Vancouver Senate

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

WEDNESDAY, 17 MAY 2017

6:00 P.M.

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

1. Senate Membership
   a. Nominating Committee
   
      As a result of the call for nominations issued last month, Mr Kevin Doering and Ms Sarah Park are acclaimed as elected to the Senate Nominating Committee until 31 March 2018 and thereafter until replaced. (information)

   b. Vice-Chair of Senate
   
      The Secretary has issued a call for nominations for Vice-Chair of Senate for a term of one (1) year pursuant to Section 37 (1)(a) of the University Act. Any senators interested should email their intent to stand for election to christopher.eaton@ubc.ca by 12 noon on 17 May 2017. Should there be more than one candidate, an election will be held under this item after short statements of interest are heard by the Senate from each candidate (or their representative should they be unable to attend the meeting). (approval)

2. Minutes of the Meeting of 19 April 2017 – Dr Santa Ono (approval) (docket pages 4-20)

3. Business Arising from the Minutes – Dr Santa Ono

4. Remarks from the Chair – Dr Santa Ono

5. Candidates for Degrees – Dr Santa Ono

   The list as approved by the faculties is available for advance inspection at the Senate office, and will also be available at the meeting.

   The Chair of Senate calls for the following motion:

   *That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty,*
and the Chair of Senate be empowered to make any necessary adjustments (approval) (2/3 majority required).

6. From the Council of Senates Budget Committee – Dr Perry Adebar

Annual Report of the Vancouver Sub-Committee (information) (docket pages 21-25)

7. Academic Building Needs Committee – Dr Robert Sparks

   a. Report on the University’s Capital Projects Prioritization and Approval Process (approval) (docket pages 26-41)

   b. Annual Report (information) (docket pages 42-45)

8. Academic Policy Committee – Dr Paul Harrison

   a. Proposed Revisions to the Academic Regulations for the Entry-to Practice Doctor of Pharmacy Program (approval) (docket pages 46-52)

   b. Establishment of the School of Biomedical Engineering in the Faculties of Applied Science and Medicine (approval) (docket pages 53-109)

9. Admissions Committee – Dr Robert Sparks

   a. Bachelor of Science – Revision to Withdrawal and Readmission Regulations (approval) (docket pages 110, 112-115)

   b. Bachelor of Science in Nursing – Revision to Admission Requirements (approval) (docket pages 110, 116-124)

   c. Faculty of Graduate and Postdoctoral Studies – Minimum Funding for Doctoral Students (approval) (docket pages 111, 125-132)

   d. Faculty of Graduate and Postdoctoral Studies – Part-time Classification for Doctoral Students (approval) (docket pages 111, 133-139)

   e. Classification of Students – Auditor (approval) (docket pages 111, 140-144)


10. Agenda Committee – Dr Paul Harrison

    Changes to the Rules and Procedures of Senate (approval) (docket page 149)

11. Appeals on Academic Standing Committee – Dr Lawrence Walker

    Annual Report (information) (docket pages 150-152)

12. Awards Committee – Dr Lawrence Burr

    New and Revised Awards (approval) (docket pages 153-161)

13. Curriculum Committee – Dr Carol Jaeger
Curriculum Proposals from the Faculties of Applied Science, Arts and Graduate and Postdoctoral Studies (approval) (docket pages 162-219)

14. Library Committee – Dr Lawrence Burr
   Annual Report (information) (docket pages 220-221)

15. Nominating Committee – Dr Richard Tees
   a. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) (docket pages 222-223)
   b. Appointment to a President’s Advisory Committee for the Selection of a Vice-President Human Resources (approval) (docket pages 223-224)
   c. Joint Board/Senate Standing Committee Chairs Meetings (information) (docket pages 224-225)
   d. Triennial Review (approval) (docket pages 225-230)

16. Student Appeals on Academic Discipline – Mr Tariq Ahmed
   Annual Report (information) (docket pages 231-236)

17. Teaching & Learning Committee – Dr Andre Ivanov
   Annual Report (information) (docket pages 237-238)

18. Tributes Committee – Dr Sally Thorne
   Emeritus Appointments (approval) (docket pages 239-240)

19. Ad Hoc Committee on Student Mental Health and Wellbeing – Mr Jason Speidel
   Final Report (approval) (docket pages 241-252)

20. Report from the Provost
   Establishment of the President’s Excellence Chairs in Biodiversity Studies, Brain health, Forest Bio-products, Global Development Policy, Media Studies, and Precision Oncology (approval) (docket pages 253-262)

21. Report from the Faculty of Education
   Affiliation with the Aga Khan Academy (Aga Khan Educational Services SA) (approval) (docket pages 263-275)

22. Report from the Registrar
   2017-2020 Triennial Election Results (information) (docket pages 276-277)

23. Other Business
   Thanks to all Senators for the 2014-2017 triennium, especially those not returning.

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
VANCOUVER SENATE

MINUTES OF 19 April 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K. Ross (Secretary), Dr P. Adebar, Dr R. Anstee, Ms E. Biddlecombe, Ms J. Booth, Dr L. Burr, Ms M. Burton, Ms S. Brar, Dr A. Dulay, Dr W. Dunford, Mr F. Gallegos, Dr J. Gilbert, Dr C. Godwin, Ms M. Grist, Acting Dean K. Harrison, Dr P. Harrison, Ms M. Hamid, Ms M. Huron, Dr A. Ivanov, Prof. C. Jaeger, Dr B. Lalli, Mr H. Leong, Dr P. Loewen, Dr K. Lo, Mr K. Madill, Dr W. McKee, Dr C. Naus, Dr C. Nislow, Ms S. Park, Dean S. Peacock, Dr N. Perry, Dr C. Ruitenberg, Mr Q. Salehmohamed, Mr I. Sapollnik, Dr S. Singh, Dr R. Sparks, Dr S. Thorne, Dr R. Topping, Dr L. Walker, Ms L. Wang, Dean R. Yada

Regrets: Mr T. Ahmed, Dr S. Abramidis, Dean C. Dauvergne, Dr S. Forwell, Dean B. Frank, Dr D. Gillen, Chancellor L. Gordon, Dean R. Helsley, Dr J. Innes, Dean D. Kelleher, Dr. P. Keown, Dr S. Knight, Dr D. MacDonald, Prof. B. McDougall, Dr C. Marshall, Mr W. McNulty, Dean S. Porter, Dr A. Redish, Dr A. Richardson, Dr L. Rucker, Dr T. Schneider, Ms S. Sterling, Dr D. Witt,

Clerk: Mr C. Eaton.

Call to Order

The Chair of Senate, Dr Santa J Ono, called the eighth regular meeting of the Vancouver Senate for the 2016/2017 Academic Year to order at 6:02 pm.

Senate Membership

The Acting Secretary, Mr Christopher Eaton, welcomed the following new and returning student members of Senate:

- 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 Gallegos, 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
Mr Qadeem Salehmohamed, Student Representative, Faculty of Medicine
Ms Lisa Wang, Student Representative, Faculty of Pharmaceutical Sciences
Ms Sarah Park, Student Representative, Faculty of Science

Mr Eaton further advised that vacancies were presently being filled for the Dentistry and Land and Food Systems student senators.

Two vacancies were declared for student members on the Senate Nominating Committee and a call for nominations was issued to fill those positions.

Minutes of the Previous Meeting

Richard Tees
Paul Harrison

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That the Minutes of the Meeting of 15 March 2017 be adopted as corrected.

Correction: Senator Haffey was present.

Business Arising from the Minutes

The Acting Secretary informed Senate that the requested information on Campus 2020 would be available at an upcoming meeting.

Remarks from the Chair

The President advised that the Vice-President Academic search was progressing, with small groups meeting with the finalists to provide advice. The President stated that this information would inform his recommendation to the Board of Governors along with the advice and recommendation of the search committee. The Vice-President Research search is also progressing, with a strong pool of candidates that are being narrowed. Our hope is to have the current and soon-to-be Provost-designate give input on the candidates for Vice-President Research.

Over 5000 submissions have been made in the strategic planning process. Working groups will refine our potential action steps and then another consultative process will be undertaken to get feedback on those. We still hope to finish this process by the end of the calendar year. The President thanked those who have provided input so far in the process, either virtually or through town halls or other forums.

Dr Ono advised that the Microsoft Corporation has donated $1 million to UBC and the University of Washington for collaboration on data science to address urban problems. This money will be used for grants and projects across both institutions. At a later date, he noted he would ask those involved to present to the Senate.
Finally, the President noted that earlier that day, he had met with the Senate Teaching & Learning and Budget Committees and appreciated working with them.

Senator Doering asked about the Biomedical Engineering proposal being withdrawn from the Province and asked if the Academic Calendar entry would be withdrawn.

The Provost replied that the proposal had been withdrawn from Ministry consideration and would be resubmitted at an appropriate time; she agreed to speak with the Registrar regarding the Calendar.

Report from the Provost

2017/2018 BUDGET UPDATE

The Provost Pro Tem., Dr Angela Redish, presented on the approved budget with Vice-President Finance Andrew Simpson and Comptroller Ian Burgess.

Dr Redish noted that the budget had been approved by the Board the previous week and that it reflects feedback from multiple stakeholders. The Senate Budget Committee in particular has been involved and has advised that they are satisfied with the budget process.

The Provost noted that in her portfolio, the operating budget was the most important, and thus budget was balanced – all new incremental funding allocations are covered by new revenues. However, some faculties and units are drawing down on their reserves, largely for amounts already set aside for specific purposes such as capital spending. The consolidated budget is also balanced in accordance with Provincial requirements, with a modest non-spendable surplus budgeted to represent additions to endowment principal and accounting time differences.

Dr Redish then set out the context for the operating budget:

- The operating grant is largely flat; however, the province will support public sector general wage increases (GWI) if within the Public Sector Employers’ Council (PSEC) mandate.

- The largest source of incremental revenue is international tuition. What this means is that faculties with few international students struggle more than those with many to pay for progress through the ranks.

- We do receive funding from the province for some routine capital maintenance and we appreciate their support there.

- We have increased payout of the endowment income from 3.5 to 4%.

- Total incremental change (increase?) is $68 million. Much of that flows out automatically to the faculties, the Excellence Fund, and student financial aid, GWI funding. Of the $40 million left, $28 million is recurring, $12 million one time.
The Provost then went over operating allocations of that $40 million. $10 million went to IT projects and services. $7 million for core services, and $4 million for research and innovation support.

The Provost then explained the nature of the UBC Excellence Fund, for which money was taken from other existing budgets for three purposes: to recruit and retain outstanding faculty, students and staff; to provide the resources for outstanding research support, and, to provide an outstanding student experience. All allocations must be non-reoccurring.

This year, $6.3 million was available, and was spent on student recruitment and retention, faculty research and retention. Research clusters, and experiential learning. Next year, spending will focus on student recruitment and retention, faculty recruitment and retention, and research clusters, experiential learning, and strategic plan implementation.

Dr Redish then spoke to the risks present in the approved budget:

- Provincial operating grant – The Province is expected to cover general wage increases within the PSEC mandate, and no cuts to base grant are anticipated; however, both are not confirmed until receipt of funding letter later this year and there is an election next month.
- International student registration – enrolment has been increasing steadily over the past six years, and tuition rates have increased in line with peers without a decrease in applications; however, there are risks inherent from market competition, exchange rates, and global economic conditions. We are working to diversify so we are not overly dependent on any countries.
- Faculty bargaining – The University is in negotiation with the Faculty Association for the three-year period from July 2016 to June 2019. Any related settlement is not reflected in the budget.
- Foreign exchange risk – in particular around enrolment, the Library, or other acquisitions done in American dollars.

Vice-President Andrew Simpson spoke to the consolidated budget. Under those accounting standards, we have a current forecast of $70 million and a budget surplus of $33 million, but this is an accounting surplus that reflects the operating costs of infrastructure depreciation. The provincial government believes this should be zero, but that is only true for a cash statement. We ought to have a $50 million surplus on average. To hit a perfectly balanced budget on $2.5 billion is very difficult.

Senator Singh asked how the experiential learning funding was being allocated.

Dr Redish replied that some went to the faculties, and the remainder for the VP Students’ office for support.

Senator Singh asked if any funding was available to support research conferences at UBC such as the Multi-Disciplinary Undergraduate Research (MURC) conference.
Dr Redish replied that this was funded out of the ongoing budget not the excellence fund.
She would speak with the Vice-President Research about funding conferences.

Senator Gattinger asked if any funding was spent for the biomedical research program or the
school under development.

Dr Redish replied that we used some funds to recruit a proposed director, and that
Applied Science and Medicine would be able to apply for additional funding.

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

NEW POLICY V-104: REVIEWS OF ASSIGNED STANDING IN A COURSE

See Appendix A: Policy V-104

Paul Harrison Philip Loewen

That Senate approve Senate Policy V-104 Reviews of Assigned Standing in a Course as presented, to become effective on 1 September 2017

Dr P. Harrison noted that this is a revision and improvement of our current policy on reviews,
and the placing of it in the new policy format. It also addresses problematic issues around
designating reviewers and the nature of eligible work. He noted that this was distinct from the
informal viewing marked work policy, not the formal appeal of academic standing, but sat
between them.

Senator Dunford noted that on the appeals on academic standing committee, some students tried
to go to the standing committee immediately.

The Acting Secretary, Mr Eaton, advised that students were counselled on the correct
processes to undertake if they had a dispute: if the issue was correctness of a grade, they
are advised of the Review of Assigned Standing policy, if the issue is reasonableness,
they are advised of the appeal of standing route.

Senator Jaeger noted that some courses applied internal deadlines for contesting grades, but this
policy said that students could apply at the end of the year.

Dr P. Harrison advised that both the proposed policy and the current policy both trumped
any course-specific policies around contesting grades.

Senator Sapollnik noted that the dates were not set out in the policy.
Dr Harrison advised that the specific dates were set by the Registrar under the procedures to the policy, but there was no intention to change at this time from current practice around the setting of those dates.

Senator Lo noted that the current policy placed a limit on the number of reviews a student could commence in a term and that this limit was being removed.

Dr P. Harrison replied that it was.

Mr Eaton advised that the Academic Policy Committee was recommending the removal of that limit on Reviews as it was only put in place to address the behaviour of one particular student who filed a Review of Assigned Standing for every single class she took at UBC.

MEMORANDA OF UNDERSTANDING FOR INTERNATIONAL THREE+TWO B.SC./M.SC. DEGREE PARTNERSHIPS IN CHEMISTRY

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.

Dr P. Harrison noted that this was an initiative out of the Department of Chemistry. A number of strong European universities will allow UBC’s senior undergrads to do their 4th year at a partner university and then use those credits for the first year towards a master’s degree at the university if they perform well. As an exchange, graduates of that university can apply like any other student to do a master in chemistry at UBC. He noted that all the agreements have been reviewed by legal counsel.

Senator Haffey appreciated the desire to save paper by only providing one agreement and noting the variations, but expressed his concern at not being given the full text given recent history.

Senator Gallegos asked about German language support and if there would be tuition implications.

Senator P. Harrison replied that Go Global ensured that language support was available for those programs not taught in English and that while on exchange, students paid tuition to their home institution as normal.
ESTABLISHMENT OF A SCHOOL OF PUBLIC POLICY AND GLOBAL AFFAIRS WITHIN THE FACULTY OF ARTS

Paul Harrison
Séan Haffey

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 Issues 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 Issues and the Institute for Asian Research as of 30 June 2017 have those appointments transferred to the School of Public Policy and Global Affairs or other appropriate academic units according to the process set out in the proposal, 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 1 July 2017.

Dr P. Harrison advised that the idea of a policy school at UBC goes back several presidents. We are well poised to make a real difference in the world of public policy. The Master’s degree is now running with a successful start. The two units that will become the foundation of the school are both strong research and teaching units with world recognition that will bring their strength to the new School. In addition, faculty all around UBC are interested in supporting its work.

Acting Dean Harrison spoke in favour of the proposal, noting that the proposal represented an incredibly opportunity for UBC to expand its impact on the community and globally. The proposal also increases the potential for undergraduate education to grow on graduate programming. Finally, this allowed UBC to better contribute to Canada and globally by applying our research and bringing together diverse stakeholders.

Sean Haffey asked why Carleton wasn’t listed as having a comparable policy school.
Dean Harrison replied that this was an oversight.

Senator Ruitenberg asked about how consultation occurred and how work would occur with those who weren’t founding units, in particular for those consulted that did not become founding units.

Dean Harrison replied that at least two rounds of draft proposals were circulated and meetings occurred with dozens of interested faculty. Some provided written comments and some oral only. An appendix contains the results of that consultation.

Senator Doering asked about the named units being subsumed within the new School.

Dean Harrison replied that the Liu Institute and Centre name would be retained as a research institute within the School.

Awards Committee

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

NEW AND REVISED AWARDS

See Appendix B: Awards Report

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<th>Lawrence Burr</th>
<th>Séan Haffey</th>
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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.

Senator Burr presented, noting that the first group of awards was for doctoral support, with $8 million per year as the end result.

Approved

Curriculum Committee

Professor Carol Jaeger, Vice-Chair of the Senate Curriculum Committee, presented.

APRIL CURRICULUM REPORT

See Appendix C: Curriculum Report
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.

Reports from the Librarian

ANNUAL REPORT

The University Librarian Pro Tem. Ms Melody Burton, presented. She thanked the Library staff, the Provost, and the Senate Library Committee for their support for both the Library and the annual report.

Ms Burton described the formal report’s contents, and then highlighted issues around collections, a transformative learning experiences, building excellence in collections, connecting with communities, leading research, nurturing our library community.

She noted that the UBC library has 15 branches across both campuses. It has 307 FTEs with 89 librarians, 161 management and support staff, and 41 student employees.

Ms Burton advised that the shift has continued from print to electronic. We are now at 82% electronic materials. We continue to grow our digitization activities. We are in a sense becoming a publisher that makes material available globally through open collections. Research and Infrastructure Management Enterprise Services (Rimes) is an innovative program out of UBC Okanagan to ensure that researchers have easy access to key tools.

The Library highlighted that currency exchange and the collections budget has still the Library’s greatest challenge. The shift in 2010 late in the year caused a deficit in the collections budget and cancellation of some journals. Approximately 70% of our collections budget is allocated to purchases from US vendor and publishers. Ms Burton then explained both the inflationary price increases and exchange rate issues for four sample publishers.

To address this issue, the Library has a collections budget strategy:

- Prioritize materials that support curriculum, teaching, and research needs for monograph acquisitions.
- Emphasize multidisciplinary and broad subject coverage
- Negotiate lower prices with publishers and vendors individually and through consortia
- Communicate with UBC campuses on collections budget issues.
For the future, the Library will have to focus on innovation. We have the content to share across the province, what we need is collaboration and infrastructure.

Ms Burton concluded by stating that Library’s matter. Revisionist history is too easy in this world.

Senator Gallegos asked how we could deal with a currency fluctuation again in the future. Is this something we can plan for?

   Ms Burton said that the Provost has helped offset the exchange rate fluctuations this year, but we cannot do so on a recurring basis.

   The Provost added that the Library also worked with treasury to hedge the exchange rate risk.

   Ms Burton added that beyond currency fluctuation, the inflation rate was much higher on print materials than most other things.

Senator Haffey noted that the curriculum form asked for impact on the Library, but how do we measure the cumulative impact of curriculum on the Library and how do programs offset that?

   Ms Burton replied that they sometimes did provide one-time funding. It was especially difficult for us to add new areas or new languages. We do check what resources we have and what new resources will be needed for new programs.

Senator Doering asked if there was a push to utilize the library’s data on collections usage.

   Ms Burton replied that yes, we do look at usage rates. We are right now involved in a national study of journal usage, both real and stated.

Senator Huron noted the duplication of materials in some journals with free online resources.

   Ms Burton replied that we already do participate in some activities such as google scholar, but that actually tracks your IP address and only gives access if this is material we have paid for. We make this seamless so it may not be obvious.

**Adjournment**

There being no further business, the meeting was adjourned at 8:01 pm.
Appendix A: Policy V-104: Reviews of Assigned Standing in a Course

The following is an excerpt from the Policy; please see the Secretary for the full text.

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.
Appendix B: Awards Report

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 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 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 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.
Appendix C: Curriculum Report

FACULTY OF EDUCATION
New course code
ECPS – Educational and Counselling Psychology, and Special Education.

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
17 May 2017

To: Vancouver Senate

From: Council of Senates Budget Committee - Vancouver Sub-Committee

Re: Annual Report (information)

Please find attached the 2016-17 Annual Report summarizing the activities of the Council of Senates Budget Committee - Vancouver Sub-Committee.

If you have any questions, please contact Christopher Eaton at christopher.eaton@ubc.ca.

Respectfully submitted,

Dr. Perry Adebar, Chair

Council of Senates Budget Committee - Vancouver Sub-Committee
Terms of Reference (abridged)
The Committee shall meet with the President and assist in the preparation of the University budget; and make recommendations to the President and report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background
Officially, the Council of Senates Budget Committee includes representation from both UBC Vancouver and UBC Okanagan; however, the Committee does not meet. Subcommittees have been formed on both campuses and these committees meet regularly to discuss budgetary issues affecting the specific campus.

The agendas for the meetings of the Vancouver Committee over the past year have been set in collaboration with the Office of the Provost and Vice-President Academic Committee and the Office of the Vice-President Finance and Operations.

Report on Activities
The Committee met regularly over the course of the 2016-17 academic year with the Provost and Vice-President Academic, the Vice-President Finance and Operations, the Comptroller, and the Director of Academic Initiatives from the Office of the Provost and Vice-President Academic. In addition, many other guests attended individual meetings in order to deliver presentations or provide input on specific issues.

The Committee met seven times in 2016-17, including two joint meetings with the Senate Academic Building Needs Committee. Meetings continue to be held monthly immediately prior to the Senate meetings. Meetings usually begin with a brief meeting of Senators alone, followed by presentations and discussions with representatives of the administration, and other guests.

The topics addressed by the Committee during the 2016-17 academic year include the following:

1. 2016-17 Work Plan, Office of the Provost and Vice-President Academic
   
   **Presenters:** Angela Redish, Provost and Vice-President Academic; David Shorthouse, Director, Academic Initiatives, Office of the Provost

   **Summary:** The plan was presented for pursuing the three priorities identified for the 2016-17 academic year: Research and Learning Excellence; Enhancing Academic Coordination; and Academic Operations. The presentation also outlined the impact of changing retirement age, and the cost of progression through the ranks on hiring and the age distribution of faculty members.

2. 2016-17 Key Priorities for the Office of Vice President Finance & Operations
   
   **Presenter:** Andrew Simpson, Vice-President Finance & Operations

   **Summary:** The plan was presented for pursuing the four primary objectives that had been identified for the 2016-17 academic year: Ensuring financial capacity to enable University priorities; achieving operational excellence; creation of a world-class campus environment; and ensuring proper and responsible management of public resources.

3. 2017-18 Budget Process
   
   **Presenters:** Angela Redish, Provost and Vice-President Academic; Andrew Simpson, Vice-President, Finance; Ian Burgess, Comptroller; David Shorthouse, Director Academic Initiatives, Office of the Provost
Summary: Regular updates were provided to the Committee regarding the development of the University’s 2017-18 budget, including anticipated revenue and allocations to Faculties and other units. The input of the Committee was sought regarding the strategic allocation of the portion of the University’s new revenue not allocated algorithmically in accordance with the budget model.

4. Capital Projects (Joint Meeting with Senate Academic Building Needs Committee)

Guests/Presenters: John Metras, Managing Director, Infrastructure Development; Ian Burgess, Comptroller; Suzanne Poohkay, Director, Capital Planning and Strategic Project Development; Hillary Gosselin, Managing Director, Development

Summary: An update was provided regarding recently completed and ongoing major building projects on campus, and the University’s current capital priorities were discussed. The committee also discussed the capital project prioritization process and the sources of funding for new capital projects.

5. Budgetary Challenges and Solutions in Continuing Studies

Guest/Presenter: Hugh Brock, Associate Provost, Academic Innovation

Summary: The presentation detailed the challenges faced by Continuing Studies in recent years, with a focus on budgetary challenges, and the plan developed by the Office of the Provost to resolve these issues. The intention to convert Continuing Studies into a faculty-facing unit that supports the delivery of offerings by Faculties was discussed and early successes were highlighted, including the transformation of a substantial deficit in 2015-16 to a surplus in the current year.

6. Faculty Housing Plan

Presenters: Angela Redish, Provost and Vice-President Academic; Andrew Simpson, Vice-President, Finance; Eric Eich, Vice-Provost and Associate Vice President, Academic Affairs

Summary: The presenters explained the 10-year faculty housing strategy approved by the Board of Governors in December 2016. The strategy includes a number of new and revised measures aimed at providing access to housing for faculty members, primarily as a recruitment tool. These measures will include both direct supply of rental housing, and down payment and mortgage assistance programs.

7. Uniform Benchmarking Study

Presenter: Andrew Simpson, Vice-President Finance & Operations

Summary: This presentation detailed a benchmarking study focused on administrative support in which UBC would be participating. The study originated in Australia and now also includes Universities in New Zealand and the United Kingdom. It allows Universities to accurately assess the number of employees it has engaged in different administrative activities, regardless of organizational unit, compare these numbers to other Universities, and use that data to assess the efficiency of its operations. UBC will be the first Canadian institution to participate. The results from this study will be particularly useful when compared with data collected from satisfaction surveys.

8. Research Project Spending

Guest/Presenter: Sharon Wu, Finance Director, VPRI Portfolio; Director, Institutional Programs

Summary: This presentation addressed the objectives of research spending through the Office of the Vice-President Research and International. These include achieving research outcomes, compliance with UBC and funding agency guidelines, and delivery of projects on-time and on-budget. The presentation included information about the treatment of unspent research funds.
9. Faculty of Medicine Budget Update

Guests/Presenters: Dean Dermot Kelleher, Faculty of Medicine; Michael Shakespeare, Finance and Operations, Faculty of Medicine

Summary: The budgetary challenges facing the Faculty of Medicine and the efforts undertaken to address those challenges were discussed, as were the efforts undertaken in the current academic year to transform a projected $7.5 million deficit into a $0.9 million surplus. The improved budgetary situation has resulted partly from the Faculty currently having 52 fewer faculty positions than it did five years ago.

10. Student Tuition Consultation Process

Guests/Presenters: Pam Ratner, Vice-Provost, Enrolment and Academic Facilities; Louise Cowin, Vice-President, Students

Summary: The discussion centred on how the student tuition consultation process may be improved or better co-ordinated. UBC has a legacy of strong connections with and respect for students, and is unique in Canada in having a policy that requires student consultation on tuition. While the Board of Governors deals with financial matters and the Senate deals with academic matters, it was agreed that Senate has a definite interest in the cost of programs and the proposed tuition for new programs. One idea that was discussed was to have the Senate Budget Committee play a more active role early in the tuition consultation process.

