | 251 | 123 | -128 |
| Endowment | 51 | 10 | 343 | 15 | 421 | 487 | 66 |
| Sponsored Research+ | 18 | 2 | 0 | 8 | 28 | 25 | -3 |
| Total Expenditures | 16,514 | 3,138 | 16,191 | 4,795 | 40,644 | 39,220 | -409 |

Notes

*General purpose operating funds

+ In FY15-16 the Library was a recipient of a grant from Andrew W. Mellon Foundation which ends Feb. 2016. Of the actual expenditures of \$25,354, \$20,733 were reimbursed.

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2014 and March 31, 2015.

FINANCIAL CONTRIBUTIONS

PRESIDENT'S CIRCLE (LIFETIME CONTRIBUTION, \$250,000 AND ABOVE)

S Tremaine Arkley
Estate of Anne Marie Kaplan
Estate of Thomas Christopher Brayshaw

CHANCELLOR'S CIRCLE (LIFETIME CONTRIBUTION, \$25,000 TO \$249,999)

Wallace B. Chung
Estate of Anna Ruth Leith
Estate of Moira Edith Dawson
Anonymous

WESBROOK SOCIETY (ANNUAL CONTRIBUTION, \$1,000 TO \$24,999)

Anonymous
G P. Blunden
B.H. Breslauer Foundation
Sandra L. Cawley
Charlton Enterprises
Patricia Cheung
Marilyn S. Chung
David C. Chung
Bruce P. Dancik
Dr. Lloyd & Mrs. Kay Chapman Charitable
Foundation
John H. Farris
Janet S. Fong Wong
John A. Fraser
Michael J. Fraser
Henning C. Freybe
Margaret W. Fung
Kenneth K. Fung
Jocelyn Fung
Kristin A. Fung
John S. Keenlyside
Donald W. Laishley
Alan Y. Lam
Jean G. Lane
Regina Lee
Joseph Lee
Therese Leung
Mary Leung
Parviz Maghsoud
Anonymous
Andrew McPherson

Penny Pan
Vera Pech
Anonymous
Elaine H. Polglase
Roland Whittaker Charitable Trust
Margaret S. Rome
John E. Stainer
Anonymous
Colleen C. Tobman
Andrew Tsui
Judy Tsui
Vancouver Foundation
Theresa Wang
Yosef Wosk
Anonymous

FRIENDS (ANNUAL CONTRIBUTION, \$500 TO \$999)

Elizabeth Ahluwalia
Elizabeth Anda
Gordon R. Ashworth
Laura Balisky
BC Society of Landscape Architects
Laurence L. Bongie
Rose Z. Campeau
Ada Chan
Lisa Chan
Chen-Yao Chang
Yashwant Chawla
Sandy Chen
Ansel Chu
Anonymous
Akin Dada
Angelyn C. Dee
Expedia HQ
Windy W. Fong
Bruce Frankard
Richard D. French
Adrian C. French
Linda K. Fung
Gale: Cengage Learning
Lisle W. Gatenby
Duane E. Gingrich
Kathleen A. Graham
Harminder Grewal
Yunhua Guan
Limin Han

Sudi Hardjojo
Anonymous
Thomas A. Hobleby
Anonymous
Daxiong Huang
Wei Wei Hu Jiang
Sia Karrobi
Ali Khan
Faisal Khan
Tasneem Khan
Alexander C. Kinzler
Gabrielle Komorowska
Joungmi Kwon
Anonymous
Shelley Lake
David Lardner
Sau May W. Lau
Angela Leung
Zhengwang Li
George A. Mackie
Donald MacLeod
Karen L. MacWilliam
Rick Mccaffrey
Kumiko Miyako
Donna Y. Moroz
Leslie Ng
C Parkes
David M. Phillips
James A. Rainer
Raja Rajamohan
John D. Redmond
Robert S. Rothwell
Jasvir Sandhar
Curtis Schlappner
Ursula M. Schmelcher
Kamaljit Sekhon
Jack Shao
Parneet Sidhu
Julie Sillars
Baldev Singh
William D. Small

cont'd on next page

UBC Library strives to ensure the accuracy of this list - if there are updates, please contact the Library Development Office at 604-827-4112.