11. Vantage College

Guest/Presenter: Joanne Fox, Principal, Vantage College

Summary: An update was provided on Vantage College, which now has four streams. Vantage College has now repaid the $2.3 million in start-up funds provided at the inception of the College. In addition, Vantage has paid a $3 million dividend to the central administration. Vantage College provides an important flow-through impact, as Vantage students become international students in various Faculties after first-year, and continue to pay international tuition.

12. High-Level Budget Discussion with President Santa Ono

Guest: President Santa Ono

Summary: The Committee’s high-level discussion with the President focused on the role of the Committee, the University external budget outlook, and internal allocations (i.e., the budget model). The President confirmed that the University is in a good financial position, particularly when compared to peer institutions in the United States and Great Britain.

13. Capital Prioritization Process and Outcomes (Joint with Senate Academic Building Needs Committee)

Guests: John Metras, Managing Director, Infrastructure Development; Pam Ratner, Vice-Provost, Enrolment and Academic Facilities

Meeting to take place on May 17, thus summary information not available at time of writing this report.

Concluding Remarks

Working collaboratively with the Office of the Provost and Vice-President Academic, and the office of the Vice-President Finance and Operations, the Committee has had a very productive year in which many important issues were openly discussed and debated. The student, convocation and faculty Senators on the Committee provided the President’s office with an important academic perspective on these issues on behalf of the Vancouver Senate.
17 May 2017

To: Vancouver Senate

From: Senate Academic Building Needs Committee

Re: Report of the Senate Academic Building Needs Committee

The Senate Academic Building Needs Committee recommends the following:

Motion: That the report of the Senate Academic Building Needs Committee be received, and that Senate endorse the recommendations set out therein.

Respectfully submitted,

Dr. Robert Sparks, Chair

Senate Academic Building Needs Committee
Report of the Senate Academic Building Needs Committee on the University’s Capital Projects Prioritization and Approval Process

INTRODUCTION

This report sets out the recommendations of the Senate Academic Building Needs Committee (“SABNC”) for improving the capital project planning and prioritization process at UBC’s Vancouver Campus. These recommendations were produced through the work of the SABNC Working Group on Academic Consultation (“SABNC Working Group”), which was established to examine the current state of the capital planning process and the role of the academic community in that process.

The recommendations envision an enhanced prioritization and approval process for academic buildings characterized by the following features:

1. The process is comprehensive, holistic, and integrated across campus to ensure the optimal use of resources in furthering the mission of academic excellence as set out in the University’s Strategic Plan.

2. The process is transparent, efficient, and low-barrier to ensure that academic units can make their academic building needs known to Senate, the central administration and Board, and the broader academic community. The identification of academic building needs is understood to be a separate exercise from the identification of the funds required to satisfy those needs.

   a. Corollary - Although separate from the academic needs identification and prioritization process, the funding process for capital projects is similarly comprehensive, holistic, and integrated across campus to ensure the optimal use of resources in furthering the mission of academic excellence as set out in the University’s Strategic Plan.

3. As anticipated in the University Act¹, Senate input is integrated into Executive and Board decision-making, and into the operations of professional units such as Infrastructure Development and Campus & Community Planning to ensure academic priorities are shared broadly within the University’s administrative, management, planning and oversight systems.

The Senate Academic Building Needs Committee and its Working Group on Academic Consultation believe that now is an ideal time to propose improvements in the way that the University identifies priority capital

¹ Statutory Responsibilities - The University Act states:

Powers of the Board 27 (1) (d) “in consultation with the senate, to maintain and keep in proper order and condition the real property of the university, to erect and maintain the buildings and structures on it that in the opinion of the board are necessary and advisable, and to make rules respecting the management, government and control of the real property, buildings and structures”

Powers of the board 27 (1) (e) “in consultation with the senate, to provide for conservation of the heritage sites of the university, including and heritage buildings, structures and land of the university”
projects and the manner in which the academic community engages with planning and prioritization for building needs.

Acknowledgment of a need for greater academic consultation and engagement was a recurring theme in the interviews and meetings held by the SABNC Working Group. This need was recognized not only by the Senate Academic Building Needs Committee itself, but also by the executives and professionals involved in these processes.

GUIDING QUESTIONS

This report seeks to answer the following questions:

1. How effectively does the existing system for approving and prioritizing academic building projects serve the University’s mission of achieving ‘academic excellence’?

2. If the University’s objective was to have the best facilities of any University in the world, what would the building project and prioritization process look like?

3. What is the proper place of the University’s academic community in the capital planning prioritization process?

SABNC WORKING GROUP ON ACADEMIC CONSULTATION

The Senate Academic Building Needs Committee Working Group on Academic Consultation was established by the SABNC on December 13, 2016. It met for the first time on January 13, 2017.

Working Group Terms of Reference

At its first meeting, the SABNC Working Group ratified the following terms of reference, originally approved by the Senate Academic Building Needs Committee in December 2016:

1. Review prior Senate activities and reports related to academic building needs;
2. Review the University’s capital project prioritization criteria and process(es) and consult experts and stakeholders about the current process(es);
3. Review the University’s public consultation and communication process(es) regarding academic building needs and consult broadly on how to enhance current processes;
4. Link academic building needs assessment and capital project prioritization processes directly to the University’s Strategic Planning process;
5. Review University funding strategies and options;
6. Work with stakeholders to establish mechanism(s) for annually assessing academic building needs and priorities and reporting to Senate, Executive and Board.
Membership

The Senate Academic Building Needs Committee Working Group on Academic Consultation was comprised of the following members:

1. Dr. Robert Sparks, Senator, Joint Faculties;
2. Ms. Danika Coulbourn, Student Senator;
3. Mr. Séan Haffey, Convocation Senator;
4. Ms. Melina Huang, Student Senator;
5. Dr. Philip Loewen, Senator, Joint Faculties;
6. Dr. Christian Naus, Senator, Medicine; and
7. Dr. Lance Rucker, Senator, Dentistry.

Process

The SABNC Working Group met on five occasions. In addition to considering information about the University’s capital project prioritization and planning process (see list in Appendix A), the working group interviewed the following three individuals:

1. Michael White, Associate Vice-President, Campus and Community Planning;
2. John Metras, Managing Director, Infrastructure and Development; and
3. Peter Smailes, Treasurer.

The report of the working group was reviewed and approved by the Senate Academic Building Needs Committee on April 11, 2017.

HISTORY AND CONTEXT

SABNC Terms of Reference

The terms of reference of the Senate Academic Building Needs Committee are as follows:

1. To monitor the implementation of the Campus Plan;
2. To review annually all building project priorities;
3. To recommend priorities on a) areas of broad significance in the use and maintenance of academic space and b) new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces, and relationship to physical plant and planning;
4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource;
5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process; and
6. To meet jointly with other Senate Committees from time to time to discuss matters of mutual interest.
Previously, the Committee played a direct role in the prioritization and approval processes contemplated in these terms of reference. As recently as the 1980s, the Committee presented annually to Senate a list of prospective academic building projects that it considered to be priorities for the University. This role has changed in recent decades, primarily as a result of three developments.

First, the role of the Committee and of Senate in this process began to change with the growing complexity of campus, and the need to balance academic building needs against the University’s non-academic capital priorities. In order to help balance (“interleaf” in his terms) these needs, former President Strangway established the President’s Advisory Committee on Space Allocation, which later evolved to become the current Property and Planning Advisory Committee (PPAC).

Secondly, the Committee’s place in the prioritization process has changed as a result of the growing role of professional units such as Infrastructure Development and Campus & Community Planning. These units provide immensely important services relating to long-term campus planning, siting, permitting and other essential functions necessary to coordinate the evolution of a large, modern University campus.

Finally, the manner in which new building projects are funded has grown significantly more complex in recent decades. Whereas in the past, a majority of funding for capital projects came from the provincial government, today capital projects are funded through a diverse set of sources, including donors, debt-financing from endowed funds, student levies, Student Housing and Hospitality Services, both levels of government - provincial and federal, and others. While government funding continues to play an important role, there is a much greater interest on the part of government in aligning spending on capital projects with its own priorities. As a result, the question of how a new building project will be funded is much more complex than in the past, and the ability to secure funding a much more important factor in the selection of projects that will proceed to construction.

As a result of these three trends, the capital project prioritization process necessarily includes questions that go far beyond selecting between the University’s various academic needs. As the planning and prioritization process has grown in complexity, however, SABNC has struggled to effectively play its role of providing advice regarding the capital priorities that will best serve the University’s efforts to achieve academic excellence.

The findings and recommendations below set out the working group’s understanding of the current state of the capital project prioritization process and its recommendations for improvements to that process, including suggestions for where in that process academic input would be most impactful.
FINDINGS AND RECOMMENDATIONS

The Current Process

The capital project prioritization and approval process is a complex one involving many units and actors from across the University.

A general overview of this process is illustrated in Figure 1, below:

**CAPITAL INVESTMENT GOVERNANCE**

![Diagram of Capital Investment Governance]

*Figure 1: Capital Investment Governance*

As illustrated in Figure 1, there are four key phases to the capital projects prioritization and approval process.

The lowest level, depicted at the bottom of the figure above, represents the gathering of information and ideas about needs across campus. The four boxes shown at this level represent the various sources of information that feed into decision-making processes regarding prospective capital projects, and both academic and non-academic building needs.

While not included in the figure, the Faculties are a vital source of information about prospective building projects. Projects originating within the Faculties are identified through Faculty-level assessments of academic needs. These assessments can lead to the Dean and/or Provost serving as institutional champions for particular capital projects, including both new buildings and renovations, intended to address the needs...
and priorities identified within the Faculty. In addition, Building Operations and Infrastructure Development play important roles as they provide stewardship of UBC’s facilities and monitor their condition and conduct multi-hazard assessments of the campus, such as seismic events, respectively.

Prospective academic projects, typically identified by Heads/Directors or Deans, are presented to the Vice-Provost and Associate Vice-President Enrolment and Academic Facilities or the Managing Director Infrastructure Development as requests for Executive Level 1 approval. Executive Level 1 proposals entail a high-level briefing to the Executive, including the vision, goals, and objectives of the concept, its rationale, and its strategic alignment and benefits for the unit, Faculty and University. Executive Level 1 approval constitutes the Executive’s consent for continued exploration and development of the proposed project.

Once a project receives Executive Level 1 approval, it is added to the list of projects that may be considered by the Capital Planning Working Group (CPWG), which is tasked with prioritizing projects on the basis of their importance as both strategic priorities and operational priorities. A scoring system has been recently developed and is subject to continuing improvement and revision. Projects will score as high strategic priorities if they serve the aims of the University’s strategic plan relating to teaching and learning, research and innovation, student experience, community engagement, and ‘other key priorities’ including Aboriginal engagement, internationalization, intercultural understanding, alumni engagement, work environment, and sustainability. The identification of operational priorities includes consideration of health and safety, performance and reliability, legal and regulatory risks, and the business case for the project under consideration. Based on these factors, each project receives two scores out of 10, one for operational priority, one for strategic, which are used to plot each project on a grid similar to the example in Figure 2 (see next page).

While consideration of the ‘business case’ for a project includes potential revenue opportunities and costs savings derived from a proposed project, the Capital Planning Working Group does not otherwise consider fundability as part of its prioritization process. The draft priorities are shared with various groups including the Committee of Deans, the Senate Academic Building Needs Committee, the Council of Senates Budget Committee Vancouver Budget Sub-Committee, and the Property and Planning Advisory Committee. The priorities the working group establishes are provided to the Executive and feed into the five-year capital plan that the University is required to provide to the Province each year. They are advisory in nature and are not binding on the executive. The executive in turn makes its recommendations to the Board of Governors, which formally approves the five-year capital plan before it is provided to the Province.

Capital projects that lack funding are considered and prioritized by the Capital Planning Working Group, however, they will not ultimately proceed through the Executive approval process, beyond Executive Level One approval, in the absence of an identified source of funding. Where a source of funding is identified, a project may proceed to Executive Level Two approval, which is approval to prepare options and develop initial cost estimates based on an approved site and master program. Senate is formally engaged at this stage when the specific project is presented to the Property and Planning Advisory Committee (PPAC) for input and support. All members of SABNC are members of PPAC.
Following Executive 3 approval, which includes approval of the project’s functional program, the initial cost estimate, funding sources, financing requirements, the schedule, and space allocation, there are three levels of UBC Board of Governors approval followed by a Board of Governors Level 4 Project Completion Report.

**Shortcomings in the Current Process**

The Working Group has identified three key shortcomings in the current process:

1) **Limited understanding within the academic community of the capital project approval process and of Infrastructure Development’s support role**

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Note that the project prioritizations shown in Figure 2 may change following final review by the Executive and the Board.
As noted above, in the present system the Faculties, Provost’s Office and Infrastructure Development play critical roles in identifying academic building needs, and aside from the trenchant issue of limited capital funding required to address deferred maintenance, seismic upgrades, and expansion aspirations, are highly effective at addressing these needs within the University. Despite the elegance and effectiveness of this system, however, an issue that the Working Group uncovered was that the processes and steps noted above are themselves not well understood by members of the University’s academic community, and the result is that academic concerns about facilities do not always get identified as effectively as they might within Faculties. Similarly, the support services for academic units provided by Infrastructure Development are not widely known within the academic community, and as a result opportunities for issue identification and mitigation are not always engaged as effectively as they could be. Basically, faculty members, students, staff and unit heads who are ‘on the ground’ and well positioned to identify issues, do not always know the range of potential actions and remedies available to them and the individuals they can consult. Unit heads themselves are not as widely informed of the above procedures as they could be; this could potentially be addressed through the Academic Leadership Development Program.

Given the age of the majority of academic facilities on the Vancouver campus, academic building needs management at the University typically entails both operational and strategic decisions. The operational end of this process is very well managed by Infrastructure Development. Regular facility condition assessment audits are conducted on campus buildings (every year ⅕ of buildings are audited on a five-year rolling cycle) and the resulting information is logged in the Provincial VFA database. Seismic performance assessments are also regularly undertaken on campus buildings (at this writing, they are currently being updated). Projects to address critical building operational and seismic upgrade needs get included on the major capital priorities list without the need for Faculty champions. These facility condition needs are also addressed on an on-going basis through the routine capital program that provides some funding for deferred maintenance and upgrades, including classrooms. Even though this is a highly effective strategy, proponents from Infrastructure Development were clear they are constantly striving to improve its effectiveness, and one way forward in their view would be to have greater ongoing input from the academic community itself.

Similarly, at the Faculty end of this process, most Faculties routinely review their facility needs and obtain information from a range of sources including faculty, staff, students and unit heads, as well as Infrastructure Development. Once again, although this process is elegant and effective, it could potentially be enhanced by capitalizing on structured reporting procedures in the University - such as the annual Faculty budget process and periodic external reviews of academic units - as opportunities to stimulate greater academic participation in facilities planning and needs assessment.

The involvement of Infrastructure Development would be critical for the success of such a process. Although this Report is focused on the University’s capital project prioritization process, successful facility strategies do not always entail major capital expenditures on renovations, additions or new buildings. Oftentimes there are multiple ways to address facility limitations whether these are the consequence of operational deficiencies (e.g., accessibility or safety issues), changed pedagogical requirements (e.g., need for larger classrooms or innovative educational furniture and AV equipment), or changes in research
requirements (e.g., need for interview rooms, wet labs). Infrastructure Development’s role is to assist units with clarifying their requirements and identifying options, including searching for alternative space on campus. Beyond this, of course, it is also important to identify those needs that require ‘capital project level’ interventions. Either way, Infrastructure Development works closely and collaboratively with the Provost’s Office and the Faculties and is an important resource. The key factor is to enable and encourage academic participation in academic building needs identification and planning.

2) Formal Senate consultation occurs too late in the process

While Faculty representatives are involved at various stages of the capital planning process, the Senate, as the representative body of the UBC academic community, is not similarly engaged. SABNC is not notified of a pending capital project until after it has received initial Executive approval (Level 1). SABNC only becomes formally engaged in decision-making at or after Executive Level 2 approval when a project is presented to PPAC in preparation for Executive 3 consideration. SABNC believes this is too late in the process. By the time projects are reviewed by PPAC, they have already received Executive Level 1 approval and initial prioritization by the Capital Planning Working Group. Missing from this context are those projects that have not been specifically identified as priorities by a Faculty or the Executive, or that have not moved forward for other reasons. This reduces SABNC’s role to one of commenting on projects already selected for development, rather than identifying from all possible options those projects that could further UBC’s mission of academic excellence.

3) Lack of clarity around the significance of identified sources of funding

SABNC was pleased to learn that the Capital Planning Working Group prioritizes projects on the basis of strategic and operational priorities, without consideration of the availability of funding. However, it is clear that the question of funding does factor into decision-making at later stages of the process and that there is a lack of consistency in how this factor gets applied. There are two parts to this issue. SABNC agrees that project prioritization should be considered independently of funding and that lack of funding should not prevent a project from being identified as an academic priority. Secondly, however, SABNC notes that identifying a project as having a high academic priority does no good if a strategy is not forthcoming for funding the project. SABNC meets twice a year with the Council of Senates Budget Committee Vancouver Budget Sub-Committee to review capital project priorities and funding, and is acutely aware of this issue.

With full regard to the complexity of the issue, SABNC urges the Executive and Board (including the Board’s Property Committee) to review the ways that capital projects are currently funded and to consider a more holistic, integrative approach that reduces inter–program competition for resources and maximizes efficient and sustainable use of the University’s limited resources. In the current system, highly valued academic programs and units that have acute needs but limited prospects for funding tend to languish. The Committee fully understands that external funders including donors and governments tend to exercise their own preferences that may not coincide with the University’s own priorities. Nevertheless, it is critical that the University continue to look for ways to fund worthy projects.
Recommendations

The Senate Academic Building Needs Committee and its Working Group on Academic Consultation recommend four measures to begin to address the issues outlined above.

1) Establish a comprehensive, holistic, and integrative process for bringing the building needs of academic units to the attention of the central administration and Capital Planning Working Group

If the Capital Planning Working Group is to effectively prioritize prospective capital projects, it is essential that the working group have a comprehensive understanding of the wants and needs of all academic units on campus. While the existing information pathways to the Capital Planning Working Group appear to be important sources of information, SABNC recommends that these be supplemented with a formal, transparent mechanism for reporting academic building needs to ensure that genuine needs are not overlooked because of a lack of understanding of how to report them, or a mistaken belief that funding must be secured before a project can be viewed as a priority.

It is important that this process be holistic and integrative, aimed at defining needs in a way that encourages creative solutions, allows for long-term strategic-thinking, facilitates campus-wide collaboration in improving the University’s physical infrastructure rather than the accumulation of a list of projects waiting for funding. Sample questions to help guide an information gathering process are provided in Appendix B.

Further exploration and consultation is required to determine the appropriate mechanism, but three options that could be considered are:

A) Formal integration of building needs identification into budget process

The capital project prioritization process is already aligned with the University budget process to the extent that the five-year capital priorities list is provided to the Board of Governors each June following Board approval of the budget in March/April. An academic facilities narrative and accounting could be inserted into the annual budget reporting process already required of Faculties. This process would be aimed at identifying academic building needs on an ongoing basis and outside of the context of specific projects, but with the potential to lead to corrective and/or strategic initiatives. A summary of the narratives could be shared with Senate annually.

B) Formal space audit as part of 5-year external reviews of academic units

The University’s current guidelines for external academic unit reviews\(^3\) require the unit to:

- “Provide an assessment of the physical infrastructure of the unit addressing the adequacy of teaching, research, administrative space, computing facilities and the availability and quality of undergraduate and graduate informal learning space”;

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\(^3\) Principles, Procedures and Guidelines for External Academic Unit Reviews, March 1, 2013, p. 12.
• “Provide a description of the [unit’s] budget, including fundraising, showing linkages to the strategic plan of the unit and [the University].”

This process affords an important opportunity to collect information about the unit’s building needs and link the needs to the unit’s and University’s strategic plans, as well as to comment on the unit’s ability to fundraise. Infrastructure Development, with direction from the Provost’s Office and the Dean of the Faculty, could configure the review as a formal facility audit with internal and external comparators. A critical point, however, is that the information would need to be linked to a process to address specific facility needs and shortcomings identified in the audit and in the external reviewers’ recommendations. Presently, there are examples of reviews that recommended facility upgrades where no action was subsequently taken. A summary of external reviews is already shared annually with Senate.

C) Periodic call for proposals

A call for proposals for facility improvements could be issued to Faculties periodically in accordance with the strategic priorities of the University. The process could be informed by the University’s strategic plan and overseen by the Provost’s Office and could serve as an effective mechanism for gathering information about academic needs. Modest dedicated or matched funding could potentially be attached. The process could be focused on acute or strategic needs or both, and could be structured to reward holistic-thinking and collaborative proposals. Programs organized under the Teaching and Learning Enhancement Fund, Informal Learning Spaces Committee (VP Students), and the UBC Advisory Committee for Learning Spaces (Vice Provost and AVP, Academic Facilities) already operate in a similar manner. The results of such a call could be shared with Senate.

2) Integrate a module on facilities planning into the ALDP

The Academic Leadership Development Program is an excellent platform for providing information to administrative leaders about facilities planning and maintenance (including classrooms and teaching labs), academic building needs review processes and the role of the Faculties, the Provost’s Office and Infrastructure Development in these processes. The information could be succinct and quite practical with case examples and a summary of procedures, reporting lines and available services.

3) Integrate Senate into the Capital Planning Working Group

It is apparent that critical recommendations are provided by the Capital Planning Working Group. While the prioritization arrived at by the Capital Planning Working Group is advisory, the review conducted by this group is clearly important given its breadth – reviewing projects from across campus – and its depth – engaging with projects at a level that allows it to assess the operational and strategic value of each project in a meaningful way. It is clear that the recommendations made by the Capital Planning Working Group are, and should be, taken seriously by the Executive.

It is recommended that Senate be given representation on the Capital Planning Working Group. The Chair of the Senate Academic Building Needs Committee (or designate), is the logical choice to fill this role.
Other forms of engagement, such as joint meetings or parallel prioritization exercises, could also be implemented if feasible.

4) Inclusion of the Student Senate Caucus in the Regular Meetings between Campus & Community Planning and the AMS/GSS

In the course of its investigations, the SABNC Working Group learned that Campus & Community Planning has a monthly standing meeting with the Alma Mater Society and the Graduate Student Society. The inclusion of the Student Senate Caucus in these meetings would provide an additional link between Senate and UBC’s professional planners, while ensuring that the issues discussed at these meetings can be brought to the attention of Senate and SABNC as needed.

CONCLUSION

The Senate Academic Building Needs Committee is strongly supportive of the excellent work being done by Infrastructure Development, Campus & Community Planning, and those involved in the Executive and Board capital projects prioritization and approval processes. The professionalization of the planning and prioritization processes in recent decades has been a necessary and beneficial development.

However, the Committee believes that the process can be improved and remains convinced that the academic community remains best positioned to determine the academic building projects that will best move the University forward in the area of academic excellence. This belief has been reaffirmed by input from those consulted by the SABNC Working Group. The Committee believes now is an opportune time to implement changes designed to enhance academic involvement in capital project prioritization.
Appendix A. List of Resource Materials Considered by SABNC Working Group

SABNC
Working Group Terms of Reference, Approved December 13, 2016
Minutes of Joint Meeting of Council of Senates Budget Committee Vancouver Sub-Committee with the Senate Academic Building Needs Committee, November 16, 2016

Senate Minutes - SABNC reports & Discussions (Date, Page Ref)
May 20, 1981, pp. 7565-7569
May 19, 1982, pp. 7777-7779
May 18, 1983, pp. 8010-8014
May 20, 1987, pp. 8983-8987
October 14, 1987, pp. 9060-9064
April 18, 1990, pp. 9745-9748

Campus & Community Planning

- Primary Resources
  Engagement Principles and Guiding Practices (“The Engagement Charter”)
  UBC GamePlan – Recreation and Athletics Facilities Public Consultation

- Additional Resources (for reference)
  C&CP Policies and Plans http://planning.ubc.ca/vancouver/planning/policies-plans
  Site includes links to: Vancouver Campus Plan, Land Use Plan, Public Realm Plan, Development Handbook and Vancouver Campus Neighbourhood Plan

Property and Planning Advisory Committee
PPAC Terms of Reference, May 2011
PPAC List of Members, December 13, 2016
Exec 1-3 Approval Process, March 2011 (document has SABNC roles highlighted)
Appendix B. Some Guiding Questions for Soliciting and Acting on Academic Building Needs

1. Information to be gathered:
   a. What are the University’s academic building needs (unit, faculty, etc.)?
   b. How emergent are these needs?
   c. How do these needs relate to academic excellence and the University’s Strategic Plan?
   d. How do they impact mental health & wellbeing?
   e. What are priorities for capital projects, assuming that funds are available?
   f. What would the proposed changes allow the institution to do in the areas of teaching, research, community service, and more, i.e., what opportunities do they present?

2. Who gathers this information?

3. How often is this information gathered?

4. How are funding and timing estimates established?

5. How can operational factors (i.e., IT, classrooms, seismic, risk mitigation, maintenance) best be integrated with strategic considerations?

6. How best to compare and service needs across campus?
Appendix C. Membership of the Property and Planning Advisory Committee

**Committee Members (Voting):**
- Pam Ratner  Vice-Provost and AVP Enrolment and Academic Facilities (Chair)
- Ian Burgess  Comptroller, Finance
- Melody Burton  Deputy University Librarian
- Helen Burt  VP Research & International pro tem
- Michael White  Associate Vice President Planning, C & CP
- Peter Moroney  Interim Executive Director, Continuing Studies
- Louise Cowin  Vice President, Students
- Mark Edwards  Assistant Dean, Faculty of Education
- David Duff  Associate Dean Academic Affairs, Faculty of Law
- Michael Duncan  Delegate for, Alumni Affairs
- David Hardwick  Special Advisor Planning, Faculty of Medicine
- Gerald Vanderwoude  Assistant Dean, Faculty of Arts
- Peter Marshall  Associate Dean of Undergraduate Studies, Faculty of Forestry
- Elizabeth Mathews  Executive Director, Dentistry
- John Metras  Managing Director, Infrastructure Development
- Gerry McGeough  Director of Planning & Design, C & CP
- Michelle Neilly  Director, Facilities Planning, Construction & Utilization, Faculty of Medicine
- Andrew Parr  Managing Director, Student Housing and Hospitality Services
- Ava Nasiri  President AMS
- Michael Coughtrie  Dean, Pharmaceutical Sciences
- Mark MacLachlan  Associate Dean, Research & Graduate Studies, Faculty of Science
- Jim Thompson  Director, Dairy Education & Research Centre

**Senate Academic Building Needs Committee (Voting)**
- Robert Sparks  Senator, Joint Faculties (SABNC Chair, PPAC Vice Chair)
- Richard Anstee  Senator, Joint Faculties
- Séan Haffey  Convocation
- André Ivanov  Faculty, Applied Science
- Christian Naus  Faculty, Medicine
- Glen Peterson  Faculty, Arts
- Andrew Riseman  Faculty, Land and Food Systems
- Lance Rucker  Faculty, Dentistry
- Danika Coulbourn  Student, Forestry
- Melina Huang  Student, Pharmaceutical Sciences
- Samantha So  Student, Member-at-Large, Science

**Non-Voting Committee Members:**
- Debbie Harvie  Managing Director, University Community Services
- Peter Smailes  Treasurer, Treasury

**Staff:**
- Karen Russell  Manager, Development Services
- Grant Miller  Director of Planning & Development Services, C & CP
- Suzanne Poohkay,  Director, Capital Planning & Strategic Project Development
- Catherine Alkenbrack  Director, Facilities Planning, Infrastructure Development
- Deborah Mac Donald  Clerk III, C & CP (Recording Secretary)
Appendix D. Membership of the Capital Planning Working Group

- Andrew Simpson, VP Finance & Operations (Chair)
- Ian Burgess, Comptroller
- Jennifer Burns, Chief Information Officer
- Michael Coughtrie, Dean, Pharmaceutical Sciences
- Adriaan De Jager, Executive Director, Government & Corporate Relations
- Rob Einarson, AVP, Finance & Operations, UBCO
- Hillary Gosselin, Managing Director, Development
- John Metras, Managing Director, Infrastructure Development
- Gail Murphy, AVP Research
- Suzanne Poohkay, Director, Capital Planning, Infrastructure Development
- Pam Ratner, Vice Provost and AVP, Enrolment and Academic Facilities
- David Shorthouse, Director, Academic Initiatives, Provost’s Office
- Kavie Toor, Facilities & Business Development, Athletics & Recreation
- Paul van Donkelaar, Professor, Health & Exercise Sciences, UBCO
- Michael White, AVP, Campus & Community Planning
17 May 2017

To: Senate

From: Academic Building Needs Committee

Re: Annual Report on the Activities of the Senate Academic Building Needs Committee

Attached please find for your information the 2016-17 Annual Report of the activities of the Senate Academic Building Needs Committee. The report follows the format agreed upon by the Committee.

Respectfully submitted,

Dr. Robert Sparks, Chair

Senate Academic Building Needs Committee
The University of British Columbia  
Senate Academic Building Needs Committee  
Annual Report to Senate  
September 2016-May 2017

Members: Richard Anstee (Joint Faculties), Danika Coulbourn (Student), Séan Haffey (Convocation), Melina Huang (Student), André Ivanov (Applied Science), Christian Naus (Medicine), Glen Peterson (Arts), Pam Ratner (Vice-Provost and Associate Vice-President, Enrollment and Academic Facilities), Lance Rucker (Dentistry), Samantha So (Student), Robert Sparks (Joint Faculties, Chair)

Overview: This document follows the reporting procedures initiated in November 2010 for submitting a written annual report to Senate. The report summarizes SABNC meetings as well as the participation of SABNC members on the Property and Planning Advisory Committee (PPAC).

Committee Work Plan for 2016-2017

The Committee reviewed its terms of reference on September 20, 2016, and agreed to the following areas of focus and potential topics for meetings during the year:

1. Continued focus on:
   a. Impact of campus built environment on mental health & wellbeing including opportunities for measuring ecological and wellbeing impacts through ‘Campus as a Living Lab’ projects;
   b. Classroom improvements and activities of the Learning Spaces Advisory Committee;
2. Availability of informal study spaces in the evenings;
3. Results of the Federal Post-Secondary Institutions Strategic Investment program and the impact of this funding on the availability of funds for other projects;
4. Prioritization process for new capital projects.

Activities in 2016-2017

During the 2016-17 academic year, the Committee met ten (10) times, seven (7) times on its own, one (1) time in a joint meeting with the Senate ad hoc Committee on Student Mental Health and Wellbeing, and two (2) times in joint meetings with the Vancouver Sub-Committee of the Council of Senates Budget Committee. The joint meetings took place in November and May. SABNC members collectively participated in three (3) PPAC meeting, reviewing six (6) presentations, one (1) that led to a recommendation, and five (5) for information.

Working Group on Academic Consultation

On December 13, 2016, the Committee formed a working group to review the University’s procedures for prioritizing and supporting capital projects and assess the role of the academic community in general, and Senate in particular, in this process. The Working Group Report is being presented as a separate report to Senate.
Senate Academic Building Needs Committee (SABNC) Meetings

- 20 September 2016 – Setting Priorities and Work Plan for 2016-17
- 25 October 2016 – Joint meeting with ad hoc Committee on Mental Health and Wellbeing – Framework on Student Mental Health and Wellbeing and the Senate Academic Building Needs Committee
- 16 November 2016 – Joint meeting with Budget Committee – Capital Projects Update, Classrooms Update, Federal Funding, General Services Administration Building and Copp Building sites (Ian Burgess, Comptroller; Hillary Gosselin, Managing Director, Development; John Metras, Managing Director, Infrastructure Development; Suzanne Poohkay, Director, Capital Planning & Strategic Project Development, Infrastructure Development)
- 13 December 2016 – Classroom Design Consultation Process and On-Campus Research in Classroom Design (Jodi Scott, Senior Planner, Infrastructure Development; Shaun Filwok, AV Manager, Information Technology; Steven Lee, Facilities Planner, Infrastructure Development)
- 24 January 2017 – UBC Wellbeing and Redevelopment of the old SUB (Matt Dolf, Wellbeing Initiative Director; Louise Cowin, Vice-President, Students); Informal Learning Spaces: Current Status and Future Plans (Louise Cowin, Vice-President, Students)
- 21 February 2017 – Green Building Plan (John Madden, Director, Sustainability and Engineering, Campus & Community Planning)
- 21 March 2017 – Greenest City Scholars and Sustainability Scholars Programs (James Tansey, Executive Director, UBC Sustainability Initiative; Victoria Smith, Director, Communications and Community Engagement, UBC Sustainability Initiative; Alison Munro, Associate Director, Teaching, Learning, and Research Office, UBC Sustainability Initiative; Karen Taylor, Program Manager, Teaching, Learning, and Research Office, UBC Sustainability Initiative)
- 7 April 2017 – Flexible Learning Spaces Tour (Jodi Scott, Infrastructure Development)
- 11 April 2017 – After Hours Study Space (Jodi Scott, Infrastructure Development; Michael Becir, Infrastructure Development); End of Triennium Business including Committee Terms of Reference and Reports to Senate
- 17 May 2017 – Joint meeting with Budget Committee

Property and Planning Advisory Committee (PPAC) Meetings

PPAC Items for Recommendation:

- 21 April 2017 – MacInnes Field Parkade (Suzanne Poohkay, Director, Capital Planning & Strategic Project Development, Infrastructure Development; Joanne Proft, Manager, Community Planning, Campus + Community Planning)
PPAC Items for Information:

- 18 October 2016 – Capital Projects Update (John Metras, Managing Director, Infrastructure Development); Accessibility on Vancouver Campus (Janet Mee, Director, Access & Diversity)
- 21 February 2017 – Capital Projects Update (John Metras, Managing Director, Infrastructure Development); UBC Game Plan Athletics Strategy (Michael White, Associate Vice-President, Campus + Community Planning)
- 18 April 2017 – Update on University Blvd. Neighbourhood (Joanne Proft, Manager, Community Planning, Campus + Community Planning)

Comments:

- After-hours study spaces was an important student-led topic for the Committee this year, with a focus on the processes through which the University identifies after-hours study spaces and communicates this information to the University community. An SABNC consultation request resulted in a review of the procedures for allocating after-hours study spaces and a new initiative to support better identification and communication. This was organized through the Learning Spaces Advisory Committee (LSAC) and Facilities Planning in Infrastructure Development.

- The Committee is pleased to report that in 2016-17 the University again made a substantial commitment to classroom maintenance and upgrades. Under the direction of LSAC, a total of $5.1M (UBC $4.5M, AVED $.6M) was allocated to learning spaces improvements including audio/visual system upgrades, accessibility upgrades, new furniture to support active learning, and improvements in teaching labs and informal learning spaces as well as lecture theatres.

- Similarly, the Committee is pleased to report that the University was able to attract $55.7M from the Federal Post-Secondary Institutions Strategic Investment Fund, along with $23.1M from the Province to support 5 building projects: UBCV Undergraduate Life Sciences Teaching Labs – renewal and expansion, UBCV Sports Medicine Centre – Chan Gunn Pavilion, UBCO Teaching & Learning Centre, UBCO Sustainability Projects, and Centre of Excellence for Simulation Education and Innovation (CESEI; VGH). It is important to note that the Federal Government selected the 5 projects from a list of 14 that were submitted. Selecting capital projects based on government priorities is now a common practice for both the Provincial and Federal Governments.

- Mental Health & Wellbeing was a focal point for the Committee; a joint meeting was held with the Ad Hoc Committee on Student Mental Health & Wellbeing and a consultation meeting was held with the Louise Cowin, VP Students, and Matt Dolf, UBC Wellbeing Director, regarding the University’s Wellbeing Initiative and future plans for renovating the old SUB.
5 May 2017

From: Senate Academic Policy Committee

To: Senate

Re: Proposed Revisions to the Academic Regulations for the Entry-to Practice Doctor of Pharmacy Program

Following a consultation process with faculty and students, the Faculty of Pharmaceutical Sciences has proposed in the attached two-column form proposed revisions to the academic regulations for the Entry-to-Practice Doctor of Pharmacy Program. The proposal includes the following:

- Clarification to the criteria to meet the Dean’s Honour List.
- A new section on “Academic Standing and Promotion Requirements”
- Clarification regarding Supplemental Examinations.
- A new section describing Academic Standing & Promotion
- A new section on Readmission
- Language indicating that Faculty decisions can be appealed.

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

**Proposed Motion:**  “That Senate approve the revisions to academic regulations for the Entry-to-Practice Doctor of Pharmacy program proposed by the Faculty of Pharmaceutical Sciences as set out in the attached two-column form.”

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee
# UBC CURRICULUM PROPOSAL FORM

**Change to Course or Program**

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<td>2 February 2017</td>
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<td><strong>Effective Session (W or S):</strong></td>
<td>W</td>
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<td><strong>Effective Academic Year:</strong></td>
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</tbody>
</table>

| **Date:** | November 9, 2016 |
| **Contact Person:** | Glenda MacDonald |
| **Phone:** | 604-822-3085 |
| **Email:** | glenda.macdonald@mail.ubc.ca |

| **Proposed Calendar Entry:**  
Academic Regulations  
Regular attendance is expected of all students in accordance with the University’s [attendance policy](link to section #182 of Calendar).  
Students who, because of illness or other personal issues, are absent from an end of block, comprehensive, or final examination must request [Academic Concession](link to section #255 of Calendar) from the Faculty’s Office of Student Services. Requests may require supporting medical or other appropriate documentation.  
In the Winter Session, the total for all courses taken may not exceed 45 credits, except with approval of the Dean. The maximum time allowed for completion of the program is eight (8) years from admission to the program.  
The passing mark for a course in the Faculty is 60%. |

| **Present Calendar Entry:**  
Academic Regulations  
Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, and seminars). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors at the earliest opportunity.  
Students who, because of illness or other personal issues, are absent from an end of block, comprehensive, or final examination must request Academic Concession from the Faculty’s Office of Student Services. Requests may require supporting medical or other appropriate documentation.  
The passing mark for a course in the Faculty is 60%.  
A student who has failed the Foundations of Pharmacy course or a Medication Management
Assessments, including but not limited to term essays and examination papers, may be refused a passing mark if they are noticeably deficient in the quality of written English, including the correct use of grammar, spelling, and punctuation.

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to delay a student’s participation in practicum courses or to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.

Dean's Honour List

Students promoted to second, third, or fourth year with a standing of 80% or better in the previous Winter Session will receive the notation "Dean's Honour List" on their records. A program of at least 90% of the standard timetable for the year must have been carried in order to receive this designation.

Any student whose academic record, as determined by the tests and examinations of the first term, is found to be unsatisfactory, may be required to discontinue attendance at the University for the remainder of the session.

Assessments, including but not limited to term essays and examination papers, may be refused a passing mark if they are noticeably deficient in the quality of written English, including the correct use of grammar, spelling, and punctuation.

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.

Dean's Honour List

Students with a standing of 80% or better in the previous Winter Session will receive the notation "Dean's Honour List" on their records. A full course load is required in every program year.

Promotion Requirements

To be promoted, a student in the Faculty of Pharmaceutical Sciences must pass all of the required courses of the program year in which the student is registered.

The following notes apply to these requirements: Required courses are used for this computation (elective courses are excluded). Failure in elective courses requires that the course be repeated, or an approved alternative course be taken. This calculation is undertaken at the end of each Winter Session.

A student who is not promotable will not be able to take any of the required courses of subsequent years.
**Supplemental Examinations**

Supplemental examinations or other suitable assessment opportunities are possible in all non-practicum courses and in mandatory pass components within modular courses but will not be granted in all cases. Supplemental assessments are a privilege, not a right. The format of a supplemental assessment may vary depending on content and intended learning outcomes. The supplemental assessment will normally be a comprehensive assessment of the work of the full module or course.

1. A student's eligibility for supplemental assessments will be determined by the Faculty's Student Progress Committee, which communicates and implements Faculty policy regarding supplemental assessments.

2. **Students** will be notified of their eligibility for supplemental assessments.

3. If a student fails a supplemental assessment, the course concerned must be repeated or a suitable substitute taken.

4. In the case of a final year student, a second supplemental assessment for non-practicum courses may be provided if unsuccessful in a first supplemental assessment.

5. Where a supplemental assessment is successfully completed, the new grade in the module or course will be 60%.

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A student who fails to meet promotion standards for a second time, either in a repeated year or a subsequent year, will be required to withdraw from the program.

Required courses for which credit has not been obtained must be repeated in the next regular session attended. In the Winter Session, the total for all courses taken may not exceed 45 credits, except with approval of the Dean. The maximum time allowed for completion of the program is eight (8) years from admission to the program.

**Supplementals and Examinations for Higher Standing**

Supplemental examinations are not available in all courses. Supplemental examinations will be available in courses or modules where any single examination constitutes 40% or more of the final course or module grade. Supplemental examinations will normally be a comprehensive examination of the full course or module’s work and should receive a substantial value of the total mark. The supplemental mark should replace all of the marks received on examinations of the content of the course or module, as applicable.

1. In courses or modules where supplemental examinations are available, a student will be notified of their eligibility.

2. A supplemental examination may be written only once except in the case of a final year student, who may write twice. Should a supplemental be failed the course concerned must be repeated or a suitable substitute taken.

3. Where supplemental privileges are granted, the standing will be recalculated.
The above policy applies only to **modules and courses** administered by the Faculty. Faculties and departments responsible for other required or elective courses in the Doctor of Pharmacy program may have different policies on supplemental examinations.

**Academic Standing and Promotion Requirements**

Academic Standing will be determined at the end of each term of the Winter Session and at the end of the Summer Session. Elective courses are not taken into consideration in determining Academic Standing. One of three Academic Standings is assigned: Good Standing, Academic Probation, or Failed. All students are in Good Standing when first admitted to the Faculty.

A student who fails a required course must repeat the course, and will be placed on Academic Probation. The failed course must be successfully completed before the student may take any required course or any prerequisite course for the subsequent winter term.

Students who do not meet passing expectations for a second time, having previously been on Academic Probation in any year of their program, will be assigned a Failed standing and will be required to discontinue their studies in the program.

**Returning to Good Standing from Academic Probation**

Students who are on Academic Probation must pass all courses in an approved schedule of courses during their next registered session in order to return to Good Standing. Students must meet with the Director of Student Services to establish an appropriate schedule of courses.

**Readmission after Being Required to Discontinue**

Readmission after being required to discontinue is not guaranteed. Readmission decisions take into account the amount of space available as well as the size and strength of the applicant pool.

**Type of Action:**
Edit the Academic Regulations section of the E2P PharmD Calendar entry.

**Rationale for Proposed Change:**
The Faculty has undertaken consultations with faculty members, students, and University Counsel to review the Student Progress and Academic Standing policies and procedures within the E2P PharmD program. The proposed changes to the Academic Regulations Calendar statement reflect the Faculty’s Student Progress policy (available upon request). Once the Calendar statement is approved through the regular Senate processes, the Student Progress policy (AP-13) and the Student Appeals policy (AP-14) will be made available to all students via the Learning Management System (currently Connect).

- Replace the attendance policy with a link to the University’s attendance policy for consistency.
- Provide a link to the University’s Academic Concession policy for consistency.
- Clarification to the criteria to meet the Dean’s Honour List.
- Add a new section on “Academic Standing and Promotion Requirements” – therefore deleting the previous Promotion Requirements section (duplication).
- Simplify and clarify the section on Supplemental Examinations.
- Include a new section describing Academic Standing & Promotion.
  - These paragraphs describe how the academic standings (in Good Standing, on Academic Probation, and Failed standing) are applied to students.
- Include a new section on Returning to Good Standing.
In a given year. All students seeking to return after being required to discontinue must <apply to be readmitted>(link to section #13984 of the Calendar) to the program and must provide evidence of the steps that they have taken to address the issues that led to being required to discontinue. The earliest a student may be readmitted is one full year (12 months) following the requirement to discontinue. Requirements for readmission depend on the year level a student was in when they left.

**Appeals**
A student has the right to appeal a decision of the Faculty to the Dean’s Advisory Committee on Student Appeals.

For information on Senate Appeals on Academic Standing please refer to http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0

**Proposed Calendar Entry:**
Supplemental examinations are not available in all faculties or in all courses. In courses in which proficiency is judged on a continuing basis throughout a term, or in which final examinations are not given, no supplemental examinations are provided.

**Present Calendar Entry:**
Supplemental examinations are not available in all faculties or in all courses. In courses in which proficiency is judged on a continuing basis throughout a term, or in which final examinations are not given, or in Pharmaceutical Sciences courses where the final examination contributes less than 40% of the course grade, no supplemental examinations are provided.

**Type of Action:**
Remove an outdated reference from the Calendar.
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<th>Rationale for proposed change:</th>
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5 May 2017

From: Senate Academic Policy Committee

To: Senate

Re: Establishment of a School of Biomedical Engineering within the Faculties of Applied Science and Medicine

As the attached proposal describes, the UBC Faculties of Medicine and Applied Science are partnering to jointly propose the establishment of a School of Biomedical Engineering. The existing Biomedical Research Centre will be transferred into the new School, as will the existing graduate programs in the discipline (MEng, MAsc, PhD). The Bachelor of Applied Science in Biomedical Engineering will be resubmitted for Ministry approval following the establishment of the School. Once approved, the intent is to move the program into the proposed School of Biomedical Engineering.

The faculty complement of the School will be as set out in the table appended to the attached proposal.

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 following:*

*The establishment of a School of Biomedical Engineering within both the Faculties of Applied Science and Medicine effective July 1st, 2017; and,*

*That the governance and administration of the Biomedical Research Centre and the faculty appointments therein be transferred to the School of Biomedical Engineering effective July 2nd, 2017; and,*

*That the School of Biomedical Engineering become the administering academic unit for the Master of Engineering in Biomedical Engineering, the Master of Applied Science in Biomedical Engineering, and Doctor of Philosophy in Biomedical Engineering effective July 2nd, 2017; and,*
That the joint faculty appointments with the School of Biomedical Engineering become effective July 2nd, 2017 as listed in the appended table.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee
A Proposal to:

1) Establish the School of Biomedical Engineering; and,

2) Transfer the Biomedical Research Centre into the School of Biomedical Engineering; and,

3) Transfer the current Biomedical Engineering Graduate Programs into the School of Biomedical Engineering.

2017-05-12
# Contents

1) Establishment of the School of Biomedical Engineering .............................................. 4

   Proposal: .................................................................................................................... 4

   To establish the School of Biomedical Engineering at the University of British Columbia; start date July 1, 2017. 4

   Executive Summary .................................................................................................. 4

   Vision ....................................................................................................................... 4

   Mission ..................................................................................................................... 5

   Overview .................................................................................................................. 5

   Rationale – Why Now? ............................................................................................ 5

   Why University of British Columbia? ........................................................................ 6

       University of British Columbia.................................................................................. 7

       Faculty .................................................................................................................... 8

       Students ................................................................................................................. 8

   Governance, Membership, and Programs .................................................................. 9

       Governance Structure ............................................................................................. 9

       Membership of the UBC School of Biomedical Engineering ..................................... 11

       Composition of a Multi-Faculty School of Biomedical Engineering ........................ 12

       Partnerships with Existing Units ............................................................................. 13

       Potential Evolution of the School .......................................................................... 13

   Budget and Facilities ................................................................................................. 13

2) Transfer the Biomedical Research Centre into the new proposed School of Biomedical Engineering ................................................................. 15

   Proposal: .................................................................................................................. 15

   Rationale for Moving the Centre into the School ....................................................... 15

3) Transfer the current Biomedical Engineering Graduate Programs into the new proposed School of Biomedical Engineering ............................................................................. 16

   Proposal ................................................................................................................... 16

   Rationale for Moving the Current Graduate Biomedical Engineering Degrees into the School ................................................................. 16

   Appendices ............................................................................................................... 17

       Appendix A: Advisory process ................................................................................ 17

       Appendix B: Founding Academic Units and Human Resources ............................... 18

       Appendix C: School Membership and Partnership Details ....................................... 19

       Appendix D: Existing Graduate Programs .................................................................. 20

       Appendix E: Proposed Undergraduate Program ...................................................... 22

       Appendix F: Canadian Comparators ....................................................................... 23

       Appendix G: Consultations ...................................................................................... 24
Proposal:

To establish the School of Biomedical Engineering at the University of British Columbia; start date July 1, 2017.

Executive Summary

Biomedical Engineering (BME) is a discipline that fuses engineering, medicine, life sciences, computer science, and mathematics to address fundamental and translational problems that impact human health. Widespread use of quantitative approaches to fundamental problems in life sciences and medicine, together with advances in materials science, nanotechnology, robotics, and artificial intelligence permits innovative, improved, cost-effective innovations in health care. BME is an increasingly dominant source for disruptive discoveries and technologies in health research. Driving forces behind the worldwide growth in BME include an aging population, advances in biomedical technology, significant increase of cellular and molecular data, opportunities in precision medicine, and increased complexity and cost of healthcare delivery. BME is an important field for Canada’s leadership in health sciences training and research, and for sustaining our health care system.

The UBC Faculties of Medicine and Applied Science are partnering together to jointly propose the development of the new School of Biomedical Engineering. The School of Biomedical Engineering will be a nucleus for education and training, research, and innovation in biomedical engineering, creating new knowledge, new academic and training programs, and fostering translation and innovation. Through collaborative, innovative, and interdisciplinary approach and building on our academic and research excellence and strengths across the university, UBC will be well positioned to explore new and emerging areas of focus, educational programs, and to strengthen translation capabilities to accelerate the transfer of research to care.

Students in the School will participate in innovative and interdisciplinary programs with a focus on human health-related discovery and innovation, especially as applicable to clinical and industrial application. These programs will bring together students, faculty mentors (including biomedical engineers), and clinicians to collaborate and advance discoveries and technologies to improve health care outcomes and delivery.

The School for Biomedical Engineering will provide opportunities for dialogue and engagement with communities, public, patient, industry, health authorities, and government, establishing shared agendas and accountabilities, and alignment of priorities to create an infrastructure to support sustained education and research excellence, innovation, and translation, impacting health care outcomes and delivery of care in both urban and rural settings.

Vision

The School of Biomedical Engineering will be a global leader in biomedical engineering.
Mission

The School will be a nucleus for education and training, innovation, and research in biomedical engineering, creating new knowledge, new academic and training programs, and fostering clinical translation, commercialization, and innovation.

Overview

The Faculties of Applied Science and Medicine jointly propose taking UBC into the future of life sciences research and education with the development of the School of Biomedical Engineering (henceforth referred to as “the School”).

Biomedical Engineering (BME) fuses engineering, medicine, life sciences, computer science, and mathematics to address fundamental and translational problems that impact human health. Widespread use of quantitative approaches to fundamental problems in life sciences and medicine, together with advances in materials science, nanotechnology, robotics, and artificial intelligence now permits innovative, improved, cost-effective innovations in health care. BME is an increasingly dominant source for disruptive discoveries and technologies in health research. Compelling recent examples include: hybrid cellular and mechanical pumps for insulin management to treat diabetes; electrical and biological patches to guide limb and nerve regeneration; light-controlled neural circuits to manage brain degeneration; and rational engineering of immune-cell responses using intelligent biomaterials. BME is important for Canada’s leadership in health sciences education training and research, and for sustaining our health care system.

Biomedical engineers work in hospitals, education, and medical institutions, industrial and government research facilities, government and regulatory agencies, and manufacturing. Increasingly, biomedical engineers are leading entrepreneurial innovation in the health care sector. These interdisciplinary biomedical engineers must be skilled in mathematics, biology, physiology, physics, materials design, and applications of technology and engineering to enable them to discover, design, develop and evaluate biotechnologies in medical or research facilities. Biomedical engineers innovate to create new therapies based on molecular and cellular systems, and work at the interface of biology with artificial organs, devices, and prostheses. In partnership with health care systems, biomedical engineers contribute to instrumentation, monitoring and medical information systems, and to healthcare management.

The primary mission of the School is to provide the University of British Columbia and its British Columbian (BC) clinical partner institutions with programs that deliver an excellent and comprehensive education for its trainees, and perform internationally ranked research in BME, with an emphasis on high impact discoveries, clinical translation, and innovation in the biomedical field. Through its faculty members, staff, and trainees, and by collaboration with faculty in related departments (associate members), clinicians, and the staff of hospitals and other institutions governed by health authorities, the School will seek:

- To deliver innovative interdisciplinary training to personnel at the undergraduate, graduate, and post-doctoral level to meet the biomedical engineering needs of society;
- To conduct a program of fundamental and applied research and development;
- To create specialized infrastructure and resources to provide expert advice and facilities, to accelerate the impact of research and education at BC universities, hospitals, government, and industry.

The School will support entrepreneurialism and innovation through specialized education and training programs, research, technology transfer and creation of spinoff companies, translating fundamental research into products and services that improve health outcomes and delivery of care.