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

FINANCIAL CONTRIBUTIONS

FRIENDS (ANNUAL CONTRIBUTION, \$500 TO \$999)

cont'd

Spectra Energy
Cheung W. Tai
Hsing Li Tai
Kate Walker
Linda M. Waters
Kefeng Wei
Emeile Weldon
John Williams
Grace T. Wu
Gang Wu
Jack Yan
Cindy Yuan
Yiu Yuen
Linxue Zhao
Julia Zhao

GIFTS-IN-KIND

\$250,000 AND ABOVE

Thomas K. Fleming
- *Over 1,700 books, manuscripts, pamphlets and research materials related to BC history*

\$25,000 TO \$249,999

Stanley Deane
- *28 maps, many of them antique and framed*
- *Over 450 books on a range of subjects*

\$1,000 TO \$24,999

Ann Ballard
- *Archives related to the career of sports journalist Jim Coleman*

Jon Bankson
- *Plays, scripts and short stories written by Douglas Bankson*

Joanna M. Bates
- *21 volumes and 1 framed leaf on the history of the County of Kent*

Cyril S. Belshaw
- *Personal and professional archives of Professor Cyril Belshaw*

Anonymous
- *New materials for the Ann Blades fond*

Gord Boyd
- *1 signed photo of Igor Stravinsky*

\$1,000 TO \$24,999

cont'd

Josephine L. Bridge
- *1 book, Le Traite des Femmes Grosses et Accouchées (1683)*

Deborah Bush
- *550 books on railroad history*

James O. Caswell
- *108 books relating to Asian art*

Robert K. Dales
- *Photographs relating to the career of Irving Guttman and the history of opera in Canada*

John H. Farris
- *Archives of Wallace and Evelyn Farris*

Sneja M. Gunew
- *21 books of English literature from the 19th-20th centuries*

Thomas M. Hall
- *Mavis Hall collection*

Evelyn J. Harden
- *76 books on European and Russian visual art and art history*

Graham B. Henderson
- *1 painting, "Indian Village at Night" by Ann Blades*

Anonymous
- *52 books on a range of subjects*

Joy Kogawa
- *New materials for the Joy Kogawa fonds*

Dan N. Kuhn
- *Japanese and Chinese works of art*

Blair Leavitt
- *"Journal of Huntington's Disease" Vol. 1-4*

Metro Vancouver
- *250 books on a range of subjects*

Roy A. Miki
- *New materials for the Roy Miki fonds*

Ramona J. Montagnes
- *Canadian cooking and wine books*

William H. New
- *300 books, publisher's catalogues and periodicals*

Jane Newton-Moss
- *1 book, Breeches (Geneva) Bible (1599)*

cont'd on next page

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

GIFTS-IN-KIND

\$1,000 TO \$24,999

cont'd

Thomas L. Perry
- *Transcripts and documents related to the Skagit Valley/High Ross Dam issue*

Diane Sawyer, Dana Sawyer, Brian Sawyer, Carol Sawyer & Lynn Thompson
- *Archive of Dr. Alan R. Sawyer*

Theresa Thomas
- *Philip Thomas fonds*

Janet M. Tomkins
- *80 books related to Lesotho*

University of Hong Kong
- *70 books on Hong Kong history, politics, culture, etc.*

Jason Vanderhill
- *Archive of AI Sens*

Ellen M. Woodsworth
- *Records from the Women's League for Peace and Freedom*

\$500 TO \$999

John L. Angus
- *31 books on a range of subjects*

Laurel J. Brinton
- *2 books, English Historical Linguistics: An International Handbook Vols. 1 and 2*

Priscilla Galloway
- *Personal and family archive of Allon Peebles*

Linda P. Graham
- *23 books on a range of subjects*

Patricia S. Knox
- *19 books from the 19th century*

Eva-Marie Kroller
- *Archives and correspondence related to George Bowering, Pierre Savand and others*