Rationale – Why Now?
Driving forces behind the worldwide growth in BME include advances in biomedical technology, an explosion of cellular and molecular data, opportunities in precision medicine, an aging population, and increased complexity and cost of healthcare delivery. Last year, for the first time in its history, Canada had more senior citizens than children, and this trend will continue for at least a decade. As life expectancy increases, more Canadians will develop cancer, heart and musculoskeletal disease, stroke, diabetes and blindness that will challenge our health care system and society. There have now been sufficient advances in life sciences, data science, and technology to design treatments targeted at specific patient needs (precision medicine).

The complexity of these conditions means that real breakthroughs are unlikely to emerge from researchers working within individual disciplines. As argued in a 2015 editorial in Nature working across disciplines drives researchers to ask questions and solve problems that have never come up before, but can also address old problems, especially those that have not yielded to conventional approaches. Researchers at the Massachusetts Institute of Technology have argued that convergence, the integration of historically distinct disciplines and technologies into a unified whole that creates new pathways and opportunities, offers potentially revolutionary change for biomedical sciences. Indeed we have argued that BME will play a growing role in Canada new healthcare models.

Universities like Harvard, Stanford, Massachusetts Institute of Technology (MIT), Johns Hopkins, Columbia, McGill University, and Imperial College have strong BME programs. Tellingly, younger universities that are rising rapidly in world rankings like the University of Washington, and the École Polytechnique Fédérale de Lausanne (EPFL), Nanyang Technical University and the National University of Singapore are focusing in this area because it attracts the best professors and students, and helps the institutions create biotechnology innovation clusters. In Canada, The Institute of Biomaterials and Biomedical Engineering, which integrates researchers from Engineering, Medicine and Dentistry was established at the University of Toronto in 1999. In addition to research and graduate programs, McGill University, University of Guelph, Johns Hopkins, Stanford, University of California San Diego, MIT, Georgia Tech, Rice, Trinity College Dublin, EPFL offer undergraduate degrees in BME.

According to the US Bureau of Labor Statistics, BME is the fastest growing engineering discipline in the USA with the demand growing more than 3 times the national average for all occupations, and more than twice as fast as all other engineering disciplines. Graduates from the School can expect to have immediate opportunities to help solve some of the world’s most pressing problems.

Why University of British Columbia?

The University of British Columbia creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research with and across disciplines. As a top 40 university UBC is a world leader. In stark contrast, UBC stands out among the top 40 institutions for not having a significant formal presence in BME. Despite the lack of formal structures, UBC has many areas of excellence in BME distributed among the Faculties of Applied Science, Medicine, and Science. Notably, The Michael Smith Laboratories (MSL), founded in 1987 by Nobel laureate Michael Smith at UBC, was among the very first research units in the world to integrate the health, physical, engineering, and computational sciences. In addition, there are significant contributions to BME in the Biomedical Research Centre (BRC), Life Sciences Institute (LSI), the Djavad Mowafaghian Centre for Brain Health (DMCBH), the Centre for Hip Health and Mobility (CHHM), Centre for Blood Research (CBR), and International Collaboration

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on Repair Discoveries (ICORD). UBC also has several existing programs that provide academic, co-curricular, entrepreneurial, and innovation training, including: the MASC, MEng, and PhD in Biomedical Engineering; the Engineers in Scrubs CREATE program; the Bioinformatics Masters and Ph.D. programs; Medical Physics programs; biomedical options in Mechanical Engineering and Electrical and Computer Engineering; the Biomedical Engineering Student Team (BEST); Hatching Health; and e@UBC. However, despite the excellence of existing faculty research activity, and units, and the high quality of students, courses, and programs, the whole of potential of our actual BME activity at UBC is less than the sum of its parts. Our lack of integration and coordination has presented significant and numerous challenges in scaling up of opportunities, competitive success.

This spectrum of existing programs and emerging opportunities, along with UBC’s cross-disciplinary and dynamic environment and research excellence, provide a unique foundation, framework and compelling opportunity to establish a School of Biomedical Engineering. The School will provide a brand and an integrated and coherent approach that will advance the ability of UBC to become a global leader in biomedical engineering, attracting highly talented students, researchers, and faculty; and contributing to advances in research and innovation to advance health care delivery and outcomes. The School will enable a cohesive and aligned strategy resulting in three-fold impact – in increased collaboration, innovation, and investment.

The sections below outline how the integrated, coherent approach proposed for the School will advance the ability of UBC to become a world leader in BME.

**University of British Columbia**

New opportunities are emerging at the interface of engineering and human biology that will transform biomedical research and UBC should be at the forefront of this. There is growing recognition of the impact of quantitative design-based biology on biomedical research discovery and innovation. The local biotechnology sector is growing rapidly and should emerge as a major component of the BC knowledge economy. This requires students with new skills in biology and engineering. UBC can leverage its expertise and reputation in Medicine, Engineering, and Science to impact BC and Canadian science and innovation. Multiple faculties are needed to contribute expertise to realize the envisioned impact and there is broad interest in realizing this potential. BME is a discipline that could contribute to academic and research excellence and innovation in multiple Faculties across UBC.

For UBC, the School of BME represents an important place to pioneer convergent approaches to education and research. There are important opportunities to develop research support, infrastructure, operational and administrative structures flexible and agile enough to support a convergent approach. What the University learns while creating the School could later be applied to issues like sustainability, poverty, health, advanced materials, or inequality.

As the School gains prominence, critical mass, and funding, it will contribute to UBC’s ability to recruit world-leading researchers, teachers, students and staff. In turn, this will drive the training and development of BME students and trainees through creation of a seamless multi-modal interdisciplinary environment that coordinates integration of undergraduate, graduate and professional programs with research. BME faculty will increase our research opportunities in areas of global importance such as molecular and cellular engineering and synthetic biology, genomics and nano-devices; immune-engineering and advanced biomaterials, regenerative medicine, AI and simulation systems with biomedical application, visualization and imaging from nanomolecular to physiological scales.

The School will build on regional strengths, namely a world-class network of hospitals, medical research institutions, centres, and universities, and one of the fastest growing biotechnology corridors in North America. By investing in the best people, projects and programs focused on creating and translating biological
insights to value-added health services, the School will accelerate technology commercialization and adoption across the province and country. UBC hopes to expand markets for BC technology by building the ability to develop and export cost-effective and world-leading solutions for reducing health care delivery costs.

Faculty

A School of Biomedical Engineering will create a hub of nucleate activity in educational programs and research creating increased visibility supporting: 1) new and strengthened interdisciplinary connections and collaborations locally, nationally, and internationally; 2) higher levels of industrial partnerships and funding through strengthened interface; and 3) increased recruitment of high quality graduate students through the coordinated graduate offerings. In addition, the School will facilitate the recruitment of new faculty with expertise in a variety of areas, complementing the current expertise within UBC, thus growing the breadth of biomedical engineering research portfolio and activities. Faculty will also benefit from facilitated interdisciplinary opportunities, dedicated interdisciplinary research space, and formalized opportunities for interdisciplinary collaboration. We predict increased competitiveness in grant competitions because the convergent, translational approach proposed for the School fits with evolving criteria for funding, including the need for identifying industry partners, impact, and societal benefits.

Students

The School will create a hub for the students that will provide an environment where basic scientists, clinicians, engineering and medical students, and engineers engage and interact regularly facilitating experiential learning and research collaborations; and provide an interactive culture supported through research days, grand rounds, seminars, and workshops. Current programs and new programs will be designed to provide students with high quality training for the future to pursue opportunities in industry, academia, labs, and/or graduate studies and create opportunities for life-long learning. Students will also benefit from access to cutting edge facilities, technologies, training and experiential learning.

Both the Faculties of Medicine and Applied Science, in partnership with the faculty have strongly supported student-centered curricular and co-curricular, social and mainstream, entrepreneurial activities such as New Ventures Design, Technology Entrepreneurship, Hatching Health, the Biomedical Engineering Student Team as well as broader initiatives such as e@UBC and the lean Launchpad program (founded out of Applied Science and the Sauder School of Business) and the new Hatch Incubator within the Institute for Computing Information and Cognitive Systems, already home to a number of biomedical engineering startup companies. The formation of the School will intensify this effort in the biomedical space and better connect new initiatives such as the Pacific Health Innovation eXchange (PHIX) at the VGH campus. The School will leverage these existing and growing opportunities within the University to increase the entrepreneurial opportunities available to undergraduate, graduate and postdoctoral trainees in biomedical engineering and to sharply increase the opportunity for students from the broader biomedical community to interact with engineers, scientists and doctors in entrepreneurial projects, initiatives, and startups.

The School has been a collaborative vision between the Faculties of Applied Science and Medicine with advice and guidance of many others (see Appendices A,C,G), and support of the Faculties of Science and Pharmaceutical Sciences, and the Michael Smith Laboratories (see Appendix I), and in consideration and review of similar schools at institutions across Canada (see Appendix F for more details).

We have an opportunity at UBC to create a School of Biomedical Engineering that is distinctive by building on UBC’s transformative educational programs and training, research excellence, strong partnerships with Health Authorities, and diverse faculty expertise, by designing a School that provides innovative undergraduate, graduate, and professional programs, and an infrastructure for research excellence.
Governance Structure

The governance structure of the School described below is adapted from similar interdisciplinary Institutes, Centres, or Laboratories already existing at UBC.

The School will be jointly and equally governed, administered and supported by the Faculties of Medicine and Applied Science. The Director of the School will report to the Deans of Applied Science and Medicine. All issues that require a Dean’s approval will require the approval of both Deans, and in the event the two Deans cannot come to an agreement the matter will be taken to the Provost for decision. A governance committee comprised of the Faculties of Medicine and Applied Science Deans, the Director of the School, the Associate Deans of Research, the Associate Deans Education, and representatives from student and Department Heads from the Faculties of Medicine, Applied Science, and Science, will meet twice a year to review the progress of the School and to ensure alignment of School strategy and direction with the Faculties’ goals.

The Director of the School will be primarily responsible for developing and implementing the strategy, vision, establishing conditions for creating, piloting, adopting, and sun setting programs and initiatives, identifying metrics for success, and creating an appropriate review cycle. The Director will work collaboratively with departments and internal and external units that have faculty members with joint appointments in the School. To assist the Director in the delivery of graduate and undergraduate programs, research portfolio, and general operations and administration of the School, the Director will appoint Directors for the undergraduate and graduate programs, research and administration, as required. These roles will be appointed for three year terms.

The School will have a School Council, comprised of faculty members and staff within the School, who will meet regularly. The Council will advise and support the Director in the development of the School’s strategic plan and recruitment plan, advise on academic matters, and on cross-cutting issues and opportunities that affect the School’s image, profile and success. In addition the School will also have an External Advisory Committee composed of leaders in the biomedical engineering field across the globe, who will meet twice a year. The Committee will operate as a consultation group providing strategic advice to the School Director on academic programs, training, research, funding, partnerships and other important initiatives.

Governance structure for the School is illustrated in Figure 1 below.
Figure 1. UBC School of Biomedical Engineering Governance Structure
Core Faculty
The initial faculty complement of the School will include the Director and eight full time faculty to be recruited over the next two to five years, who will be the core faculty for the School. Funding for these positions is provided by the Provost, and the Faculties of Applied Science and Medicine including one CRC Tier 1 chair (Director) and two CRC Tier 2 chairs (recruitment).

Matters pertaining to appointment, reappointment, and promotion and tenure (APRT) of core faculty will follow standard University procedures. Where the School constitutes the home department, a BME School APRT Committee will be formed. Initial composition of the ARPT Committee will consist of core and joint appointment faculty and associate members if required to form a quorum. A home Faculty will be identified for presentation of the case to the Dean’s Advisory Committee on Promotion and Tenure, and the Dean of the home Faculty will present the case to the President’s Senior Advisory Committee. Appointments in more than one academic unit will be handled in accordance to the procedures and guiding principles outlined on the UBC Faculty Relations website, ensuring that procedures with respect to career progress are clearly laid out in writing at the time of appointment or transfer of appointment.

Joint Appointment
Joint appointments further the University’s academic objectives including: advancing interdisciplinary scholarly linkages, improving instructional efficiency and fostering collegiality; and play an integral role in the composition of the proposed School of Biomedical Engineering. Faculty members holding a joint appointment in the School will be voting members, hold a minimum 20% appointment within the School, will be eligible to serve on the APRT and governance committees and executive council of the School, and can play a key role in the development of the strategic plan for the School and in the recruitment of the new faculty positions.

Joint appointments for the School, will follow the UBC protocols and procedures and a written agreement outlining the terms of the joint appointment will be signed by the relevant heads of academic units and the faculty member. The unique and interdisciplinary nature of the School is expected to attract faculty members who hold joint appointments in the School and existing Departments in the Faculties of Applied Science, Medicine, Science, and other Faculties. Throughout the course of consultations and discussions initial joint appointments have been determined and negotiated and are outlined in Appendix C.

Matters pertaining to appointment, reappointment, and promotion and tenure (APRT) of joint appointment faculty will be handled in accordance to the procedures and guiding principles outlined on the UBC Faculty Relations website, ensuring that procedures with respect to career progress are clearly laid out in writing at the time of appointment or transfer of appointment. The faculty member will have one School/Department/Faculty designated as their home, and the home School/Department will be responsible for all aspects of the individual’s appointment, promotion, tenure, and faculty development. The identified home School/Department/Faculty, based on the recommendations from the collaborating Departments and Department Heads will present the case to the home Department/Faculty Dean’s Advisory Committee on Promotion and Tenure, and the Dean of the home Faculty will present the case to the President’s Senior Advisory Committee.

Combining the proposed core faculty and joint appointments, the initial faculty complement of the proposed School will be a minimum of 15 FTE, (please refer to Appendix C for more details). Faculty members holding core or joint appointments will be voting members, and are eligible to serve on governance committees and executive council as described above.
Associate Members

Associate members may be appointed to the School. Associate members will maintain their full appointment in their home departments, and will have status only appointments in the School. They will participate in teaching, research, and service as mutually beneficial to the School and the faculty member, and be eligible to supervise graduate students in accordance with Faculty of Graduate and Postdoctoral Studies guidelines. Associate membership will be renewed every 3-years, and will require approval of the Director, and their respective Department Head.

Adjunct Appointments

The School will also appoint adjunct members following Policy 42, adjunct professors are individuals with special professional expertise without formal appointments at UBC. They will contribute to the teaching and research activities of the School in an honorary capacity. Potential adjunct professors will be appointed by the Director, in consultation with the School faculty, in the usual manner for adjunct appointments.

Composition of a Multi-Faculty School of Biomedical Engineering

The School of Biomedical Engineering will initially be composed of three graduate programs including: Masters of Applied Science and Masters of Engineering in biomedical engineering; Doctor of Philosophy (PhD) in biomedical engineering. A new Bachelor of Applied Science (BASc) in biomedical engineering has been approved by the UBC Board of Governors in December 2016; please refer to Appendix E for further details. If the program is approved by the Ministry of Advanced Education the intention is for this undergraduate degree to be transferred to the School. In addition to these programs the School will also consider the development of new professional training program, continuing professional development, and new undergraduate/graduate programs to ensure that students are being trained for the future. The School will also develop strong partnerships and collaborative links to existing UBC programs, both academic and professional, within other Faculties that complement the School’s academic program composition and align and further the Schools mission and objectives. Further details of the current existing graduate programs are outlined below.

Graduate Programs

The existing Masters of Engineering, Masters of Applied Science, and PhD in BME programs will be transferred to the School from the Faculty of Applied Science. These graduate programs will be transferred to the School as they currently stand with no changes, specifically admission standards and conferring of degrees for existing students would follow the current processes that are in place. Please see Appendix I for the letter of support from the Dean and Vice Provost Graduate and Postdoctoral Studies. This exceptionally strong group of high quality and high demand programs provides a key reason to establish a School rather than a research group. The creation of the School signals a clear “home” for students in these programs creating a nucleus for research, innovation, and education, and connecting students to basic scientists, clinicians, and engineers across campuses, health authorities, and hospitals.

The School Director will appoint a Director, Graduate Programs, who, supported by appropriate staff, will lead the program curriculum, delivery and assessment for the graduate programs.

The School would also be a vehicle to optimize and promote the combined Doctor of Philosophy and Doctor of Medicine (MD/PhD). Specifically, School of BME faculty members may supervise students through the MD/PhD program, further strengthening links between medicine and engineering. To date the MD/PhD program has one student currently completing their MD/PhD with PhD focus in biomedical engineering, thus the School would facilitate the increase uptake of this program by biomedical engineers.
Additionally, the School will look to develop and offer applied and professional BME programs to students from a variety of backgrounds (e.g., engineering, medicine, science, math, computer science) so that they can train, retrain, or move to leadership and management positions that have a direct impact on health care.

**Partnerships with Existing Units**

The ethos of the School supports partnerships that cross disciplines, encourage team-based approaches, innovative education and training programs, and translational research. The Faculties of Applied Science and Medicine are expected to contribute the majority of faculty/researchers to the School, but other Faculties including: Science, Pharmaceutical Sciences, and Dentistry are potential partners. The School will welcome participation, partnerships and collaboration with units from across the UBCs two campuses – Vancouver and Okanagan, medical, clinical and biomedical-research institutions, units and campuses across the province. Potential partners will be invited to join the School to expand the community of engaged scholars, enhance academic and research opportunities for UBC students and faculty, and support the pursuit of the School’s vision and mission. In the course of our consultations (Appendix G), we have encountered faculty members and units interested in engaging with the School of Biomedical Engineering, as well as who are in support of the School (Appendix I). Our consultation process has identified a number of ways that academic units could participate in the School: i) teach or cross-list courses in the BME undergraduate or graduate program or other applied or professional programs that may be offered by the School; ii) participation in advisory boards, scholarship committees, and thesis committees; iii) mentoring, advising or participating as a client for student capstone or graduate biomedical engineering projects, student teams; and iv) participate in joint research in biomedical engineering;

**Potential Evolution of the School**

In the near term, the focus will be on ensuring the structure and governance model described above is stable, expandable, and flexible enough to accommodate expansion, using existing budget and facilities. Nevertheless, the expectation is that membership and partnerships will evolve over time as the reputation of the School grows. In addition, the Deans of Applied Science and Medicine, together with Faculties of Medicine and Applied Science’s Development and Alumni Engagement units will lead efforts to secure philanthropic support. We anticipate several opportunities for donor options including: infrastructure, chairs and professorships, undergraduate and graduate student fellowships, visiting scholar programs, and research support opportunities.

The existing ecosystem of research groups is large, fluid and is changing quickly as the fields underlying BME transition from discipline-focused to convergent. In a resource-constrained environment, changes in research funding priorities, availability of provincial or federal funding initiatives for training, infrastructure or facilities, industrial partnerships, or philanthropic gifts can be expected to accelerate and shape future directions. The ability of the School to attract increasing number of researchers as full or associate members, along with philanthropic support, will be a key indicator for its success.

**Budget and Facilities**

The School of Biomedical Engineering budget projections indicate that the School will be financially sustainable over an eight year (2024-2025) projection horizon. Specifically, the projected annual operating budget for the School would be $7.6 M with annual costs of $7.3 M; and annual revenues of $7.6 M.

The budget model for the School has been built on several assumptions outlined below:

- The School’s revenues are derived from both the graduate and undergraduate revenues.
The School’s expenses include core faculty, staff to support operations and administration of the School, non-staff costs, School services (e.g. student advising), and facility costs. Note that there is an agreement for bridge funding for an initial eight faculty positions by the Faculties of Medicine and Applied Science, the proposed School, and the Provost.

BME faculty numbers are estimated based on taught course credits. The number of credits taught per faculty member is based on current UBC data. In addition staff numbers are based on existing ratios of staff to faculty.

There is space available to support the exiting graduate programs new faculty and staff hires through the internal reallocation of existing space at the Biomedical Research Centre, the Life Sciences Centre, ICORD, and Centre for Hip Health and Mobility, and Departments. It is projected based on increases to graduate student numbers, program expansion, new undergraduate and graduate programs that a new facility will be required to support the School and delivery of its programs. The Faculty of Applied Science has submitted a proposal for a new facility that will provide addition space for expansion of the School. If the application is successful it is anticipate that the new facility would be available in 3 to 5 years’ time.
2) Transfer the Biomedical Research Centre into the new proposed School of Biomedical Engineering

Proposal:

To transfer the Biomedical Research Centre into the new proposed School of Biomedical Engineering and the Biomedical Research Centre Director will co-report to the Director of the School of Biomedical Engineering and the Executive Associate Dean Research – Faculty of Medicine.

Rationale for Moving the Centre into the School

The Biomedical Research Centre (BRC) began as a cooperative undertaking between UBC, the Provincial Government, and a private foundation in 1986. In 1992 the Provincial Government transferred the operation of the BRC to UBC with the guideline which specified the BRC be operated as a separate entity within UBC with an interfaculty organizational structure analogous to that of the Biotechnology Laboratory. In 1994, the Board of Governors and Senate of UBC passed resolutions establishing the BRC as an interfaculty unit within UBC, with a governance structure paralleling that for the Biotechnology Laboratory, and headed by a President’s Advisory Committee. In 1995, under the recommendation of the President’s Committee the BRC was transferred entirely to the administrative and budgetary authority of the Faculty of Medicine. In 2001, the President’s Advisory Committee was disbanded and replaced by a Steering Committee of Dean’s due to the interdisciplinary and interfaculty mandate of the BRC. The current composition of BRC is 5 faculty members from the Faculties of Medicine and Science.

The Interim Director of BRC, the faculty members of BRC, and the BRC steering committee were all supportive and have agreed by vote to transfer the BRC to the new School of Biomedical Engineering, on February 22, 2017. Please see Appendix I for the letter of support from the Interim BRC Director. The interdisciplinary mandate and biomedical research focus of the BRC align with the vision and the direction of the new proposed School and would provide mutual benefits of success. There are many advantages, as the BRC building will provide laboratory space for the Director of the School as well as, provide space to house two of the School’s new recruits. In addition, administrative staff will work in partnership for both BRC and the School to maximize resources and efficiencies, and this structure would facilitate new research collaborations and opportunities for both the School and BRC.
Proposal

To transfer the current Masters of Applied Science, Masters of Engineering, and PhD in Biomedical Engineering into the new proposed School of Biomedical Engineering. The Director of the Graduate Programs in Biomedical Engineering would report directly to the Director of the School of Biomedical Engineering.

Rationale for Moving the Current Graduate Biomedical Engineering Degrees into the School

UBC’s Faculty of Applied Science currently offers innovative graduate programs including the MASc, MEng, and PhD in Biomedical Engineering, which emphasize a balance of biomedical engineering and life science study with a focus on clinical and industrial applications. The graduate programs are designed to attract and retain the finest and most promising students from a variety of backgrounds (e.g. engineering, medicine, science, math, computer science). These graduate students emerge ready to pursue careers in industry, medicine, academia, and government, and will have the knowledge, skills, philosophy, and values to enable them to reach the forefront of leadership in BME and have a direct impact on healthcare. There are currently 89, (35 PhD, 42 MASc, 12 MEng), students enrolled in the BME graduate programs and a total of 136 students have graduated from the programs since the establishment of these programs in 2006.

The Faculty of Applied Science Full Faculty are supportive and agreed by vote and approved the motion to move the graduate biomedical engineering programs into the School on April 12, 2017. These graduate programs would be transferred to the School as they currently stand with no changes, specifically admission standards and conferring of degrees would follow the current processes that are in place. Please see Appendix I for the letter of support from the Dean and Vice Provost Graduate and Postdoctoral Studies.

This exceptionally strong group of high quality and high demand graduate programs will provide a strong framework of programs within the School, and in turn the School will provide a “home” for these students. The School will establish a nucleus for education, research, and innovation; connecting students to basic scientists, clinicians, and engineers across campuses, health authorities, and hospitals. Combined with the undergraduate program the School will provide world-class interdisciplinary training that will support the advancement of biomedical training, education, research, and innovation.
Appendices
17 May 2017
Vancouver Senate
Docket Page 71 of 277

Appendix A: Advisory process

At the request of the Provost, and the Deans of Applied Science and Medicine, this draft proposal was prepared by the Biomedical Engineering School Core Team: Dr. Elizabeth Croft, Associate Dean, Education and Professional Development, Faculty of Applied Science; Dr. Robert McMaster, Associate Dean, Research, Faculty of Medicine; Dr. Peter Zandstra, Professor, Dr. Samantha Reid, Director Strategic Initiatives, Faculty of Medicine; Dr. Hugh Brock, Associate Provost Academic Innovation. The budget projections were prepared by the Faculties of Applied Science and Medicine’s Financial Teams including: Mr. Michael Shakespeare, Executive Director, Finance & Operations, Faculty of Medicine; Mr. Andrew Glynn, Senior Director Finance, Faculty of Medicine; Mr. Stuart MacKenzie, Director Finance & Resources, Faculty of Applied Science; and Mr. Ron Loewen, Capital Projects Manager, Faculty of Applied Science. The team was informed through a 6-month discussion and consultation phase engaging with subject area experts from within and outside academia.

The Biomedical Engineering School Core Team terms of reference were to:

- Assist with the development of an academic plan, business plan, and governance framework for the School for presentation to UBC;
- Provide rich and well-informed dialogue in terms of the evolution of the School; and,
- Provide advice and counsel to the Deans and leads of the School initiative.

The development of the draft proposal was informed by early feedback and consultations workshops, formal online consultations and open workshops, and engagement of the UBC communities as well as meetings with: Faculties of Medicine, Applied Science and Science Department Heads and School Directors. Further details regarding the consultation process can be found in Appendix G.

Faculty of Medicine Approvals
• Faculty Executive Meeting - September 27, 2016
  • Motion approved: “that the establishment of the School of Biomedical Engineering, the Biomedical Engineering program and the associated curriculum be approved”
• Full Faculty Meeting - November 23, 2016
  • Motion approved: “the establishment of the School of Biomedical Engineering and the Biomedical Engineering Program and the associated curriculum be approved”

Faculty of Applied Science Approvals
• Full Faculty Meeting – April 12, 2017
  • Motions approved:
    • “that the establishment of the School of Biomedical Engineering be approved”; and
    • “that the current Applied Science Graduate Programs (MASc, MEng, PhD) in Biomedical Engineering, be moved into the new UBC School of Biomedical Engineering. The Director of the Graduate Program in Biomedical Engineering would report directly to the Director of the School of Biomedical Engineering.”

Page 17 of 53
The School of Biomedical Engineering will build initially on a partnership between two faculties with the support of the Faculty of Science, please refer to Appendix I for letter of support from the Faculty of Science.