Herbert J. Rosengarten
- *6 books from the 19th century, including Dickens, Trollope, etc.*

Barbara Stewart
- *5 books on a range of subjects*

Stephen J. Toope
- *123 books on a range of subjects*

\$500 TO \$999

cont'd

Ruby Wang
- *1 set of Chinese language books*

W. Peter Ward
- *Professional archive of Dr. Peter Ward*

GRANT FUNDING

Grants play a vital role in funding UBC Library's services and projects. Highlights from 2015/16 include:

Korea Foundation

\$27,274 for the expansion of Korean collections in the Asian Library

Andrew W. Mellon Foundation

\$50,583 to fund library research projects

Appendix E

UBC LIBRARY AWARD PROGRAMS - 2015/16 RECIPIENTS

The Library administers a number of award programs and provides funding for various community engagement projects on an annual basis. Each program has eligibility criteria and an adjudication or nomination process. Recipients are formally recognized and announced through the Library's communication channels and, in some instances, more formally at specific events.

GSS CIRCLE OPEN SCHOLAR AWARD

The **GSS Circle Open Scholar Award** is a collaboration between the **Graduate Student Society** and **Circle** – the University's digital repository that was set up by UBC Library in 2007. The award highlights UBC as a leader in the open dissemination of graduate student work, and creates an incentive for graduate students to populate Circle with material beyond theses and dissertations. Authors of each winning submission receive a cash prize of \$500. This year's recipients include:

- Paul Liu (Computer Science) was selected for [*An exploration of matrix equilibration*](#).
- Monica L.P. Lytwyn (Education) was selected for [*Co-creating a pedagogical support document to support meaningful curriculum and enhanced quality*](#).
- Andrew Plowright (Forestry) was selected for [*Extracting trees in an urban environment using airborne LiDAR*](#).
- Wei-Chung (Applied Science) was selected for [*Social vulnerability and risk perception of Chinese-speaking immigrants in Metro Vancouver: a case study of Richmond city residents*](#).

INNOVATIVE DISSEMINATION AND ENGAGEMENT AWARD

Established by the UBC Library in 2010, the **Innovative Dissemination and Engagement Award** (IDEA) focuses on new and innovative ways of communicating and disseminating knowledge. The Award honors UBC faculty, staff and students who are expanding the boundaries of research through the creative use of new tools and technologies that enhance the research findings being disseminated. The award consists of a \$2,000 cash prize. In 2015/16 two research teams were honoured.

- [*čəsnaʔəm, the city before the city*](#). The *čəsnaʔəm* project is a groundbreaking exploration of an ancient landscape and living culture, focusing on *čəsnaʔəm*, an ancient village of the Musqueam people located in the heart of Vancouver, and also Musqueam's traditional, unceded territory. Legacy aspects of the *čəsnaʔəm* research project include an education kit created for elementary through high school students featuring *hənq̓m̓iṇəm* language and culture of Musqueam; a documentary film; and an interactive web-based resource connecting the ancient past to today. The *čəsnaʔəm* research team represents a collaborative effort and includes: Jill Baird, Jill Campbell, Vanessa Campbell, Larissa Grant, Larry Grant, Susan Rowley, Leona Sparrow, Jordan Wilson and Jason Woolman.
- [*SimPEG*](#). The SimPEG is a software package for research and development in geophysics, which provides a framework to carry out numerical research. The project is targeted at promoting exploration, experimentation and extension of ideas in an open-source manner. The project name SimPEG stands for Simulation and Parameter Estimation in Geophysics. Team members include Rowan Cockett, Lindsey Heagy and Seogi Kang.

BASIL STUART-STUBBS PRIZE FOR OUTSTANDING SCHOLARLY BOOK ON BRITISH COLUMBIA

The **Basil Stuart-Stubbs Prize for Outstanding Scholarly Book on British Columbia** is an annual prize sponsored by UBC Library and the Pacific BookWorld News Society, and recognizes the best scholarly book published on a B.C. subject by a Canadian author. The author receives a \$1,000 prize. The award was established in memory of **Basil Stuart-Stubbs**, a bibliophile, scholar and librarian who passed away in 2012.