The **Faculty of Medicine** educates health professional and life sciences students at the undergraduate, graduate and postgraduate levels, and pursues research – in the laboratory, in clinical settings and at the population and public policy level – to improve the health of people worldwide. Teaching and research in the Faculty of Medicine is delivered through 19 departments, two schools, 21 research institutes and centres. It is home to 552 full time faculty, 8155 clinical faculty, and 2895 undergraduate and graduate students. [http://www.med.ubc.ca/](http://www.med.ubc.ca/)

The **Faculty of Applied Science** oversees administrative procedures for the School of Architecture and Landscape Architecture, the School of Community and Regional Planning, the School of Nursing, and all engineering activities at the Vancouver campus and the UBC Okanagan School of Engineering. It is home to 320 faculty, 5714 undergraduate students, and 1767 graduate students. [https://apsc.ubc.ca/](https://apsc.ubc.ca/)

If approved, the initial faculty complement of the School will include the Director and eight full time core faculty to be recruited over the next two to five years, along with joint faculty appointments. The initial complement of the proposed School will be 15 FTE. It is expected that the School will reach a full complement of approximately 22 FTE core and joint faculty within 5 years.

The faculty composition of the School will be interdisciplinary and will include core faculty, jointly appointed faculty, associated members and adjunct members. An initial list of joint appointments is included in Appendix C.
Appendix C: School Membership and Partnership Details

Listing of Partners in the School of Biomedical Engineering

<table>
<thead>
<tr>
<th>Unit</th>
<th>Academic Lead Consulted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Science</td>
<td>Dr. Simon Peacock</td>
</tr>
<tr>
<td>Faculty of Pharmaceutical Sciences</td>
<td>Drs. Michael Coughtrie &amp; Dr. Paul O’Shea</td>
</tr>
<tr>
<td>Biomedical Research Centre</td>
<td>Dr. Fabio Rossi and BRC Steering Committee</td>
</tr>
<tr>
<td>Michael Smith Laboratories</td>
<td>Dr. Jim Kronstad</td>
</tr>
</tbody>
</table>

Faculty members who will have a joint appointment in the School

The initial faculty complement of the School will include the School Director and eight full time faculty to be recruited over the next two to five years. In addition, joint appointments through the Faculties of Applied Science and Medicine, and the Michael Smith Laboratories will provide an additional 6 FTE to complete the initial faculty complement. Please note joint appointments are currently under negotiation and will be finalized in advance of the Senate meeting.

Listing of faculty members who have expressed an interest in an appointment within the School

(The following is a non-exhaustive list gleaned from UBC consultations to date)

<table>
<thead>
<tr>
<th>Department/Faculty/Unit</th>
<th>Faculty Member</th>
<th>Academic Lead Consulted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopaedics—Faculty of Medicine</td>
<td>Dr. Bassam Masri</td>
<td>Bassam Masri (Department Head)</td>
</tr>
<tr>
<td>Medical Genetics—Faculty of Medicine</td>
<td>Dr. Wyeth Wasserman</td>
<td>Wyeth Wasserman (Department Head)</td>
</tr>
<tr>
<td>Pathology and Laboratory Medicine—Faculty of Medicine</td>
<td>Dr. Cheryl Wellington</td>
<td>Don Brooks (Department Head)</td>
</tr>
<tr>
<td>Microbiology &amp; Immunology—Faculty of Science</td>
<td>Dr. William Mohn</td>
<td></td>
</tr>
<tr>
<td>Radiology—Faculty of Medicine</td>
<td>Dr. Roger Tam</td>
<td></td>
</tr>
<tr>
<td>Emergency Medicine—Faculty of Medicine</td>
<td>Dr. Christopher Lee</td>
<td></td>
</tr>
</tbody>
</table>

Listing of Possible Partner Units

(The following is a non-exhaustive list gleaned from UBC consultations to date)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Academic Lead Consulted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Physics Graduate Program</td>
<td>Stefan Reinsberg</td>
</tr>
<tr>
<td>Centre for Blood Research (CBR)</td>
<td>Ed Conway</td>
</tr>
<tr>
<td>International Collaboration on Repair Discoveries (ICORD)</td>
<td>Wolf Tetzlaff</td>
</tr>
<tr>
<td>Entrepreneurship at UBC (e@ubc)</td>
<td>Blair Simonite</td>
</tr>
</tbody>
</table>
Appendix D: Existing Graduate Programs

Currently, UBC’s Faculty of Applied Science offers innovative graduate programs including the MASc, PhD, and MEng, in biomedical engineering, which emphasize a balance of biomedical engineering and life science study with a focus on clinical and industrial application. The graduate programs offer students unparalleled access to engineering experts in the fields of chemical and biological, electrical and computer, materials and mechanical engineering. The graduate programs are designed to attract and retain the finest and most promising students from a variety of backgrounds (e.g. engineering, medicine, science, math, computer science). They immerse students in BME through courses, thesis development and the mentorship of world-class faculty who shape the cutting edge of research. These graduate students emerge ready to pursue careers in industry, medicine, academia and government and will have the knowledge, skills, philosophy and values to enable them to reach the forefront of leadership in BME and have a direct impact on healthcare.

If the School is approved, the existing Masters of Engineering, Masters of Applied Science, and PhD in BME programs will be transferred to the School from the Faculty of Applied Science, as outlined in Motion 3. This exceptionally strong group of high quality and high demand programs provides a key reason to establish a School rather than a research group. The creation of the School signals a clear “home” for students in these programs creating a nucleus for research, innovation, and education, and connecting students to basic scientists, clinicians, and engineers across campuses, health authorities, and hospitals. Combined with the undergraduate program the School will provide world-class joint faculty biomedical engineering training that will address the regional and national BME labour demand, and support the advancement of biomedical research and innovation, and transformation in healthcare.

The School will be able to develop professional programs in particular areas of professional demand and strategic priority (e.g. healthcare informatics). Specific programs have not yet been identified, but professional programs are currently part of the long-term vision for the School. Through continued consultations and discussions will look to collaborate and partner with Faculties to develop new and innovative interdisciplinary professional programs that support the training of students for the future.
Table 1. The Table Provides a Summary of the Current BME Graduate Programs Offered at UBC.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Master of Engineering (MEng)</th>
<th>Master of Applied Science (MASc)</th>
<th>Doctor of Philosophy (PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>12-18 months</td>
<td>24 months</td>
<td>48 months</td>
</tr>
<tr>
<td>Specialization Options</td>
<td>N/A</td>
<td>Chemical &amp; Biological</td>
<td>Chemical &amp; Biological</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical &amp; Computer</td>
<td>Electrical &amp; Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials</td>
<td>Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical</td>
<td>Mechanical</td>
</tr>
<tr>
<td>Program Components</td>
<td>Coursework</td>
<td>Coursework</td>
<td>Coursework</td>
</tr>
<tr>
<td></td>
<td>Graduate Seminar</td>
<td>Graduate Seminar</td>
<td>Graduate Seminar</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Thesis</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>Co-op options available.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Approximately 4-8 month terms (Credits not applicable to master’s requirements)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: Proposed Undergraduate Program

Addressing the strong and growing demand for BME education and biomedical engineers locally and further afield, the Faculty of Applied Science has proposed a new BASc in Biomedical Engineering. The program was approved by the UBC Board of Governors in December 2016 and submitted to the Ministry of Advanced Education. The Ministry advised the Associate-Provost Academic Innovation that greater clarity was required on the linkage between the BASc BME and the School of BME, and on the resources required to support the program. Accordingly, the proposal was voluntarily withdrawn from AVED with the intention to resubmit the application once the School has been approved, and with greater details on financial resources. Once approved, the intent is to move the program into the proposed School of Biomedical Engineering. The BASc in BME will be a comprehensive joint-faculty BME program that will address the regional BME labour demand and help rapidly expand biomedical research, development and industry in the Vancouver area. It has been designed to be accredited by the Canadian Engineering Accreditation Board (CEAB) as a Biomedical Engineering degree. At steady state, there will be approximately 100 students enrolling in the program each year with between 400 and 500 total undergraduate students registered in the program at any one time.

Briefly, the program is comprehensive and includes four streams: (1) Cellular Bioengineering; (2) Biomedical Informatics; (3) Biomedical Systems and Signals; and (4) Biomechanics and Biomaterials. Graduates will be in demand in a variety of diverse contexts and environments including government agencies, medical research facilities, manufacturing and health services industries. BME students will be admitted directly into the first year of the BME program and participate in their own common first year, somewhat different from (but still quite similar to) the common year for all other engineering disciplines. BME students have first year exposure to cell, tissue, organ and human biology and physiology, clinical perspectives, physiological modeling, and rapid prototyping that is not available in the common engineering first year, nor are they covered in sufficient depth in existing Science courses.

If the program is approved the School Director will appoint a Director, Undergraduate Programs, who, supported by appropriate staff, will lead the program curriculum, delivery and assessment for the undergraduate program.

The representative group for the biomedical engineering undergraduate students will be formed following AMS rules and regulations. Students have expressed the interest to have this undergraduate group be part of the Engineering Undergraduate Society and both faculties are supportive.

The Director, Undergraduate Programs will work with the elected representatives of the student group to form a student advisory committee to discuss issues around curriculum, teaching and learning, professional development and to advise regarding the Biomedical Engineering Program fee.

In addition, undergraduate student matters and affairs including admissions, promotion through the year, calendar policy, accreditation, and appeals will be administered by the Faculty of Applied Science in collaboration with the School following the normal collaborative processes for all undergraduate engineering programs administered by engineering and science departments (in the case of engineering physics and geological engineering) at the Vancouver campus.

The proposed program conforms to the accreditation standards of the Canadian Engineering Accreditation Board (CEAB). As such, an accreditation site visit will occur during the fall of the year during which the first cohort is scheduled to graduate and at least every 6 years thereafter.
## Appendix F: Canadian Comparators

### Table 2. BME Undergraduate Programs at Canadian Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Department</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryerson University</td>
<td>Department of Electrical and Computer Engineering</td>
<td>Bachelor of Engineering in Biomedical Engineering</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Biomedical Mechanical Engineering</td>
<td>B.A.Sc in Biomedical Mechanical Engineering</td>
</tr>
<tr>
<td>University of Guelph</td>
<td>Biomedical Engineering</td>
<td>B.Eng. in Biomedical Engineering</td>
</tr>
<tr>
<td>Carlton University</td>
<td>Mechanical and Aerospace Engineering</td>
<td>B.Eng in Biomedical &amp; Mechanical Engineering or B.Eng in Biomedical and Mechanical Engineering</td>
</tr>
<tr>
<td>McMaster University</td>
<td>Electrical and Computer Engineering</td>
<td>B.Eng. in Electrical and Biomedical Engineering</td>
</tr>
<tr>
<td>McGill</td>
<td>Department of Bioengineering</td>
<td>B.Eng. in Bioengineering</td>
</tr>
<tr>
<td>Ecole Polytechnique</td>
<td>Genie biomedical</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3. Biomedical Engineering Graduate Programs at Canadian Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Faculty / School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>McMaster University</td>
<td>School of Biomedical Engineering (Joint with Faculties of Engineering &amp; Health Sciences)</td>
<td>MASc in Biomedical Engineering PhD in Biomedical Engineering</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>Institute of Biomaterials &amp; Biomedical Engineering (Joint with Medicine, Engineering, Dentistry)</td>
<td>MEng in Biomedical Engineering MASc in Biomedical Engineering PhD in Biomedical Engineering</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>School of Biomedical Engineering (Joint with Faculties of Medicine &amp; Engineering)</td>
<td>MASc in Biomedical Engineering PhD in Biomedical Engineering</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Jointly coordinated : Schulich School of Engineering, Cumming School of Medicine, &amp; Faculty of Kinesiology,</td>
<td>MSc in Biomedical Engineering MEng in Biomedical Engineering PhD in Biomedical Engineering</td>
</tr>
<tr>
<td>McGill</td>
<td>Jointly coordinated between Faculties of Medicine and Engineering</td>
<td>MEng in Biological &amp; Biomedical Engineering PhD in Biological &amp; Biomedical Engineering</td>
</tr>
</tbody>
</table>
Appendix G: Consultations

The Faculties of Medicine and Applied Science engaged in substantial consultation and discussion both externally, and with other UBC units and personnel in the development of this proposal. Several activities constituted the discussions and consultation processes. These include:

1. On December 15, 2016, a short description of the school was circulated widely to UBC units, with a request for feedback. The focus of the early feedback request was on:
   - Inviting interested parties to engage in discussions and determining how best to continue discussions and consultations within UBC;
   - The perceived benefits and disadvantages to a new School of BME from a variety of perspectives; and
   - General feedback and ideas for developing the School

   Each respondent received a response indicating how their feedback would be used. The Summary Report, which includes the description, distributed, questions asked of participants, summary of responses, invited participants and respondents can be found in Annex 1.

2. On January 26 and 27, 2017, the Faculties of Medicine and Applied Science hosted two open early feedback consultation sessions. One was hosted at UBC point grey campus and the second one was hosted at Gordon and Leslie Diamond Health Care Centre. A Report summarizing the feedback from the sessions and a list of participants is included in Annex 2.

3. Between February 7 and March 31, 2017, focused discussions with close partners were held. These meetings were used to gain a better understanding of the perspectives and needs of those units that will be most closely engaged with the School of Biomedical Engineering. These meetings focused on specifics such as governance and partnerships. This feedback was used to refine and revise the proposal. A summary of the attendees, the discussions and issues raised at the meetings can be found in Annex 3.

4. In addition between February 9 to March 9, 2017, the Faculties of Medicine and Applied Science conducted formal consultations with the UBC community. Specifically, a draft proposal, developed from feedback from the activities above, was uploaded to https://mednet.med.ubc.ca/AboutUs/StrategicPlanning/InitiativesAndProjects/School-of-Biomedical-Engineering-Proposal/Pages/default.aspx on February 9, 2017. It included an invitation for interested parties to attend two open consultation sessions, held on February 16 and February 27, 2017, as well as, provide feedback via an online feedback form. The BC Children’s Hospital Research Center posted a link to the website and proposal on UBC MedNet to support consultation. A copy of the draft proposal, a link to the website above, and a request to provide feedback was emailed to a wide audience of stakeholders including UBC academic and research units, external research units, professors, students, and other academic institutions. Feedback was requested to be received by March 9, 2017. All parties providing feedback received an individual response indicating how their feedback would be used. Their feedback was summarized in the Online Consultations Report found in Annex 4. A summary of the attendees, the discussions at the two open consultation sessions can be found in Annex 3.

5. The feedback received through all consultations was used to develop and revise the proposal. On April 13, 2017, a memo was circulated to the UBC community to thank all for their feedback and participation in the consultation process. As well, an FAQ was provided highlighting the frequently asked questions and how they had been addressed in the proposal. A copy of the memo distributed can be found in Annex 5.
Hiring of the new eight core faculty positions, and transfer of joint appointed faculty into the School (including the proposed director) will commence as soon as feasible following approval of the School. It is expected that the School will reach a full complement of approximately 22 FTE core and joint faculty within 5 years. In addition, the transfer of the current graduate programs will commence following the approval of the School.

Renovations of existing spaces to support the School will commence immediately, this includes the Biomedical Research Center. Proposed new facilities including the Biomedical Engineering and Environment Engineering Building will take longer; with the completion of this building expected within a 3 year timeline, subject to university and provincial approvals.

Following the [Senate Policy on Reviews of Administrative Units](#) the School will have a 5 year review cycle. The review committee will be jointly appointed by the Deans of Medicine and Applied Science. Appointment of the Director of the School will follow Policy 22, normally for a five year, renewable term. The appointment of the founding Director will be done jointly by the Deans of Medicine and Applied Science as soon as feasible following the approval of the School.
March 15, 2017

Dr. W. Robert McMaster  
Interim Executive Associate Dean, Research  
University of British Columbia  
318-2194 Health Sciences Mall  
Vancouver, BC V6T 1Z3

Dear Dr. McMaster,

On behalf of the Faculty of Science, I am pleased to provide this letter of support of the Faculty of Medicine (FoM) and Applied Science’s (APSC) joint proposal for the establishment of a new UBC School of Biomedical Engineering, and I thank you for presenting an overview of the new school to Science’s Heads and Directors, and to the Michael Smith Laboratories.

In my opinion, the establishment of the School is a well-conceived initiative that will leverage and complement the existing strengths of the UBC Faculties of Medicine and Applied Science, institutional centres, and health authority partners active in the field of biomedical engineering. In addition, this initiative will further strengthen educational and research collaborations between the Faculties of Science, Medicine, and Applied Science. The new School will accelerate high impact education and research at the interface of life science, medicine, and engineering that directly translate to advances in: patient care, improved health outcomes, reduction of health care costs, and expansion of the knowledge economy.

For these reasons, I support the joint proposal and its potential to transform biomedical engineering research and education at UBC.

Yours sincerely,

Simon Peacock  
Dean
April 8, 2017

Dr. W. Robert McMaster
Interim Executive Associate Dean, Research
University of British Columbia
318-2194 Health Sciences Mall
Vancouver, BC V6T 1Z3

Dear Dr. McMaster,

On behalf of the Michael Smith Laboratories, I am pleased to provide this letter of support for the joint proposal from the Faculties of Medicine (FoM) and Applied Science (APSC) to establish a new UBC School of Biomedical Engineering.

I believe the establishment of the School is a timely and strategically creative initiative that will leverage and complement the existing strengths of the UBC Faculties of Medicine and Applied Science, institutional research centres, and health authority partners active in the field of biomedical engineering. In addition, this initiative will continue to further and strengthen academic and research collaborations between the Faculties of Medicine, Applied Science, and the Michael Smith Laboratories. In this regard, the Michael Smith Laboratories will also provide the School with important linkages across campus, including several departments in the Faculty of Science. The new School will accelerate high impact education and research at the interface of life science, medicine, and engineering that directly translate to advances in: patient care, improved health outcomes, reduction of health care costs, and expansion of the knowledge economy.

For these reasons, I enthusiastically support the joint proposal and its potential to transform biomedical engineering research and education at UBC.

Yours sincerely,

J.W. Kronstad
Burroughs Wellcome Fund Scholar in Molecular Pathogenic Mycology
March 14, 2017

Dr. W. Robert McMaster  
Interim Executive Associate Dean, Research  
Faculty of Medicine  
University of British Columbia  
318-2194 Health Sciences Mall  
Vancouver, BC V6T 1Z3

Dear Dr. McMaster,

Re: Proposal to Establish a School of Biomedical Engineering

On behalf of The Faculty of Pharmaceutical Sciences, I am pleased to provide this letter of support for joint proposal from the Faculties of Medicine and Applied Science for the establishment of a new UBC School of Biomedical Engineering.

I believe the establishment of the School is a thoughtfully conceived initiative that will leverage and complement the existing strengths of the UBC Faculties of Medicine and Applied Science, institutional research centres, and health authority partners active in the field of biomedical engineering. In addition, this initiative will continue to further and strengthen academic and research collaborations between the Faculties of Pharmaceutical Sciences, Medicine, and Applied Science. The new School will accelerate high impact education and research at the interface of life science, medicine, and engineering that directly translate to advances in: patient care, improved health outcomes, reduction of health care costs, and expansion of the knowledge economy.

For these reasons, I enthusiastically support the joint proposal and its potential to transform biomedical engineering research and education at UBC.

Yours sincerely,

Michael Coughtrie, PhD  
Professor and Dean
March 20, 2017

To: Robert McMaster, Executive Associate Dean Research, FoM

Dear Rob,

I am writing this letter to express, on behalf of myself and the entire Biomedical Research Centre Faculty, enthusiastic support towards the new proposed School of Biomedical Engineering. This new initiative, with its focus on the development and deployment of novel cutting edge technologies to advance interdisciplinary science, beautifully embodies the spirit upon which The BRC has operated since its inception.

As a strong sign of our support for this endeavor, the BRC will provide laboratory and office space for the newly hired director of the school, Peter Zandstra, who already has long-term collaborative relationships with BRC members. In addition, the BRC will be delighted to provide space for two new planned recruits, with plans for co-hiring a third Faculty member as this opportunity arises.

Because it is clear that the mission and goals of the new school overlaps substantially with that of our Centre, following in depth discussions, the BRC faculty has unanimously endorsed a change in the Centre’s governance that will maximize cooperation with the new School. Thus, we propose that the BRC be tightly affiliated to the nascent School of Biomedical Engineering, and that its stewardship be transferred to the Faculty of Medicine and the new School of Biomedical Engineering. At the same time, we believe that the BRC should retain its administrative independence to enable the continued operation of the multiple inter-faculty core facilities it has established.

We support the current plan, which would see the BRC Director reporting both to the Director of the new School of Biomedical Engineering and the Executive Associate Dean Research of the Faculty of Medicine.

In summary, we look forward to a productive and innovative relationship with the new School of Biomedical Engineering, and we fully support its establishment.

Best Regards,

Fabio Rossi, M.D., Ph.D.
Acting Director, The Biomedical Research Centre, UBC 2222 Health Sciences Mall, Vancouver BC V6T 1Z3 Phone:(604) 822 7138 Fax: (604) 822 7815 E-mail: fabio@brc.ubc.ca
Samantha Reid, PhD
Director, Strategic Initiatives
Faculty of Medicine, UBC

March 7, 2017

Re: UBC School of Biomedical Engineering

Dear Samantha,

I’m pleased to offer my full support for the proposal to move the administration of the current Applied Science graduate programs in biomedical engineering (MASc, MEng, PhD) into the new School of Biomedical Engineering. I believe the move is well justified. It will provide an appropriate home, or hub, for students engaged in related studies, and facilitate their connections with scientists, clinicians and engineers from across the campus and health authorities.

Sincerely,

Susan Porter, PhD
Dean and Vice Provost,
Graduate and Postdoctoral Studies
Annex 1: School of Biomedical Engineering - Early Feedback Summary

This summary is intended to inform the development of the proposal for the School of Biomedical Engineering as well as to inform the incoming Leadership Team.

Request for Feedback went out to the parties listed in Addendum A on December 15, 2016, with a request to respond by December 22, 2016. A second request went out on January 3, 2017 with a request to respond by January 13. The Request for Feedback included a short Description of the School and Questions, both of which can be found in Addendum B. Although some of the feedback was focused on a BME program (vs School), all feedback is summarized below.

### Do you and your unit/organization want to partner with or to be part of a new School of Biomedical Engineering at UBC?

- Nursing wants to partner, particularly in VR, simulation and visual imaging for pain control.
- Suggest a mechanism for partnerships (i.e. Associate Membership)
- Science wants a strong partnership
- BEST sees a large role for itself and are worried about their resources/capacity to do more
- UBC Global Health Conference would like to partner as a premier event for students
- The following initiatives/groups should be closely associated with the School: EiS, Technology in Medicine, Global Health Conference, Hatching Health
- BCIT BME Program wants to meet to explore partnership opportunities.
- ICord has a strong desire to partner
- Experimental Medicine’s Graduate program in DoM wants to work in collaboration with new Graduate programs in the School.

### Why does UBC need a School of BME?

- Will support innovation and developments in health
- The Connection between Medicine and APSC is important
- Dir of Eng @ UVIC sees strong interest in ENG from medical practitioners
- It is a logical extension of the existing programs and structures
- Science believes that a School is the right approach
- EUS believes a department would be enough and thinks a School will unduly complicate and detract from the Student experience.
- EUS explains BME students will have to become their own constituency in student government
- Field is growing and interest is mounting
- Close APSC FoM collaboration will help identify innovation needs
- 1997 BME program proposal proposed a tri-faculty (FoS, FoM, APSC) configuration as optimal
- Currently BME program(s) is(are) wholly in APSC
- There are organizational challenges (i.e cross appointments for Graduate students) since BME is not in its own unit
- Undergraduates in BME are underserved without a home department
- Many universities have established or in the process of setting up schools and programs in BME as there is a strong demand from the student population.
- BME is a large diverse discipline, relying on partnerships with clinical colleagues. The school could facilitate sharing courses, developing relationships and exploring opportunities for synergy between programs, such as BME Grad programs and Experimental medicine, in a more formalized way.

### Why is now the right time?

- Internal and External forces are aligned (i.e. BC’s desire to move knowledge into practice)
- Aging demographic will benefit from BME innovation
- Developments in biomaterials for neural repair, for stem cell biology and human brain- to-machine interfaces, in neuro-prosthetics and neural stimulation, and in assistive devices, indicate we are overdue for focus in these directions
- With efforts like PHIX, it is time to dedicate programs to support HQP and work in the translational environment. St. Paul’s Hospital could be a working laboratory for implementing emerging technology.
Increasing focus on inter-professional education means BM engineers can help address the needs of patients. 

What benefits do you and your unit/organization anticipate from the School of BME?

<table>
<thead>
<tr>
<th>For students?</th>
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<tbody>
<tr>
<td>• Interdisciplinary research opportunities</td>
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<tr>
<td>• Broadened scope of practice opportunities – meeting 21st Century needs</td>
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<tr>
<td>• EUS believes that increased student enrolment and marketing can be achieved by a department</td>
</tr>
<tr>
<td>• EUS sees possibility of increased research funding for a School</td>
</tr>
<tr>
<td>• BEST believes the School will be a cohesive platform and interdisciplinary home for their team</td>
</tr>
<tr>
<td>• The multi-disciplinary nature of BME is challenged in existing departments – stifling creative innovation</td>
</tr>
<tr>
<td>• Those seeking BME opportunities will find BEST and other BME opportunities more easily</td>
</tr>
<tr>
<td>• BEST is hoping the School will provide more funding opportunities for BEST</td>
</tr>
<tr>
<td>• The Global Health Conference could help BME students/faculty connect with students in other disciplines that attend (i.e. Commerce).</td>
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<tr>
<td>• Better integrated training</td>
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<tr>
<td>• Students in other graduate programs, such as experimental medicine, would benefit from co-supervisors in BME that might be attracted to the School, and from seminars, workshops, that might not be developed without a School</td>
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<tr>
<th>For Partner Units?</th>
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<tbody>
<tr>
<td>• Entrepreneurial opportunities</td>
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<tr>
<td>• Participation in innovative inter-disciplinary research</td>
</tr>
<tr>
<td>• ICORD sees multiple opportunities aligned with their Vision. They wish to prioritize biomaterials for neural repair to promote spinal cord regeneration, and device developments</td>
</tr>
<tr>
<td>• ICORD believes the School will help them attract faculty recruits in biomaterials and neural repair, leading to attracting talented students.</td>
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<thead>
<tr>
<th>For Faculty in partner units?</th>
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<tbody>
<tr>
<td>• Nursing is interested in Human/computer interface, simulation for teaching, and entrepreneurial ways of improving health</td>
</tr>
<tr>
<td>• Some faculty in LFS may have complementary research interests</td>
</tr>
<tr>
<td>• Improved connections between ‘silos’</td>
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<table>
<thead>
<tr>
<th>For UBC?</th>
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<tbody>
<tr>
<td>• Global recognition in BME</td>
</tr>
<tr>
<td>• Increased opportunities to identify and act on synergies between the faculties and increase recognition in the clinical world of the role and value of BM engineers in improving practice</td>
</tr>
<tr>
<td>• Greater national and international profile and increased likelihood to win funding awards</td>
</tr>
<tr>
<td>• The possible development of IP, royalty incomes and spin-off companies could provide further benefits (but should not be the main driver at this stage).</td>
</tr>
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<tr>
<th>For BC?</th>
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<tbody>
<tr>
<td>• Mobilization of knowledge to improve health</td>
</tr>
<tr>
<td>• A skilled workforce and research activities grow local industry including the medical device sector and healthcare delivery. Keep local talents in BC and attract international students. Create stronger ties with local industry in research, development and employment.</td>
</tr>
<tr>
<td>• BC is a potentially rich environment for biotech. A focused entity that links programs like Life Sciences BC, MITACS, together formally with traditional disciplines of Applied Science, Science, Medicine and Business will enhance the current environment.</td>
</tr>
</tbody>
</table>

What potential disadvantages do you and your unit/organization see in having a School of BME?
- Resources flowing to the School could affect resources in other Faculties
- The UG BME program might be seen as dividing Engineering students
- BEST claims the local job market is saturated for BME students
- BEST fears the BME program may not be as well equipped for jobs as Mech or Elec engineers
- Local schools are in BME research, education and training. The new School will compete for funding and students.
- Competition (and lack of integration) with existing programs at UBC
- Uncertainty of sufficient resource allotment increasing the teaching burden on faculty.
- Competition with current graduate programs

**What do you think success of the School will look like?**

- Interdisciplinary research groups/projects solving real problems
- Movement of ideas into products and practices
- Interdisciplinary Think-tanks and forums
- Beta testing with varied health professionals
- High program demand
- High completion and employment rates students
- Experiential learning making students job-ready
- Specific foci within BME for which the School can be recognized for its excellence
- Students achieving variety in career choice on graduation
- Meeting research targets
- Effective use of the UG BME Program Fee and meaningful BME Fee Advisory Board → a unique lab experience is delivered in the BME program
- BME graduates will be able to secure jobs not secured as MECH or ELEC students
- More collaborations between clinicians and engineers and scientists on R&D projects
- More opportunities for Eng students to work alongside students in health-fields
- Possibility of shared graduate courses (i.e. translational processes in healthcare settings)
- Hospitals as active partners in R&D → a source of problems and a testbed for solutions
- More BME ventures from Graduates
- Clinician Centred design projects
- Better breadth and depth of knowledge and in clinical knowledge in graduates
- More collaborations with medical students/faculty
- Increased ability to respond quickly to opportunities for Med training Eng or Eng training Med
- Less bureaucracy in student pursuit of projects
- UBC recognition as leader in BME
- Indicators for success include: research funding, IP and publications, partnerships with local and international BME industry, employment of graduates.
- Development of novel technologies, devices and treatments for the large number of diseases.
- Technology development providing career opportunities for the graduates and saving health care costs for BC.
- Track the following indicators in tandem:
  1) the numbers of HQP who graduate and apply the skills learned within 6 months
  2) increases in the number of industry partnerships and training opportunities for HQP within these partnerships (i.e. co-ops or internships)
  3) increases in the number of collaborations between departments
  4) increase in the number of interdisciplinary funded projects
  5) physically having a presence of faculty, students, trainees, at each of the major hospital research sites

**Please provide feedback on the description of the School as written here.**

- Strong medical focus. BME should seek to meet health care needs from a broader lens
- Little clarity on how issues will be solved if FoM and APSC disagree
- Suggest more clarity on the research areas of interest: which will be the foci?
- List Life Sciences Institute in the Partnerships section
- Include how large the school will be, # of faculty, # of new hires, where it will be housed short- and long-term, describe how dependent the new school is on provincial funding
- Research section is too heavily biochemical
- Suggest biomedical device applications listed as research opportunities
- Suggest Orthopaedics (i.e. surgical applications) mentioned
- Analyze the gap in what UBC currently does and what the school will fill.
- Place proposal in the broad context by including what other institutions are doing
- What are we trying to achieve? – if increased engagement with the clinical setting is the goal, then articulate why the School should be in Point Grey and not at the Hospital
- Consider how to align with the efforts of the PHIX initiative
- The list of principles don’t seem to all be principles. Few convey any distinctiveness. Some don’t make sense or are vague. Others are more about values. Reformulate these as key distinguishing features of the School. Focus on how we want to do things differently.
- Clearly spell out future graduate programs
- Explain what the collaborative links between existing programs would look like
- Justify the proposed research priorities
- Bi-annual meetings of the governance committee might not be frequent enough
- Departments should be represented on the governance committee or executive council.
- Concern about the Executive Council: the relationship between the School and the departments is not described. Will BME faculty within departments have representation on the exec council?
- Clarify the relationships between departments, options and BME faculty.
- How do the program directors (i.e. grad program and UG program) fit in the governance structure? – they should be represented on the Exec Council and on Governance Committee
- Suggest “Advisory Council” or “Advisory Board” over “Executive Council” because they do not execute actions. Expand membership to include industry
- Strong partnership and close relationship with other schools and engineering disciplines are important for success.
- The curriculum should embrace technology transfer, i.e. from research, IP to production. Partnering with a strong local BME industry will attract funding and human resources to sustain and grow the economy.
- Other potential areas of research: Clinical diagnostic and therapeutic devices and products, Rehabilitation and assistive technologies
- Clarify integration with APSC programs. Need Biology training tailored to engineers.
- What key competencies could be expanded to make a unique program distinct from UofT.
- We have exceptional strength in genomics and high throughput sequencing

Do you and your unit/organization want to be included in further consultations about the School?

- Yes: nursing; science; EUS; BEST; BME; Global Health Conference; R. Singha (Engineers in Scrubs, Research Fellow, BEST, Global Health Conference, Technology in Medicine [TiM], Hatching Health, & BME Student Executive Association), BCIT BME Technology (A. Chan); W. Tetzlaff (iCord); Experimental Graduate program and DoM Research Office;
- No: LFS; Forestry

Attached is a list of units/organizations contacted. Are there other units/organizations you recommend we contact?

- Medical Device Development Centre
- Pacific Health Innovation Exchange
- Vancouver Coastal Health Research Institute (VCHRI) - including the Medtech Development Hub (DevHub)
- Life Sciences BC - the provincial industry association
- Michael Smith Foundation for Health Research (MSFHR) -
- BCIT MAKE+ and Product and Process Applied Research Team
- MEDEC - Canada's national Medtech industry association - Toronto
- MedDev Commercialization Centre
- UBC Engineering in Medicine and Biology Society
- The UBC Institute for Computing, Information and Cognitive Systems (ICICS)
- HATCH
- The local medical device industry (can go through MEDEC).
- Heads of Biomedical Engineering Departments in the health authorities
- PHCRI; BCCHRI; BCCRC; FNHA

The following partnerships were suggested:

- BCIT MAKE+; Emily Carr’s Healthcare Design Lab; Genomics BC; PHEMI; SFU; UVIC; Kwantlen; Lightintegra; Starfish; Kardium; Stemcell; Tetra
Do you have other comments and feedback?

- Early in UVIC's BME program, they had courses taught by MDs with BASc.s.
- UVIC asks if feasible to locate part of the School in UVIC.
- Concern expressed that the proposal is developed without the active involvement of BME faculty or related department heads.
- Shawn Mansfield and Scott Renneckar work with cellulose, including cellulose fibrils and nano-crystalline cellulose, which is finding use in medicine. Forestry thinks these researchers might be interested in exploring connections with the School.
- Consider what it takes to get UBC to ‘the next level’ in BME.
- Work with current graduate programs of Experimental Medicine and BME to determine if we really need a new graduate program or if the current approved programs could be remodeled or adjusted to accommodate potential new students.
- Teresa S.M. Tsang, MD (Associate Head Research, Department of Medicine), Vincent Duronio, PhD (Director of Experimental Medicine), and Jody Swift, PhD (Senior Research Manager, Department of Medicine) would be delighted to assist as part of the planning team for the UBC School of Biomedical Engineering.
**Addendum A: Invites for Early Feedback**

<table>
<thead>
<tr>
<th>Invited, but no response received:</th>
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<tbody>
<tr>
<td>Teresa Tsang, Assoc Head Research &amp; Co-acting Head, UBCV Department of Medicine</td>
</tr>
<tr>
<td>Carolyn Gotay, interim co-director, UBCV School of Population and Public Health</td>
</tr>
<tr>
<td>Chris Lovato, interim co-director, UBCV School of Population and Public Health</td>
</tr>
<tr>
<td>Michael W.H Coughtrie, Dean, UBCV Faculty of Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Robert Boushel, Director, UBCV School of Kinesiology</td>
</tr>
<tr>
<td>Charles Shuler, Dean, UBCV Faculty of Dentistry</td>
</tr>
<tr>
<td>Kathryn Harrison, Acting Dean, UBCV Faculty of Arts</td>
</tr>
<tr>
<td>Ron Kellett, Director, UBC School of Architecture and Landscape Architecture</td>
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<tr>
<td>Robert Helsley, Dean, Sauder School of Business</td>
</tr>
<tr>
<td>Penny Gurstein, Director, School of Community and Regional Planning</td>
</tr>
<tr>
<td>Byle Frank, Dean, Faculty of Education</td>
</tr>
<tr>
<td>Alfred Hermida, Director, School of Journalism</td>
</tr>
<tr>
<td>Rickey Yada, Dean, Faculty of Land and Food Systems</td>
</tr>
<tr>
<td>Catherine Dauvergne, Dean, Peter A. Allard School of Law</td>
</tr>
<tr>
<td>Luanne Freund, Acting Director, School of Library, Archival and Information Studies</td>
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<tr>
<td>Richard Kurth, Director, School of Music</td>
</tr>
<tr>
<td>Miu Chung Yan, Director, School of Social Work</td>
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<tr>
<td>Joanne Fox, Principal and Academic Director, UBC Vantage College</td>
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<tr>
<td>Thomas Lemieux, School Director, Vancouver School of Economics</td>
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<tr>
<td>Peter Moroney, Interim Executive Director, Continuing Studies</td>
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<tr>
<td>Raymond Ng, UBCV Data Science</td>
</tr>
<tr>
<td>Fabio Rossi, Acting Director, Biomedical Research Centre</td>
</tr>
<tr>
<td>J Kronstad, Michael Smith Labs</td>
</tr>
<tr>
<td>Bruce, McManus, Director, James Hogg iCapture Research Centre</td>
</tr>
<tr>
<td>Marc-David L Seidel, Director, W. Maurice Young Centre for Entrepreneurship and Venture Capital Research</td>
</tr>
<tr>
<td>Brian MacVicar, Co-director, Djavad Mowafaghian Centre for Brain Health</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Chris Witwer</td>
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<tr>
<td>Tricia Marck</td>
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<tr>
<td>Pieter Cullis</td>
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<tr>
<td>Uwe Glässer</td>
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<tr>
<td>Alan Bernstein</td>
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<tr>
<td>John O'Neil</td>
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<tr>
<td>Susan Porter</td>
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<tr>
<td>Bernice Budz</td>
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The Faculties of Medicine and Applied Science at UBC are developing a proposal for a new School of Biomedical Engineering. While formal consultations with a formal proposal will be circulated at a later date, at this time we request your early feedback in order to help us to develop the proposal.

Note that final Vision and Mission statements will be developed by the Director of the School and their executive. The Statements contained herein are initial thoughts intended for discussion and to develop a proposal for the UBC Senate and Board of Governors to understand the rationale and intent of the School. We thank you for your ideas and request your feedback by December 22. Please send feedback to Carrie.Hunter@ubc.ca.

School Description

**Vision**
To be established among the top world-leading biomedical engineering research schools and to be recognized as having among the most innovative pedagogical programs combined with high-impact research which leverages our strengths and is focused on the needs of Canadians.

**Mission**
The School will be a nucleus for research, innovation and education in biomedical engineering, creating new knowledge, and fostering technology transfer that result in innovative products and services which improve patient care and health outcomes.

**Principles**
- Research excellence at the convergence of disciplines
- Flagship programming for UBC – core membership in the School of the highest standards
- Broad partnership programs to benefit the university and colleagues associated with the School
- Impact on healthcare, the economy and training
- Leadership in defining the priority research areas for BME
- Culture of collaboration and openness to achieve transformative goals in a team environment
- Holistic support of student and trainee development
- Operational and budgetary excellence

**Academic Programs**
- BASc in Biomedical Engineering (in approvals process)
- MASc, MEng, PhD in Biomedical Engineering (existing)
  - Current collaborative graduate programs emphasize a balance of biomedical engineering and life science study with a focus on clinical and industrial application. These programs enroll students in collaboration with a primary affiliation to Electrical Engineering, Mechanical Engineering, Chemical and Biological Engineering, Materials Engineering. This program will continue to be affiliated with the School of BME as is appropriate for the program.
- The School of BME will be able to accept its own students into graduate research programs (existing and future). Graduate programs in the School will aim to attract and retain the finest and most promising students from a variety of backgrounds (e.g. engineering, medicine, science, mathematics, computer science) pursuing fundamental and transformative research in the school's research priorities. It will immerse them in BME through courses, thesis development and the mentorship of world-class faculty who shape the cutting edge of research. They will emerge ready to pursue careers in industry, medicine, academia and government and will have the knowledge, skills, philosophy and values to enable them to reach the forefront of leadership in BME and have a direct impact on health outcomes.
- Future Professional graduate programs and Continuing Professional Development
- The School will develop strong collaborative links to existing UBC programs in Medicine, Engineering and Science.

**Potential Areas of Research Priorities**
Molecular engineering and synthetic biology  Personalized Medicine
Genomics and nano-devices  AI & simulations systems in biomedical application
Immuno-engineering and advanced biomaterial  Vancouver Senate
Hybrid biological – mechanical devices  Visualization and imaging, especially with respect to
Regenerative medicine  integration molecular to physiological scales]

Partnerships
The School will engage with each of these Centres and programs developing strong partnerships and links which will facilitate and support the exceptional training of students, interdisciplinary discovery and translational research, and innovation.

Biomedical Research Centre  The Biomedical Engineering Student team
The Michael Smith Labs  Hatching Health
Centre for Hip Health  The Terry Fox lab
ICORD  BC Cancer agency.
e@UBC program

Visiting Scholars Program
The visiting Scholars Program will bring the world’s best BME researchers including post-doctoral fellows, early career faculty, sabbatical visitors and distinguished senior researchers to interact with UBC researchers.

Governance
The School of Biomedical Engineering at UBC will be jointly and equally governed, administered and supported by the Faculties of Medicine and Applied Science. The director of the School will report to both the Dean of Medicine and the Dean of Applied Science. All issues that require the Dean’s approval will require the approval of both deans. A governance committee comprised of both APSC and FoM deans, the director, associate dean research and associate dean education from both faculties will meet biannually to review progress of the School and set strategy and direction.

The Director will have an Executive Council drawn from faculty within the School. The Council will meet regularly to provide the Director with advice on key issues, although final decisions will remain with the Director.

Questions:
1. Do you and your unit/organization want to partner with or to be part of a new School of Biomedical Engineering at UBC?
2. Why does UBC need a School of BME? Why is now the right time?
3. What benefits do you and your unit/organization anticipate from the School of BME?
   For students? For you? For your unit/organization? For UBC? For BC?
4. What potential disadvantages do you and your unit/organization see in having a School of BME?
5. What do you think success of the School will look like?
6. Please provide feedback on the description of the School as written here.
7. Do you and your unit/organization want to be included in further consultations about the School?
8. Attached is a list of units/organizations contacted. Are there other units/organizations you recommend we contact?
9. Do you have other comments and feedback?

School of Biomedical Engineering Consultation Sessions
Session 1: January 19, 2017 12:00 – 1:30 at UBC
Session 2: January 20, 2017 9:00 – 10:30 at DHCC

Hosted By: Dr. Peter Zandstra, Dr. Elizabeth Croft, Dr. Samantha Reid

Introduction
The purpose of this consultation is to open the dialogue with stakeholders to discuss the possibility of a new School of Biomedical Engineering. This is building on the Biomedical Graduate program that is currently in place and the new biomedical undergraduate degree that is beginning Fall 2017. To gather information on and discuss the BME landscape at UBC, nationally, and internationally. To solicit input on strategies and opportunities for a potential UBC School of BME.

This is the first of a series of consultations that will take place with stakeholders. We want to understand the opportunities at UBC and hear from stakeholders about where they see it best positioned to capitalize potential.

Why? Why Now?
FROM SLIDES:
- Growing recognition of the impact of quantitative design-based biology on biomedical research discovery and innovation;
- New opportunities emerging at the interface of engineering and biology that will transform biomedical research and that should be part of UBC’s strategic plans;
- Significant pressure from society on the need for new solutions to important health-related problems (chronic and infectious disease, aging, development);
- The local biotechnology sector is growing rapidly and should emerge as a major component of the BC knowledge economy. This requires student with new skills in biology and engineering;
- UBC can leverage its expertise and reputation in Medicine and Engineering (and Science) to impact BC and Canadian science and innovation;
- Multiple faculties are needed to contribute expertise to realize the envisioned impact and there is broad interest in realizing this potential;
- BME is a discipline that could contribute to research and teaching excellence and innovation in multiple Faculties

FEEDBACK FROM GROUP:
- This message/vision will need to be communicated effectively in order to get the support it needs
- At present, sciences and biomedicine have tighter interactions, there are more opportunities to transform research
- This would need to be practically and properly implemented into the health care system.
- Students need to better understand the hospital environment.
- The school can create a hub to bridge the gap between engineering and medicine, creating a partnership between faculties.
- Everyone feels this missed opportunity and we should be taking action.
- Provides opportunities for cross appointments which is attractive to faculty
- All faculty and researchers better access to students with multiple disciplines
- This school fits in perfectly with the new Strategic plan. Politically this is a good move.
- Allows more opportunities for collaborations
- Becomes a hub or focal point for all Biomedical activity
- We could become the leaders and create/grow the local biotech industry.
- Besides just being bigger, how is this program different?
- The current industry demand for these graduates are low, they are too narrow focused
How will this program be different and help graduates get real jobs/careers?

- Need to broaden our meaning of “Biomedical Engineering” so it covers more
  - Also expanding to other groups that are related but not currently involved
  - Pharmaceutical was used as an example.
- There is currently a rapid expansion in biomed, our timing is right
- These grads will be truly multi-disciplinary
- The school can be a facilitator to bridge engineering & medicine, doesn’t need to be separated, we just move forward as one.
- We need involved industry to ensure we are producing grads that can meet with industry needs.

Case Studies

- Currently 12 Canadian universities are already offering this type of program
- All are joint faculties, (includes medicine, engineering, dentistry and kinesiology)
- Almost all are in eastern Canada, we would be the leader in western Canada
- This is growing internationally and in investment dollars.

SWOT Feedback:

- This analysis doesn’t have enough focus on students and learning.
- Distributed sites should be a strength, access to more resources
- More inclusion of the community and other schools
- Foresee many governing challenges
- Make sure we have partnerships with patients and community groups, this will help with patient engagement
  - Make sure we are able to articulate how these relationships will work.
- We should include some mention of regulating devices as this is a rapidly growing area.
- Our province is moving towards data systems
- O: Entrepreneurship & Innovation
- S: UBC has the clinical faculty already
- W: Needs buy in from everyone to break down silos and avoid creating more.

Benefits:

- Research will be more strategic and focused
  - This will help to find new funding
- Create direct relationship with industry to meet needs
  - Suggestions for an industry advisory committee to be developed.

Current:

- The undergraduate program has been approved by senate.
- There are four different streams. We will run this system and analyse the results to see about making changes in the future.
- New course have been developed that could potentially be used in different schools.
- UBC is currently accepting students into this program
- Proposed to be a 100 student cohort (awaiting approval)
- Engineering students that come out of engineering and the biomedical program are lacking business sense and have challenges communicating effectively to generate the required resources.

Suggestions:

- Co faculty hiring -- Bring in 8 – 10 new faculty
- Cross connections between trainees - rotation program
- Summer student program
- Get faculty on site representing their expertise
  - This will help with properly supporting students.
- Define our specialties
- Take advantage of what’s already developed and in place
- Not just competitive but needs to be better than others.
- Concerns about how much material students need to cover, don’t want them to get stretched thin
- Don’t set specialties until later, keep the first years close/together
- Ensure meaningful clinical connections
- Ensure students are taught some economics and entrepreneur skills
- If the program is housed at the school, ensure there is a clear vision of how the research centres & institutes will be incorporated.

Feedback from these sessions was used to develop the proposal for the school.

Attendees:

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<tr>
<th>Name</th>
<th>Department/Position</th>
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<tbody>
<tr>
<td>Carrie Hunter, CTLT</td>
<td>Julie Robillard, Medicine (Neurology)</td>
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<tr>
<td>Bill Miller, Medicine</td>
<td>Peter Cripton, Applied Science</td>
</tr>
<tr>
<td>Edwin Moore, Medicine</td>
<td>Kyle Eckhardt, VCH - UBC Alumni</td>
</tr>
<tr>
<td>Andre Marziali, BME/Physics &amp; Astronomy</td>
<td>Jim McEwen, Applied Science and Medicine</td>
</tr>
<tr>
<td>Mike Van der Loos, BME/MECH</td>
<td>Warren Poole, APSC</td>
</tr>
<tr>
<td>Rohit Singla, BME (specialization ECE)</td>
<td>Andrew Ibey, Affiliate Faculty, BME Grad Prg</td>
</tr>
<tr>
<td>Bruno Jaggi, BME</td>
<td>Nancy Ford, Dentistry</td>
</tr>
<tr>
<td>Sid Fels, ApSci/ECE</td>
<td>Calum MacAulay, Medicine</td>
</tr>
<tr>
<td>Robert Rohling, APSC</td>
<td>Anthony Lee, BC Cancer Research Centre</td>
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<tr>
<td>Roger Tam, Medicine</td>
<td>Matthias Gorges, BME/APT</td>
</tr>
<tr>
<td>Agnes d’Entremont, Applied Science</td>
<td>Dave Wilson, BME/MECH/Ortho</td>
</tr>
<tr>
<td>Rizhi Wang, Applied Science</td>
<td>Pierre Lane, Biomedical Engineering Program</td>
</tr>
<tr>
<td>Shannon Kolind, Medicine (Neurology)</td>
<td>Daniel Louie, Biomedical Engineering</td>
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<tr>
<td>Tom Oxland, Medicine &amp; Applied Science</td>
<td>Wolf Tetzlaff, ICORD</td>
</tr>
<tr>
<td>Michelle Wong, Medicine, Research</td>
<td>Anthony Chan, UBC BMEG/ BCIT BMET</td>
</tr>
<tr>
<td>Lisa Holisti, Medicine-OSOT</td>
<td>Wyeth Wasserman, BCCHRI</td>
</tr>
<tr>
<td>Leanne Currie, School of Nursing</td>
<td>Brendan Ribbons, Biomedical Engineering Grad</td>
</tr>
<tr>
<td>Ben Mortenson, Medicine-OSOT</td>
<td>Andy Wright, Biomedical Engineering Grad</td>
</tr>
<tr>
<td>Karen Cheung, Applied Science</td>
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</table>
### APSC Heads and Directors Meeting

**February 7, 2017**

**Attendees:** Marc Parlange, James Olson, Sally Thorne, Carol Jaeger, Debbie Woo, Perry Adebar, Suzanne Campbell, Rehan Sadiq, Mina Hoofar (for only part of the meeting), Sheldon Green, Warren Poole, Ron Kellett, Scott Dunbar, Daan Majer, Peter Englezos, Penny Gurstein

**Regrets:** Andre Ivanov, Erik Eberhardt, Andre Marziali, Elizabeth Croft, Eric Hall

### Cameron Stuart – BME Graduate Student and Founder and CEO Hatching Health

**February 15, 2017**

**Attendees:** Cameron Stuart & Rob McMaster

### Faculty of Science – Department Heads meeting

**February 15, 2017**

**Attendees:** Sean Graham; Michael Wolf; Chen Greif; Roger Beckie; Philip Loewen; Mike Gold; Colin Gay; Nancy Heckman; Bob Shadwick; Evgeny Pakhomov; Gunilla Oberg; Jim Kronstad; Simon Peacock; Susan Allen; Vanessa Auld; Ian Cavers; Paul Harrison; Mark MacLachlan; Meredith Edwards; Janie McCallum; Karon MacLean

**Regrets:** Terre Satterfield; Pieter Cullis

**Notes:** Rob presented to the Faculty of Science, the proposal for the School. The key questions/comments were:
- What will be the composition/compliment of the School of BME?
- How can individuals become members of the School of BME?
- Will the School of a building/location?
- What is the difference between a centre and a school?
- How will the composition of the faculty be put together?
- Reminder that you will need to have 15 FTE compliment prior to submission to Senate.
- Are there opportunities for the development of new courses?
- FoS sees opportunities for FoS to be involved further in the School of BME

### UBC Associate Deans of Research Meeting

**February 15, 2017**

**Attendees:** Affolder, Natasha; Barker, Philip; Beauchamp, Mark; Bhardwaj, Arjun; Blackburn, Kate; Boyd, Lara; Brooks, Don; Brus, Kia; Burt, Helen; Cherkowski, Sabre; Coops, Nicholas; Eberle, Wilson; Evans, Michael; Evenden, Matthew; Fibiger, Chris; Foster, Leonard; Gannon, Janet; Heilke, Thomas; Humphries, Christine; Kingstone, Alan Forbes; Kirk, Martin; Kitts, David; Korberg, Kristen; Mark MacLachlan; Martin, Julie; Martyn, Greg; McMaster, Robert; Nislow, Corey; Oliffe, John; O’Shea, Paul; Panopoulos, Kerry; Porter, Susan; Putnins, Edward; Ries, John; Starr, Lea; Tim Salcudean; Van Donkelaar, Paul; Reid, Samantha; Matarashke, Allison; Hyatt, Nicole

**Regrets:** Gail Murphy; Olson, James; Glenn, Kyle

**Notes:** Rob presented to the ADRs, the proposal for the School. The key questions/comments were:
- What will be the compliment for the School? How can or will members be selected?
- When do will the School launch/open?
- What is the budget is the School sustainable?
- Members at the meeting indicated that they thought this is an exciting opportunity for UBC.

### BRC Leadership Meeting

**February 15, 2017**

**Attendees:** Fabio Rossi, Michael Underhill, Kelly McNagny, Hermann Ziltener; Samantha Reid, Rob McMaster; Michelle Wong; Meredith Ladner

**Regrets:** Jurgen Kast

**Notes:**

The Director of the BRC and the faculty members of BRC were all supportive and have agreed by vote to the transfer of the BRC to the new School of Biomedical Engineering, on February 15, 2017. The mandate and the research focus of the BRC align with the vision and the direction of the new School and would provide mutual benefits of success.