In 2016, John Thistle, a UBC alumnus, won for his book [*Resettling the Range: Animals, Ecologies, and Human Communities in Early British Columbia*](#), which explores the ecological and historical impact of settlement including the eradication of grasshoppers and wild horses from the grasslands. The three other shortlisted titles included *Working Mothers and the Child Care Dilemma: A History of British Columbia's Social Policy* by Lisa Pasolli, *Animals, Ecologies, and Human Communities in Early British Columbia* by John Thistle, and *Made in British Columbia: Eight Ways of Making Culture* by Maria Tippett.

UBC LIBRARY STAFF RECOGNITION AWARDS

UBC Library's **Staff Recognition Awards** acknowledge the many ways in which staff contribute to UBC Library through creativity, innovation, excellence, and customer service. Nominations are from within the Library and each recipient receives a cash \$750 award and glass-etched award, presented at the annual Library Staff Appreciation Luncheon. The Award program began in 2012. More details and recipient profiles are [available online](#). 2016 Award Recipients:

- Unsung Hero Award – Phoebe Chow, Asian Library, Program Services Assistant
- Innovation Award – Meghan Waitt, Central Technical Services, Collections Management Coordinator
- Employee Excellence Award – Jeremy Buhler, Assessment Librarian

Appendix E

UBC LIBRARY AWARD PROGRAMS - 2014/15 RECIPIENTS

INDIGITIZATION GRANT PROGRAM

The Indigitization program aims to assist partner communities in developing their processes and policies for a digitization project through training and ongoing support, and to develop a toolkit that can be made available to other First Nations Communities wishing to engage in digitization. In addition, the Indigitization Grant provides matching grant funds to further enable training and distinct digitization projects. Since its inception, the program has awarded more than \$68,000.

2016 Recipients

- Cowichan Tribes Quw'utsun Syuw'entst Lelum (Cultural Education)
- Musqueam Indian Band
- Splatsin Tsm7akaltn (Splatsin Teaching Centre Society)
- Stelat'en First Nation
- Tl'azt'en Nation
- Union of British Columbia Indian Chiefs
- Witsuwit'en Language Authority
- Yekooche First Nation

Additional details about how much each recipient received and their project overview is [available online](#).

BC HISTORY DIGITIZATION PROGRAM

The *BC History Digitization Program* promotes increased access to British Columbia's historical resources by providing matching funds to undertake digitization projects that will result in free online access to unique provincial historical material.

More than \$156,412 in funds was provided for community groups this past year, including the following:

- Abbotsford Cultural Centre (dba The Reach Gallery Museum Abbotsford)
- Morris and Helen Belkin Art Gallery
- City of Vancouver Archives
- Emily Carr University of Art & Design
- Esquimalt Municipal Archives
- Haida Gwaii Museum
- UBC Library (Humanities & Social Sciences Division and Digital Initiatives)
- Jewish Museum & Archives
- Nikkei National Museum
- Prince George Public Library
- Salt Spring Island Archives
- Thompson-Nicola Regional District Library System
- Touchstones Nelson Museum of Art and History
- University of the Fraser Valley Library
- University of Victoria Libraries
- Museum of Vancouver
- Vancouver Public Library
- Whistler Museum & Archives Society

Additional details about how much each recipient received and an overview of the projects funded is [available online](#).

REMOTE COMMUNITY-BASED LEARNING FUND

The Irving K. Barber Learning Centre and the [Centre for Community Engaged Learning](#) provides funding to faculty members creating [remote community based experiential learning](#) (CBEL) opportunities for UBC students. The funding supports collaborations between UBC students and organizations located in BC communities outside of the Lower Mainland and enables students to apply discipline-specific skills and knowledge.

cont'd on next page

Appendix E

UBC LIBRARY AWARD PROGRAMS - 2014/15 RECIPIENTS

REMOTE COMMUNITY-BASED LEARNING FUND

cont'd

2015/16 Project Summaries:

Faculty member: Jessie Sutherland, Faculty of Applied Science, Community and Regional Planning
 Course: PLAN 548 G - Quality Projects and Proposals: Working Effectively with Non-Profit Agencies
 Partner: Community Action Initiative, various BC communities
 In this course nonprofit organizations worked with 16 UBC graduate students to develop a proposal for a real project need and build a concrete draft grant proposal.

Faculty member: John Yamamota, Faculty of Education
 Course: EDUC 430 Field Experience
 Partner: School District #27 Cariboo-Chilcotin, Williams Lake Community
 A total of 20 UBC Education students completed community field experience for graduating teachers in rural communities. Students broadened their understanding of the variety of settings in which education occurs.

Faculty member: Siobhan McPhee, Department of Geography
 Course: GEOG 379b Field School
 Partner: 8 partners, Williams Lake
 20 UBC students participated in a research project aimed at engaging communities and the environment in a sustainable way. Students partnered with seven community organizations and looked at economic, social and environmental sustainability.

Faculty member: Tara Ivanochko, Faculty of Science, Department of Earth, Ocean and Atmospheric Sciences
 Course: ENVR 400 YMCA Camp Elphinstone
 Community partner: YMCA Camp Elphinstone in Gibsons, BC.
 Three UBC students strengthened the camp's existing environmental science education program aimed at school aged children who come to the camp on school trips. UBC students worked with camp counsellors to connect sustainable practices to camp activities and develop curriculum.

Faculty member: Lisa Nathan, iSchool
 Course: LIBR 596/ARST 596
 Partner: Heiltsuk Cultural Education Centre, Bella Bella
 Four iSchool@UBC students partnered with the Heiltsuk First Nation in Bella Bella where they spent 120 hours on a series of Heiltsuk language and information organization related projects.

Faculty member: Mark Turin, Faculty of Arts, First Nations and Endangered Languages Program
 Course: FNEL 489H: **Hítzaqv** Language Mobilization Partnership
 Partner: Heiltsuk Cultural Education Centre, Bella Bella
 Through an MOU signed in 2016, the Heiltsuk Cultural Education Centre, the Bella Bella Community School and UBC's First Nations and Endangered Languages Program (FNEL) are partnering in an effort to collaboratively create new opportunities for speaking, writing and reading the **Hítzaqv** (Heiltsuk) language by expanding and deepening existing community language revitalization and cultural documentation in a digital environment.

In coordination with Lisa Nathan (Assistant Professor at the University of British Columbia's iSchool, SLAIS), Kim Lawson (Reference Librarian, **Xwi7xwa** Library, UBC & Heiltsuk community member) and graduate students from the School's First Nations Curriculum Concentration, FNEL instructor Mark Turin led an intensive, community-based course in Bella Bella in early July 2016 with five students.

Acknowledgement

I would like to thank the many contributors to this report and those who aided in its development and production.

Melody Burton
Interim University Librarian

Content Contributors

Allan Bell
Amber Saundry
Anne Doyle
Anne Olsen
Barbara Sobol
Bronwen Sprout
Emily Kompauer
Erin Fields
Gordon Yusko
Ina Reiche
Julie Mitchell
Katherine Kalsbeek
Kevin Madill
Lea Starr
Mimi Lam
Robert Stibravy
Sally Woodward
Sandra Wilkins
Sheldon Armstrong
Shirin Eshghi

Assessment Librarian

Jeremy Buhler

Design and Production

Jessica Woolman

Photo Credits

COVER

ROW 1: Martin Dee
ROW 2: UBC Library
ROW 3: Martin Dee
University Librarian photo: Paul H. Joseph

INSIDE

All images courtesy of UBC Library
PG 3: images from the Archibald Murchie collection; sheet music from the Phillip J. Thomas fonds; The Story of the Glittering Pain
PG 4: Antiphonary Spanish Chant

BACK

Ridington Room, Martin Dee

Produced By

Library Communications and Marketing
University of British Columbia Library
Irving K. Barber Learning Centre
1961 East Mall
Vancouver, British Columbia
Canada
V6T 1Z1

March 2017



Stay connected with
UBC Library



library.ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

Library