**MOTION (F Rossi):** The Biomedical Research Centre will move into the new proposed UBC School of Biomedical Engineer and the BRC Director will co-report to both the Director of the School of Biomedical Engineering and the Executive Associate Director, FoM. Seconded: Kelly McNagny. Vote results: All in favour – Fabio Rossi, Kelly McNagny, Michael Underhill, Hermann Ziltener. The proposed motion will move forward to the BRC Steering Committee on February 22, 2017.
Open Consultation Workshop  
February 16, 2017

Attendees: Danmei Liu; Fidel Vila-Rodriguez; Cheryl Wellington; Marc Parlange; William Hall; Rohit Singla; Eitan Prisman; Lindsay Machan; Georgina Ko; Mike Schoen; Estella Qi; Martin McKeown; Samantha Reid, Rob McMaster, Elizabeth Croft

Notes:
- How do you balance medical and engineer faculties and ensure representation?
- Can faculty get cross trained?
- Suggestions for building a cultural hub - Seminar series/workshops/mini sabbatical?
- Biotech and Medtech are changing rapidly, education is slower on the uptake. How will the School stay ahead of this?
- So much diversity – maybe too much? How will focus be brought into the School?
- What kind opps for student interactive? Med to engineer, and biomed
- Students would like more opportunity to interact early on with a diversity of individuals (scientists, clinicians, engineers)

BME Graduate Student Consultation  
February 17, 2017

Attendees: No students attended this session.

BME Leadership Consultation  
February 17, 2017

Attendees: Anthony Hodgson, Vikramadity Yadaw, Rob Rohling, , Rizhi Wang, David Wilson, Peter Cripton
Regrets: Karen Cheung, Guy Dumont, Tim Salcudean, Mike Van der Loos, Ezra Kwok

Notes: Rob McMaster, Elizabeth Croft, and Samantha Reid lead the discussions with BME leadership. The key questions/comments were:
- Joint appointments how will these be determined? How are administrative assignments negotiated between the School and the home department?
- What is the process for recruitment of new core faculty members?
  - The initial joint members of the School and the School Director will support the strategic direction and who will be recruited
- Suggested that an Advisory Committee be appointed to support the selection of the members and drive the recruitment strategy
- Identified opportunities for the School including:
  - Focus on interface between FoM and Engineering
  - The current MD/PhD program
  - Increase Computer Science capability – i.e. informatics
  - Connection to health care systems
- How to develop the School Culture. Suggestions included:
  - Grand rounds
  - Social events/retreats
  - Research days
- Full members – how does this membership work? How will individuals be selected?
- For courses that are non BMEG courses how will the tuition flow?

Discussed with this group was the proposal to move the current graduate programs MASc, MEng, and PhD in biomedical engineering into the School once the School was approved. The individuals in attendance were in agreement with this approach and felt that this made the most sense.

APSC Heads and Directors Meeting  
February 21, 2017

Attendees: Carol Jaeger; Sally Thorne; Penny Gurstein; Eric Hall; Ron Kellett; Elizabeth Croft; Marc Parlange; Daan Maijer; James Olson; Perry Adebar; Debbie Woo; Peter Englezos; Scott Dunbar; Philippe Kruchten; Sheldon Green; Warren Poole; Erik Eberhardt; Suzanne Campbell; Andre Marziali
Regrets: Rehan Sadiq; Mina Hoorfar

Notes: Rob McMaster and Elizabeth Croft presented to the ADRs, the proposal for the School. The key questions/comments were:
- Suggestion to change the International Advisory Council name to External Advisory Council
- How will the composition of the international advisory council, governance committee, executive council be composed? Will it have a mix of representation from FoM and APSC?
- Suggestion that the FoM MD/PhD program should be added as another program that could complement the School of BME programs.
- What is the role of the governance committee?
- Why in the organization chart are faculty members reporting structure not included?
- What is the membership structure and how will members be selected? How will teaching assignments and loads be handled?
- What is the difference between Core members and full members?
- How will teaching by existing faculty in BMEG courses and tuition $$ be handled and addressed?
- How has the School’s budget model been developed is it sustainable? Need to ensure that non core faculty members who are teaching that the funding model works. How would work and how departments will be compensated.
- What is the recruitment strategy for the new core member hires?

**Open Consultation Workshop**

**Attendees:** Haishan Zeng; Andrew Krahn; Tony Hodgson; Caigan Du; Scott Tebbutt; Montgomery Martin; Giselle Tian; Roger Tam; Yogesh Thakur; Matthias Gorges; David Wilson; Christopher Lee; Anna Celler; Geoffrey Houlton; Wolf Tetzlaff; Peter Lansdorp; Shilpa Samji; Cameron Stuart; Frank Ingle

**Notes:**
- How will the new faculty be recruited?
- 5 year program? Concerns raised about the number of credits/course for the undergraduate program and if the load was appropriate. Opportunity to have a 5th year with a mini masters.
- Concerns about silos and asked what the approach would be to bring the community together?
- Is there sufficient space at UBC to house these activities – research and academic?
- Who will make up the composition of the various committee within the governance structure of the School?
- How can one become a member of the School?
- Expressed that there could be opportunity for collaboration with the Medical Physics Graduate Programme
- What are the opportunities for students when going through the BME program
- Has industry been consulted?

**APSC Full Faculty Meeting**

**Attendees:** Carol Jaeger (Chair, Dean’s Office), Elizabeth Croft (Dean’s Office); James Olson (Dean’s Office); Marc Parlange (Dean’s Office); Penny Gurstein (SCARP); Sid Fels (EECE); Mauricio Ponga (MECH); Antony Hodgson (MECH); Tom Oxland (MECH/Ortho); Sheldon Green (MECH); Phillipe Kruchten (EECE); Andre Ivanov (EECE); Patrick Kirchen (MECH); Steve Rogak (MECH); Agnes d’Entremont (MECH); Peter Cripton (MECH); Hongshen Ma (MECH); Karen Cheung (EECE); Daan Majer (IGEN/MTRL); Suzanne Campbell (NURS); Su-Jan Yeo (SCARP); Jonathan Verrett (CHBE); David Wilkinson (CHBE); Ryan Ziels (CIVL); Bill Dunford (EECE); Michael Isaacson (CIVL); Clarence de Silva (SALA); Ron Kellett (SALA); Luis Linares (EECE); Frank Ko (MTRL); Warren Poole (MTRL); Lutz Lampe (EECE); Robin Turner (EECE); Wenying Liu (MTRL); Juan Abello (MECH); Peter Englezos (CHBE); Dave Wilson (MECH); Rob Rohling (EECE/MECH/ICICS); Boris Stoebner (MECH/EECE); Tom Troczynski (MTRL); Mieszko Lis (EECE); Steve Wilton (EECE); Tor Aamodt (EECE); Sathish Gopalakrishnan (EECE); Purang Abolmaesumi (EECE) Tim Salvadean (EECE); Alireza Nojeh (EECE); Shahriar Mirabbasi (EECE); Vladan Prodonovic (MECH/CHBE); Sally Thorne (NURS); Vikram Yadav (CHBE); Sherry Green (Dean’s Office); Xia Brus (Dean’s Office); Mary Murphy (Dean’s Office);

**Notes:**
- There was general warm and positive feedback on the proposal. Questions and interest about how to become an associate member. Some questions about the undergrad program and the moving of the grad program into the school. No negative feedback.

**APSC Department of Materials Engineering Meeting**

**Attendees:** Steve Cockcroft, Goran Fernlund, Frank Ko, Wenying Liu, Daan Majer, Matthias Militzer, Anoush Poursartip, Leili Tafaghodi-Khajavi, Pamela Rogalski, Chad Sinclair, Tom Troczynski, Bé Wassink, Maggie Xia, Fiona Webster (Minutes), Elizabeth Croft (Guest)

**Notes:** There was general warm and positive feedback on the proposal. Questions and interest about how to become an associate member. Some questions about the undergrad program and the moving of the grad program into the school. No negative feedback.
### APSC Department of Mechanical Engineering Meeting  
**March 2, 2017**

**Attendees:** Juan Carlos Abello Rubio, Yusuf Altintas, Mattia Bacca, Peter Cription, Clarence De Silva, Gwynn Elfring, Steve Feng, Ian Frigaard, Sheldon Green, Antony Hodgson, Murray Hodgson, Jasmin Jelovica, Patrick Kirchen, Hongshen Ma, Christopher McKesson, Walter Merida, Ryozo Nagamune, Peter Ostafichuk, Tom Oxlund, Mauricio Ponga de la Torre, Vladan Zoran Prodanovic, Steve Rogak, Robert Rohling, Farrokh Sassani, Boris Stoeber, Michael Van der loos, Rob McMaster, Samantha Reid

**Regrets:** Phani Anasavarapu, Nima Atabaki, Kendal Bushe, Mu Chiao, Elizabeth Croft, Agnes d’Entremont, Markus Fengler, Mohammed Gadala, Dana Grecov, Jon Mikkelson, James Olson,

**Notes:** Rob presented to the department and answered questions. There were a lot of questions and concerns expressed regarding the proposal for the School.
- What is the role of the Faculty of Science in the School? Which FoS departments are involved?
- How will the School coordinate with the other streams of the BME that exist within APSC?
- What are the key innovations that the School will bring? Why do we need a School?
- How will full members to be recruited and what will be the process for this and what will their role be? Is there a strategy in place for the recruitment of the new hires?
- What is the philosophy and strategy for the School?
- Budget – several questions regarding this particularly what the budget is the for the School and what is plan B if the government funding does not materialize
- If the undergraduate program does not get approved by the government what will happen to the School? Will this have an impact on the School proposal?
- Why a School and not a program or a department?
- What is the innovation that the School will bring?
- How will the School interact/impact current BME offerings that exist within APSC?
- Suggestion to slow down the proposal/consultation process and take more time.

### APSC Department of Chemical & Biological Engineering Meeting  
**March 1, 2017**

**Attendees:** Sue Baldwin; Jonathan Verrett; Elod Gyenge; Ezra Kwok; Jamie Piret; Anthony Wachs; Gabriel Potvin; Savvas Hatzikiriakos; Mike Schoen; Mark Martinez; Vikram Yadav; Peter Englezos; Samantha Reid; Rob McMaster

**Notes:** Rob presented and answered questions. There were several questions/comments provided during the discussion which are outlined below:
- Who would compose the executive council and the governance council?
- What will be the composition of the core and full members of the School?
- Group expressed that it is important that have good level of representation on the various committee as they will be key in facilitating and driving the strategic direction of the School forward.
- What will be the outcomes for students once they graduate what would their career trajectory look like?
- Will the current BME graduate programs become part of the School? What other programs will be developed?
- Are there programs from medicine that could be part of the School?

How will students be able to differentiate between the BME undergraduate program and the Bio/chemical engineering program and determine which program to enroll in? How to ensure that there are synergies between the two programs and not duplication or confusion?

### FoM Department Heads and School Directors Meeting  
**March 8, 2017**

**Attendees:** Dr. D. Money, Dr. M. Allard, Dr. J. Christenson, Dr. G. Cundiff, Dr. M. Dawes, Dr. A. Eddy, Dr. S. Forwell, Dr. C. Gotay, Dr. W. Honer; Dr. A. Jones, Ms. S. Jordan-Gaetz, Dr. H. Lui, Dr. D. Maberley, Dr. M. Marra, Dr. B. Masri, Dr. R. McMaster, Dr. W. Miller, Dr. E. Moore, Dr. G. Parhar, Dr. R. Preston, Dr. G. Redekop, Mr. M. Shakespeare, Ms. K. White, Dr. P. Winwood, Dr. M. Wong, Dr. R. Wong, Dr. B. Wright, Mr. J. Beresford, Dr. C. Lovato, Dr. S. Murphy, Ms. J. Golinski, Dr. S. Reid

**Notes:**
- Overall positive comments and supportive

### APSC DHD BME Session  
**February 22, 2017**

**Attendees:** Sheldon, Peter Englezos, Philipp Krutchen, Darla Lapierre, Stuart Mackenzie, Elizabeth Croft

**Notes:**
Concerns were expressed about two topics:
• How would faculty members in other units become ‘full members’ in BME. There was a concern raised that faculty members themselves could just decide to move to the new School. The heads would like some language to suggest that this could not be the case and that any commitment to the School would need to be negotiated with department heads.
• What is the budget for the School, and if government funding does not materialized, what is plan B. Stuart Mackenzie is following up with Heads regarding budget.

<table>
<thead>
<tr>
<th>EUS Consultation Session</th>
<th>March 2, 2017</th>
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<tbody>
<tr>
<td>Attendees: Jenna Omassi, Samantha Reid, Jackob Gattinger</td>
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<tr>
<th>AMS Consultation Session</th>
<th>March 2, 2017</th>
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<tr>
<td>Attendees: Jenna Omassi, Samantha Reid, Samantha So, Rob McMaster</td>
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<tr>
<th>Faculty of Pharmaceutical Sciences - ADR</th>
<th>March 10, 2017</th>
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<tr>
<td>Attendees: Phil O’Shea, Samantha Reid, Rob McMaster</td>
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<td>Notes:</td>
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<tr>
<td>• Very supportive of the proposal, sees several opportunities for collaboration (i.e. nano medicine, senor technologies, drug discoveries)</td>
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<td>• Willing to provide a letter of support</td>
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<th>Michael Smith Laboratories</th>
<th>March 10, 2017</th>
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<tr>
<td>Attendees: Rob McMaster, Simon Peacock, Samantha Reid, Carl Hansen, Robin Turner, Xin Li, Martin Hirst, James Kronstad, Christian Kastrup, Thibault Mayor, Joerg Gsponer, Phil Hieter</td>
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<tr>
<td>Notes: There was much discussion regarding the School and feedback provided including:</td>
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<td>• When will the undergraduate program be approved</td>
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<td>• Thought there was a lot of opportunity with the GSAT Program and should be explored further</td>
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<td>• How will the new recruits be determined?</td>
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<td>• Distribution model of BME distributed between campuses could be tricky to create a sense of home – how will overcome this?</td>
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<td>• Are there enough faculty members’ part of the school to deliver both the teaching and research?</td>
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<td>• What is the impetus and need for the School?</td>
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<td>• Why is the undergraduate program accredited? Is it necessary for BMEG students to be accredited? MSL would like to be involved in the research strategy for the school</td>
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<tr>
<th>UBC Student Senators</th>
<th>March 15, 2017</th>
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<tr>
<td>Notes: Dr. Rob McMaster and Dr. Samantha Reid met with the UBC Student Senators to discuss the draft proposal for the School of BME. Outlined below are the Q&amp;A of the discussions.</td>
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<tr>
<td>Q: This is an area that UBC already has an expertise in, but how has expertise been used to create the school? A: We have met with the faculty multiple times formally and informally, both on the Applied Science and on the Medicine side. Many believe that there should be the strategy of the school in the Senate document, which is not what the documents should look like. We had a pre-consultation in December-January to help form the draft, and has a month long consultation to edit the proposal.</td>
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<td>Q: What was the uptake on consultations? A: We held 3 sessions with 20-30 people at each, and formal student consultations. Graduate students are quite keen on the school because it helps to support their research.</td>
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<td>Q: Has there been consultation with the director of the graduate program? A: Yes, we have been working closely with him.</td>
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<td>Q: Would the Director of BME be joining the Faculty Executive for the School of Medicine? For sake of governance, there was a lot of conversation of overlapping. A: The school would be an automatic member of the Faculty Executive. Technically they would sit there, in</td>
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addition to the graduate program. The biomedical research centre will also be moving to report through the school, this would clear things up and put in an easier structure.

Q: Is there any space on the governance side for students to be involved?
A: Students can be on the executive council, governance, recruitment committees...

Q: Is there room for students in curriculum development?
A: There may be new degrees over time coming out of the school, potentially graduate programs. We are working with e@UBC, we would like students would want to be involved in those conversations.

Q: Would some of the committees and groups that currently have applied science students participating need BME students on them?
A: The undergraduate students will already be applied science students, so participation in existing ways would make sense. Graduate students would have to be housed by one faculty though, even though in a school.

Q: I saw something in the proposal called the 'pre-med' stream, is that still a thing?
A: It is hard to monitor the requirements across to ensure that they meet the requirements for other institutions medical school. It is an option for students to prepare for medical school, but students can opt in to those choices.

Q: It concerns me that there is a small cohort of students who will be in the 'pre-med' stream, only available to a small amount of students.
A: It will be open to everyone, there will be no selection. The ownership will rely on the students to take the right requirements to be eligible for medical school.

### Academic Director, Medical Physics Graduate Programme | March 3, 2017

**Attendees:** Samantha Reid, Rob McMaster, Stefan Reinsberg  
**Notes:**  
- Discussed the School and its framework, as well as the academic programs that would fall under the School  
Noted that there were/could be potential opportunities for collaboration with the Medical Physics Graduate Programme. Stefan Reinsberg will be meeting with Peter Zandstra to explore this further the week of March 27, 2017.

### Dean & Vice Provost Graduate and Postdoctoral Studies | March 6, 2017

**Attendees:** Samantha Reid, Rob McMaster, Elizabeth Croft, Susan Porter  
**Notes:**  
- Very positive meeting discussing the proposal to move the current graduate programs into the School as is.  
Susan was supportive of this and has provided a letter of support

### Associate Vice President Research & Vice Principal Research | March 27, 2017

**Attendees:** Philip Barker, Rob McMaster, Samantha Reid  
**Notes:**  
- Very positive meeting discussing the proposal and opportunities for interaction at UBC-O campus.

### APSC Department Heads Meeting | April 4, 2017

**Attendees:** Marc Parlange (Deans Office); Elizabeth Croft (Dean’s Office); Carol Jaeger (Dean’s Office); James Olson (Dean’ Office); Stuart MacKenzie (APSC Dean’s Office); Peter Englezos (CHBE); Sheldon Green (MECH); Andre Ivanov (EECE); Perry Adebar (CIVL); Rehan Sadiq (UBCO); Penny Gurstein (SCARP); Suzanne Campbell (NURS)  
**Guests:** Anji Reddish (Provost office); Hugh Brock (Provost Office), Roger Wong (Medicine), Samantha Reid (Medicine)

### Faculty of Arts - ADR | April 19, 2017

**Attendees:** Matthew Evenden, Samantha Reid, Rob McMaster  
**Notes:**  
- Very supportive of the proposal, sees several potential opportunities for collaboration for departments, faculty and students within the Faculty of Arts.
Respondents:

<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Unit</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Cheryl Wellington</td>
<td>Faculty</td>
<td>Pathology and Laboratory Medicine</td>
<td>Medicine</td>
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<tr>
<td>Edward Conway</td>
<td>Faculty</td>
<td>Centre for Blood Research / Dept of Medicine</td>
<td>Medicine</td>
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<tr>
<td>Jon Secord</td>
<td>Staff</td>
<td>RIH</td>
<td>Medicine</td>
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<tr>
<td>Sue-Jin Lin</td>
<td>Student</td>
<td>graduate program in neuroscience</td>
<td>Medicine</td>
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<tr>
<td>Rohit Singla</td>
<td>Student</td>
<td>Engineers in Scrubs, BME Program</td>
<td>APSC</td>
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<tr>
<td>Richard T Lester</td>
<td>MD</td>
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<tr>
<td>Michael M. Burgess</td>
<td></td>
<td>W. Maurice Young Centre for Applied Ethics, School of Population and Public Health, and Dept of Medical Genetics</td>
<td>Medicine</td>
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<tr>
<td>Bill Mohn</td>
<td>Faculty</td>
<td>Microbiology &amp; Immunology</td>
<td>Science</td>
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<tr>
<td>Paul Milaire</td>
<td>Staff</td>
<td>MedIT / Educational Technology / Video &amp; Digital Media</td>
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<tr>
<td>Roger Tam</td>
<td>Faculty</td>
<td>Radiology</td>
<td>Medicine</td>
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<tr>
<td>Christopher Lee</td>
<td>Faculty</td>
<td>Department of Emergency Medicine</td>
<td>Medicine</td>
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<tr>
<td>Mahshid Ghaffartehrani</td>
<td>Student</td>
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<td>Education</td>
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<tr>
<td>Danmei Liu</td>
<td>Staff</td>
<td>Centre for Hip Health and Mobility</td>
<td>Medicine</td>
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Do you have any suggestions for improvement on the draft proposal?

- Provide estimates of how many faculty are already working at this interface
- Include the Centre for Blood Research (CBR) in links between medicine and engineering
- Capture or highlight teaching excellence in the Vision
- Change bioengineers to biomedical engineers on pg 4
- Is materials design really a must have skill? pg 4
- Define what is valued as high impact discoveries?
- Pg 6 need expansion
- Expand the ‘students’ section in the Benefits section: it is small.
- The proposed BASc program is not “innovative training”
- Does the requirement of two deans impede the director’s ability to function?
- Replace the term “sun setting”
- The name of the school should be more inclusive in order to:
  - reflect the highly interdisciplinary vision
  - avoid the perception that the school is only a specialized extension of the current engineering school
  - encourage participation from non-engineering schools and departments
  - Consider "health technology" or "medical technology" instead of "biomedical engineering".
- The proposal is heavily weighted towards applied science/engineering. Clarify the role medicine in faculty positions/teaching/clinical exposure of students.
- Differentiate the BME program from its competitors
- Concern that an undergraduate BME program is not necessary.
- Be more clear about how UBC will stand out from other BME Schools

Are there any opportunities that we have not identified in the draft proposal that should be considered?

- Concern over relative absence of the Faculty of Science in the proposal
- How can IT be included? i.e. implications in ad hoc implementation of commercial products for EHR throughout BC/Canada without good medical evidence of system design
- Students need to work with industry.
- Highlight that engineering undergraduate students are pursuing entrepreneurial ventures.
- Rick Hansen Foundation, Tetra Society, the Neil Squire Society and others are not mentioned
- Consider engineering of the human microbiome in the research and teaching of the new school.
- Explain how Engineers in Scrubs (EIS) will be supported when the current NSERC funding ends.
- Describe employment outcomes for the BME BASc graduates.

Are there any issues that we may have overlooked in the proposal?

- Merit/promotion through primary affiliation or jointly?
• Mention the IBME at UNB in Appendix F.
• Why cite US Labour stats for a program that aims to impact Canadian healthcare.
• Would like to see academic units promoting the creation of new interdisciplinary courses
• Suggest Industry Advisory Council—key stakeholders in the local BC or even Canadian BM industry that is experienced entrepreneurs.
• Decide early how many faculty would be in each stream, and how many in each stream would be engineers, computer scientists, clinician scientists, life scientists,
• Need for an undergraduate degree has been argued convincingly in the proposal
• Name should reflect the melting pot. BME implies engineering solutions for medical problems, rather than a collaborative approach to innovation.
• Have Michael Smith Lab students been consulted about the School?
• Will MSL be relocated? Will the MSL Director also be the Director of the SBE (one job/position)? Will MSL hires all be biomedical engineering faculty? Will the current diverse interdisciplinary MSL faculty have to gear their work towards BME?
• What is the impact of new BME UG students would be on facilities?

Would you or your unit/organization like to be associated with the new School of Biomedical Engineering at UBC?

• Yes, Pathology and Laboratory Medicine has 3 project involving BME:
  o CHIMERA Traumatic Brain Injury program
  o Tissue engineering, -- generating entirely 3D perfusible cerebral blood vessels in vitro and are seeking collaborations with Biomaterials Engineers
  o Machine learning for digital pathological analyses
• Yes, CBR will accommodate a recruit in their lab space. Expand opportunities for collaboration in cell and stem cell biology, regenerative medicine, biomaterials design, and drug/gene delivery
• Jon Secord wondered if there was a meaningful way he could contribute as an individual.
• Bill Mohn would like to collaborate on microbiome engineering
• Paul Milaire (IT Staff) would like to support the School.
• R Tam would like to transfer his appointment to the School and establish the BM informatics stream.
• Christopher Lee would like to partner with the School
• Yes Danmei Liu (staff) at Centre for Hip Health and Mobility would like to be associated

Other Comments:
• Maintain diversity of faculty (their backgrounds and expertise). i.e. PIs doing functional neuroimaging research.
• The Engineers in Scrubs has provided insights on good collaboration and ways to foster innovation.
• Engage the Okanagan campus and The School of Health and Exercise Sciences
• Several comments of general support.
• Where will 22-30 core and joint faculty go? Where is the funding coming from?
• What support will spin-off companies have?
• How will the structure of this program support the translational aspect of this field?
• Concern that there is no job opportunities and this is a waste of money
• Propose integrated collaboration with FoM, similar to the Harvard-MIT Health Sciences Technology program (https://hst.mit.edu/about)
MEMO

April 13, 2017

To: Faculty of Medicine, Faculty of Applied Science, UBC Community

From: Dr. Rob McMaster, Executive Associate Dean Research, Faculty of Medicine
Dr. Elizabeth Croft, Associate Dean Education and Professional Development, Faculty of Applied Science

RE: The New Proposed School of Biomedical Engineering – Consultation Follow Up

We would like to thank the UBC community for taking the time to provide your feedback on the proposed new School of Biomedical Engineering. Input from our partners and stakeholders is critical in the development of the School and finalization of the proposal that will be sent to Senate.

Following discussions and early consultations the Faculties of Medicine and Applied Science embarked on a month long formal consultation with the UBC community to seek feedback and input on the draft School of Biomedical Engineering proposal, developed through early feedback. Consultation was facilitated through several avenues including: open consultation workshops, individual meetings; and online feedback form. We were delighted by the level of engagement of the community. In response to the feedback received please find below an FAQ that highlights the frequently asked questions and how these questions have been addressed.

Frequently Asked Questions

1. Why is the name of the School – the School of Biomedical Engineering?
There is an established desire to have a School name that includes the explicit mention of medicine and engineering to reflect the strong partnership and collaboration between the Faculties of Medicine and Applied Science. In addition, there is merit in having a School name that can be ranked against other departments/schools in Canada and the USA.

2. Why a School at UBC?
New opportunities are emerging in the interface of engineering and biology that will transform biomedical research and, UBC should be at the forefront of this. There is growing recognition of the impact of quantitative design-based biology on biomedical research discovery and innovation. The local biotechnology sector is growing rapidly and should emerge as a major component of the BC knowledge economy. This requires students with new skills in biology and engineering. UBC can leverage its expertise and reputation in Medicine, Engineering and Science to impact BC and Canadian science and innovation. For UBC, the School represents an important place to pioneer convergent approaches to education and research. Multiple Faculties are needed to contribute expertise to realize the envisioned impact and there is broad interest in realizing this potential. BME is a discipline that could contribute to academic and research excellence and innovation in multiple Faculties across UBC.
3. The governance structure of a School reporting into two Deans is unique, how will the structure ensure that it functions effectively and efficiently?

The School has been structured to be equally governed and administered and supported by the Faculties of Applied Science and Medicine, and this governance structure has been adapted from similar interdisciplinary institutes, centres and laboratories already existing at UBC. As such the structure has been designed not to impede but add value and clearly articulate processes to avoid duplication or unnecessary administrative burdens.

4. What will be the initial faculty complement for the School and how will joint appointments be handled?

As the School ramps up the initial faculty complement will be a minimum 15 FTE composed of both core faculty members and joint appointments. Specifically, the core faculty members will be composed of the Director of the School and eight full-time faculty to be recruited over the next three to five years.

In addition, the initial faculty complement will include joint appointments of existing UBC faculty members. Please note that joint appointments will follow the UBC protocols and procedures and a written agreement outlining the terms of the joint appointment will be signed by the relevant heads of academic units and the faculty member. Matters pertaining to appointment, reappointment, and promotion and tenure (APRT) of joint appointment faculty will be handled in accordance with the procedures and guiding principles outlined on the UBC Faculty Relations website, ensuring that procedures with respect to career progress are clearly laid out in writing at the time of appointment.

5. What is the involvement of the Faculty of Science, and other UBC faculties within the proposed School?

The hosts for the School are Applied Science and Medicine, however the Faculty of Science is a key partner of the School and is fully supportive of the School. In addition, there has also been support from other UBC Faculties and units; and it is expected that faculty members from Science and other faculties/units will also be engaged in both the academic and research programs of the School.

6. What impact will the School have on current programs that offer a biomedical engineering type coursesstreams?

A new School of Biomedical Engineering will raise UBC’s visibility within the biomedical engineering space, and contribute to UBC’s ability to recruit world-leading researchers, students, staff, research chairs; initiate new joint appointments in existing departments; increase current biomedical engineering activities and research collaborations; and present opportunities for potential development of new academic and research space. Thus, the impact will be widespread providing benefits not only to the School but to other UBC faculties, departments, institutes and centres.

Thank you again for your ongoing support.

Yours Sincerely,

Dr. Robert McMaster
Executive Associate Dean Research
Faculty of Medicine

Dr. Elizabeth Croft
Associate Dean Education and Professional Development
Faculty of Applied Science
The School of Biomedical Engineering Initial Faculty Complement

<table>
<thead>
<tr>
<th>Appointment Type</th>
<th>Name</th>
<th>Home Faculty</th>
<th>Appointment Percentage</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core BME Faculty Member</td>
<td>TBD</td>
<td>School of Biomedical Engineering</td>
<td>1.0</td>
<td>To be hired in the next one to five years</td>
</tr>
<tr>
<td>Core BME Faculty Member</td>
<td>TBD</td>
<td>School of Biomedical Engineering</td>
<td>1.0</td>
<td>To be hired in the next one to five years</td>
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<tr>
<td>Core BME Faculty Member</td>
<td>TBD</td>
<td>School of Biomedical Engineering</td>
<td>1.0</td>
<td>To be hired in the next one to five years</td>
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<td>Core BME Faculty Member</td>
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<td>School of Biomedical Engineering</td>
<td>1.0</td>
<td>To be hired in the next one to five years</td>
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<tr>
<td>Core BME Faculty Member</td>
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<td>School of Biomedical Engineering</td>
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<tr>
<td>Core BME Faculty Member</td>
<td>TBD</td>
<td>School of Biomedical Engineering</td>
<td>1.0</td>
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</tr>
<tr>
<td>Core BME Faculty Member</td>
<td>TBD</td>
<td>School of Biomedical Engineering</td>
<td>1.0</td>
<td>To be hired in the next one to five years</td>
</tr>
<tr>
<td>Core BME Faculty Member</td>
<td>Peter Zandstra</td>
<td>Faculty of Medicine</td>
<td></td>
<td>To be appointed Director once School is established</td>
</tr>
<tr>
<td>Joint Appointment</td>
<td>Fabio Rossi</td>
<td>Faculty of Medicine</td>
<td>0.50</td>
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<tr>
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<td>Kelly McNagny</td>
<td>Faculty of Medicine</td>
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<td>Joint Appointment</td>
<td>Mike Underhill</td>
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<td>Shernaz Bamji</td>
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<tr>
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<tr>
<td>Joint Appointment</td>
<td>Francis Lynn</td>
<td>Faculty of Medicine</td>
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</tr>
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<td>Joint Appointment</td>
<td>Connie Eaves</td>
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<tr>
<td>Joint Appointment</td>
<td>Karen Cheung</td>
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<tr>
<td>Joint Appointment</td>
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<td>Tim Salcudean</td>
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<td>Terms being negotiated</td>
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<td>Joint Appointment</td>
<td>Anthony Hodgson</td>
<td>Faculty of Applied Science</td>
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<td>Joint Appointment</td>
<td>Vickramaditya Yadav</td>
<td>Faculty of Applied Science</td>
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<tr>
<td>Joint Appointment</td>
<td>Rizhi Wang</td>
<td>Faculty of Applied Science</td>
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<td>In signature process</td>
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<tr>
<td>Joint Appointment</td>
<td>Hongshen Ma</td>
<td>Faculty of Applied Science</td>
<td>0.20</td>
<td>Completed</td>
</tr>
</tbody>
</table>

In addition, currently in discussions and negotiation of terms for joint appointments within the School with Michael Smith Laboratories faculty members that would collectively be 1.0 FTE. The Michael Smith Laboratories are enthusiastically supportive of the School.

The initial faculty complement of the School will include the School Director and eight full time faculty to be recruited over the next one to five years. In addition, joint appointments will complete the initial faculty complement.
5 May 2017

To:         Vancouver Senate
From:       Admissions Committee
Re:         

a. Bachelor of Science – Withdrawal and Readmission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval a change in the number of university-transferable credits required for readmission to the Bachelor of Science program following withdrawal or discontinuation. The proposal is to reduce the number of credits required for readmission to 21 transferable credits and increase the minimum GPA for readmission to 3.0. The reduced requirement would allow students to better address the issues that led to the Failed Year standing and implement strategies for academic success while requiring a sufficient number of credits on which suitability to return to the program can be adequately assessed.

Motion: that Senate approve changes in readmission requirements for students required to withdraw from the Bachelor of Science program, effective for the 2017 Summer Session and thereafter.

b. Bachelor of Science in Nursing – Admission Requirements (approval)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Bachelor of Nursing program. Along with some editorial changes, the proposal includes the addition of the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process. The CASPer assessment will be used in place of an interview and will assess non-cognitive and interpersonal skills and enable the School of Nursing to better identify applicants best suited for the program.

Motion: that Senate approve changes in admission requirements for applicants to the Bachelor of Science in Nursing program, effective for the 2017 Winter Session and thereafter.
c. Faculty of Graduate and Postdoctoral Studies – Minimum Funding for Doctoral Students (approval)

The Committee has reviewed and recommends to Senate for approval a proposal to establish a minimum funding package for students enrolled in a full-time doctoral program. The funding package will help attract outstanding PhD students to UBC, provide much needed financial support, and better enable timely completion of program. The circulated proposal includes background information that addresses many of the key questions raised by the Committee during its deliberation of the proposal and is circulated herein to better inform the Senate’s review of the proposal.

Motion: that Senate approve the Faculty of Graduate and Postdoctoral Studies policy on Minimum Funding Package for Doctoral Studies, effective for the 2018 Winter Session and thereafter.

d. Faculty of Graduate and Postdoctoral Studies – Part-time Classification for Doctoral Students (approval)

The Committee has reviewed and recommends to Senate for approval the ‘Part-time’ Student Classification for students in doctoral program administered by the Faculty of Graduate and Postdoctoral Studies. The proposal supports the University’s Flexible Learning Strategy and allows for more choice and flexibility in the completion of a doctoral program. The ‘part-time’ designation will benefit those students who are not able to pursue full-time study and enable them to engage more effectively with their program of study.

Motion: That Senate approve the ‘Part-time’ Student Classification for students in doctoral programs administered by the Faculty of Graduate and Postdoctoral Studies, effective for the 2017 Winter Session and thereafter.

e. Classification of Students – Auditor (approval)

The Committee has reviewed and recommends to Senate for approval removal of ‘Auditor’ as a student classification. ‘Auditor’ classification is not a classification of student and is more appropriately listed as an academic standing and grading practice. Audit status is granted to students who are expected to complete all course requirements except the final exams and may be given a Fail (F) standing if performance is not satisfactory.

Motion: That Senate approve removal of ‘Auditor’ as a student classification, effective for the 2017 Summer Session and thereafter.

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Admissions Committee
**Faculty:** Science  
**Department:** Dean’s Office  
**Faculty Approval Date:** March 1, 2017  
**Date:** March 1, 2017  
**Contact Person:** Norm Hutchinson, Chair  
**Phone:** 604-822-8818  
**Email:** norm@cs.ubc.ca

**Effective Date for Change:** 17S  
**Proposed Calendar Entry:**

Withdrawal and Re-admission  
…

The Faculty committee will expect students with a Failed standing who had successfully completed fewer than 60 science-eligible credits to demonstrate their abilities by earning at least **21 transferable credits** at a recognized post-secondary institution and attaining an overall G.P.A. of **3.0**, calculated on all university-transfer work attempted after they leave UBC.

**Present Calendar Entry:**

Withdrawal and Re-admission  
…

The Faculty committee will expect students with a Failed standing who had successfully completed fewer than 60 science-eligible credits to demonstrate their abilities by completing the following amount of work at a recognized post-secondary institution and attaining an overall G.P.A. of **2.50**, calculated on all university-transfer work attempted after they leave UBC.

**Credits earned before discontinuation or withdrawal**  
| Credits earned before discontinuation | Transfer credits required before applying for readmission |
|--------------------------------------|--------------------------------|------------------|
| 30 or fewer                         | 30                            | 24               |
| 31–45                                | 24                            | 12               |
| 46–60                                | 12                            | no requirement   |

Students required to discontinue or withdraw after completing more than 60 Science-eligible credits may choose to take courses at a college or similar institution, in order to demonstrate a renewed ability to achieve academic success, even though some or all of the credits so earned may not be transferable to the degree.

A negative decision by the Faculty on an application for re-admission may be appealed to the Senate Admissions Committee. That Committee does not change decisions of the Faculty based on academic judgment, but may grant an appeal if due process was not followed by the Faculty. Thus, unless the appellant supplies additional information in support of...
special consideration, the appeal to Senate is unlikely to succeed.

A student who had been required to discontinue or withdraw from studies in Science and later successfully appealed for readmission will be subject to the academic standing rules applicable to students with Academic Probation standing.

<table>
<thead>
<tr>
<th>Action:</th>
<th>Standardize the number of university-transferable credits required to qualify for readmission to the B.Sc. for students who had fewer than 60 credits when required to withdraw or discontinue. Delete table.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raise the minimum GPA required for re-admission.</td>
</tr>
<tr>
<td></td>
<td>Modify wording on the standing of students who are re-admitted.</td>
</tr>
</tbody>
</table>

**Rationale:** This proposal is based on the recognition that students will tend to follow the quickest path back to UBC, based on their own complex needs, and the premise that there is value in giving students who are attempting to reestablish themselves academically an opportunity to reflect on and address the causes of their failure, rather than rushing back into full-time study. The proposal is also aimed at bringing the policy for Science into alignment with that recently approved for Arts (from which the basic argument that follows has been taken).

Currently, Science students who have accumulated fewer than 60 credits when they are assigned Failed Session standing through sessional evaluation are required to reestablish a solid academic record by completing university-transferable credits at college and attaining a minimum average on those credits. If they succeed academically and convince the Faculty that they have addressed any personal issues that contributed to their poor academic performance,
they can be readmitted to Science. This is a model that works relatively well for the Faculty of Science but could be improved.

The current policy with a variable number of credits being required of students after being required to leave the B.Sc. program is cumbersome to administer and sometimes confusing to students. To date, students who are early in their academic program are required to earn at least 30 university-transferable credits while more advanced students have a lower credit requirement, as low as 12. Twelve credits is a small number in which to demonstrate sustained and improved academic performance. Thirty credits presents students with a different challenge – how to meet re-admission requirements in a timely way. Many students attempt to complete the credits required for readmission in a single Winter Session. The desire to return quickly to UBC is driven by complex variables, including reasons of expense, family pressure, self-concept and an association of their identity with being a UBC student. It should be noted that this desire to return quickly also benefits UBC as the longer students are away, the less likely they are to return, particularly if they are International students.

There are practical reasons why a year is too short a time in which to complete 10 courses: a) students get their notice of Failed Session in late May or early June, after summer classes are full and underway at other local institutions; and b) UBC’s deadlines for the submission of all documents (including transcripts) for re-admission consideration mean that only courses that were completed in winter session can be considered.

It is often not in a student’s best interest to attempt a full (30-credit) course load at college immediately after having a failed session at UBC. Experience demonstrates that students on the one hand are more likely to return and progress successfully if they take the time to create an academic success strategy prior to readmission and on the other hand are more
likely to comply with academic advice if it does not delay their return to UBC. The proposal acknowledges student challenges and supports their wellbeing as a means of building self-efficacy.

The proposed change would standardize the number of college credits required to 21 for all affected Science students. This college course load improves the chances that the student will take time to reflect and address personal challenges during their absence from UBC, and allows these students the opportunity to implement new academic strategies, such as attempting only 9 or 12 credits per term, that could serve them well upon their return.

The minimum GPA requirement is being raised to increase the chances that re-admitted students will succeed and to bring it closer to the minimum for transfer applicants. Data indicate that students who are re-admitted with GPA’s at least in the low 70% range are more likely to succeed and be retained to graduation. They also have more choice of specialization in the B.Sc. Further, the G.P.A. cutoff for transfer applicants has not been as low as 2.50 for many years; in fact, it has been over 3.0 in recent years. With the proposal, former UBC Science students who stumbled but have subsequently demonstrated much improved academic achievement may still get a slight advantage over new transfer applicants, but not an unreasonably large one.

Finally, the current statement that re-admitted students “will be placed on Academic Probation” is inaccurate because it is not possible to assign a sessional standing in advance. The proposed wording is intended to clarify that the student’s academic achievement in the first session after re-admission will be judged according to the rules for students who are on Academic Probation.
UBC Admission Proposal Form
Change to Course or Program

Faculty: Applied Science
Department: Nursing
Faculty Approval Date: April 4, 2017
Effective Session (W or S): Winter
Effective Academic Year: 2017/18

Date: April 5, 2017
Contact Person: Cathryn Jackson
Phone: 604 822 7432
Email: cathryn.jackson@nursing.ubc.ca

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379

Proposed Calendar Entry:

Admission Criteria
All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to Nursing for more details.

Admission to the program requires advanced standing by either a bachelor's degree or significant progress (48 non-nursing, university transferable credits) toward a degree in another field of study. All prospective students are required to demonstrate a minimum level of English language proficiency before admission. Please refer to the English Language Admission Standard.

Applicants are required to have a minimum 70% average, or grade point average of 2.8 (calculated on a 4-point scale) based upon the most recent 30 non-nursing, university transferable credits completed at the undergraduate level.

UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required:
- First-year or higher English (3 credits): English 112 is recommended, or a higher level

Present Calendar Entry:

Admission Criteria
All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to Nursing for more details.

Admission to the program requires advanced standing by either a bachelor's degree or significant progress (48 credits) toward a degree in another field of study. All prospective students are required to demonstrate a minimum level of English language proficiency before admission. Please refer to the English Language Admission Standard.

Applicants are required to have a minimum 70% average, or grade point average of 2.8 (calculated on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level.

UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required:
- First-year English (3 credits): English 112 is recommended, or an equivalent first-year higher education English composition course. Exceptionally, this English
university transferable English composition course. Exceptionally, this English prerequisite may be waived for students who have completed a bachelor's degree from an accredited University (where English was the main language of instruction during that degree).

- BIOL 153 (7 credits) or an equivalent human anatomy and physiology course/courses. Courses accepted as equivalent to this are listed on the School's website. In addition, other human anatomy and physiology courses may be acceptable to the School subject to an internal review. Details of this review process and an application package can be found at Prior Learning Assessment & Recognition (PLAR).

For students to obtain the required competencies for entry-level registered nursing practice certain skills and abilities are required. It is important that applicants are aware of these prior to applying for admission to the nursing program. These requirements (Requisite Skills and Abilities) are available at CRNBC.

Rationale for Proposed Change:
- To clarify the type of credits eligible for admission consideration and for admission average calculation.
- Nursing courses completed in other nursing programs do not qualify for transfer credit and cannot be used as basis of admission or credit towards the program.
Proposed Calendar Entry:

Post-Acceptance Requirements

UBC School of Nursing students are required to comply with current regulations of the Provincial Health Authorities related to vaccine-preventable communicable diseases. Proof of immunization status must be made available upon request. Clinical sites may request this documentation from students at any time, and in preparation for or during clinical activities. Failure to provide documentation of immunization status may prevent a student from attending clinical practice, and thus may jeopardize a student’s ability to complete all program requirements.

All newly admitted students to the Bachelor of Science in Nursing program will be required to complete a Criminal Record Check (CRC), Cardio Pulmonary Resuscitation - Health Care Provider (CPR-HCP) certification and N95 mask fitting test. **Students must comply with the guidelines stipulated on the BSN Admissions website.**

If you have any questions about any of the post-acceptance requirements, please contact Nursing.

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379

Present Calendar Entry:

Post-Acceptance Requirements

UBC School of Nursing students are required to comply with current regulations of the Provincial Health Authorities related to vaccine-preventable communicable diseases. Proof of immunization status must be made available upon request. Clinical sites may request this documentation from students at any time, and in preparation for or during clinical activities. Failure to provide documentation of immunization status may prevent a student from attending clinical practice, and thus may jeopardize a student’s ability to complete all program requirements.

All newly admitted students to the Bachelor of Science in Nursing program will be required to complete a Criminal Record Check (CRC), Cardio Pulmonary Resuscitation - Health Care Provider (CPR-HCP) certification and N95 mask fitting test.

If you have any questions about any of the post-acceptance requirements, please contact Nursing.

Type of Action:

Add information regarding Post Admission
Proposed Calendar Entry:

Application and Document Submission

1. Initial application must be made on-line to the University by December 1.
2. The School also requires a supplemental application. Applicants must submit an online supplemental application which includes:
   - the supplemental application form which must be submitted by January 31\(^1\)
   - the names and contact information of two individuals who can provide reference information (it is recommended that one referee be a teacher, instructor, employer, or supervisor)
   - a current résumé (structured form provided in the application)
   - a brief written personal statement about the applicant's reasons for requesting admission to the School and understanding of the profession of nursing (format provided in the application)

\(^1\)The supplemental forms are available and can be filled in and submitted on-line at the Student Service Centre.

Applications for any human anatomy/physiology course equivalence (if required) may be received at any time but must be received by January 31 for entry requirements.

Rationale for Proposed Change:

To direct prospective applicants and admitted students to check our website for current information regarding the post-acceptance requirements.

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379

Present Calendar Entry:

Application and Document Submission

1. Initial application must be made on-line to the University by December 1.
2. The School also requires a supplemental application. Applicants must submit an online supplemental application which includes:
   - the supplemental application form which must be submitted by January 30\(^1\)
   - the names and contact information of two individuals who can provide reference information (it is recommended that one referee be a teacher, instructor, employer, or supervisor)
   - a current résumé (structured form provided in the application)
   - a brief written personal statement about the applicant's reasons for requesting admission to the School and understanding of the profession of nursing (format provided in the application)

\(^1\)The supplemental forms are available and can be filled in and submitted on-line at the Student Service Centre.

Applications for any human anatomy/physiology course equivalence (if required) may be received at any time but must be received by January 31 for entry requirements.
the following September.

**Late applications will not be considered**

3. Official transcripts and other required documents must be sent to the following address by January 31:
Enrolment Services
The University of British Columbia
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Canada
Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

4. **Computer-based Assessment for Sampling Personal Characteristics (CASPer)**
All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) (Canadian Nursing) as part of the admission process and request results be sent to the UBC School of Nursing. CASPer is completed online and assesses for non-cognitive skills and interpersonal characteristics that are important for successful students and graduates of our program, and will complement the other tools used for applicant screening. CASPer is usually offered in January and/or February. Information and online registration are available on the CASPer website. Applicants who do not complete the CASPer assessment will not be considered for admission. CASPer results are valid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

Required) may be received at any time but must be received by January 30 for entry the following September.

**Late applications will not be considered**

3. Official transcripts and other required documents must be sent to the following address by January 30:
Enrolment Services
The University of British Columbia
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Canada
Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

**Type of Action:**
- Replace all instances of January 30 with January 31
- Add a new sub-section regarding CASPer assessment to the Application and Document Submission section.

**Rationale for Proposed Change re: Change of Deadline:**
- To match the university-wide deadline for official transcripts and supplemental applications of January 31st.
- We received a request from the Admissions Office to match our deadline with that of other programs within UBC to ensure consistency in the information provided when acknowledging applications.

**Rationale for Proposed Change re: Introduction of CASPer as a selection tool:**
CASPer is an independent assessment tool that evaluates situational judgment using 12 video and word-based scenarios specific to health sciences and nursing. Each short scenario is followed by a series of 3 open-ended questions. Nursing scenarios focus on ethics, empathy, communication,
resilience, critical thinking/judgment, advocacy and teamwork. Candidates have 5 minutes to answer 3 probing questions. Applicant responses are independently rated.

An SoN Admissions Workgroup reviewed and unanimously endorsed CASPer as a valid and reliable admissions assessment approach for our program and based their assessment on two key features of CASPer: 1.) Rigorous validation; 2.) Accessibility. CASPer was then approved by the Faculty Caucus.

CASPer tests for professionalism traits. Inter-rater reliability among raters is 0.92 for CASPer versus 0.2 for panel interviewers and 0.7 for MMI interviewers. It is important to the SoN that an assessment strategy would not sacrifice the validity and reliability, but help reduce the significant costs of the MMI process. The UBC Vancouver BSN program is highly competitive with over 500 applicants per year. Under the MMI process which is extremely resource intensive and expensive to deliver, we had to shortlist for interviews reducing the applicant pool from 500 to 216. CASPer allows us to review all eligible applicants, using a ranking score that combines CASPer, GPA and Supplemental scores. The UBC Admissions Office calculates the admission averages and the SoN reviews and rates the supplemental applications.

In terms of accessibility, the MMI interviews were offered only in person, which restricted participation of applicants with limited financial possibilities and international applicants without a study visa. CASPer, can be taken online anywhere in the world and when compared to admissions tools such as MMI there appears to be less ethnic/gender/racial bias.
or discrimination. The School of Nursing values justice and equity and believes CASPer provides the opportunity to be inclusive in our admissions selection process. The use of CASPer allows all eligible applicants to be considered in the final admission decision process and further enhances accessibility, fairness and objectivity in the selection process.

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
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</thead>
<tbody>
<tr>
<td><strong>Application Processing Fees</strong></td>
</tr>
<tr>
<td>1. A <a href="#">processing fee</a> must accompany the supplemental application package. This fee is non-refundable and is paid as part of the supplemental on-line application. No applications will be processed unless the fee is received.</td>
</tr>
<tr>
<td>2. There is an additional <a href="#">PLAR review fee</a>, payable to the UBC School of Nursing, for any human anatomy/physiology course equivalence review (if required).</td>
</tr>
</tbody>
</table>

Please note: Both the application processing fee and the review fee (if required) must accompany the application.

| URL: |

<table>
<thead>
<tr>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Processing Fees</strong></td>
</tr>
<tr>
<td>1. A processing fee of <a href="#">117.50 CAD</a> must accompany the supplemental application package. This fee is non-refundable and is paid as part of the supplemental on-line application. No applications will be processed unless the fee is received.</td>
</tr>
<tr>
<td>2. There is an additional <a href="#">55.00 review fee</a>, payable to the UBC School of Nursing, for any human anatomy/physiology course equivalence review (if required).</td>
</tr>
</tbody>
</table>

Please note: Both the application processing fee and the review fee (if required) must accompany the application.

| Type of Action: |
| Delete specific dollar amount information. |

| Rationale for Proposed Change: |
| - The fees are subject to change upon the UBC Board of Governors’ annual review. This review takes place in May/June after annual calendar updates have been submitted. |
| - Ensure that prospective applicants have access to up-to-date information by directing them to the nursing website. |
Proposed Calendar Entry:

Selection Process

The Bachelor of Science in Nursing program has a limited enrolment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission (see the School for a profile of accepted students). The School reserves the right of selection of all students for admission and readmission to the School. Canadian residents (citizens and Permanent Residents) will be given preference in the final selection process.

The School will select for admission those applicants who not only demonstrate academic potential, but who also most aptly display a motivation to study nursing and who demonstrate that they possess the qualities and skills most necessary to be a caring and competent professional nurse. In addition, the School will select those applicants who demonstrate the best potential for academic success, leadership, and ability to advance the nursing profession.

Academic documents are assessed by Enrolment Services and the supplemental application documents are assessed by the UBC School of Nursing Admissions Team. Human anatomy/physiology course equivalency is assessed by the School's PLAR Committee. Applicants must request CASPer scores be released directly to the UBC School of Nursing.

The admission decisions will be based on academic standing, supplemental application score and CASPer results.

Present Calendar Entry:

Selection Process

The Bachelor of Science in Nursing program has a limited enrolment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission (see the School for a profile of accepted students). The School reserves the right of selection of all students for admission and readmission to the School. Canadian residents (citizens and Permanent Residents) will be given preference in the final selection process.

The School will select for admission those applicants who not only demonstrate academic potential, but who also most aptly display a motivation to study nursing and who demonstrate that they possess the qualities and skills most necessary to be a caring and competent professional nurse. In addition, the School will select those applicants who demonstrate the best potential for academic success, leadership, and ability to advance the nursing profession.

Academic documents are assessed by Enrolment Services and the supplemental application documents are assessed by the UBC School of Nursing Admissions Team. Human anatomy/physiology course equivalency is assessed by the School's PLAR Committee. Based on academic standing and scoring on the supplemental application, a selection of applicants are offered interview. The interview is a critical component of the admission process. Applicants selected for

URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379
<table>
<thead>
<tr>
<th>Applicants who are accepted will be sent a letter of acceptance and details about the registration procedures.</th>
<th>an interview will be contacted by the School of Nursing Admissions Office. The interview dates will likely be scheduled for late March and April.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants who, after interview, are accepted will be sent a letter of acceptance and details about the registration procedures.</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Action:**
Amendment to document assessment and selection process.

**Rationale for Proposed Change:**
- Add information regarding the document assessment and student selection process to reflect CASPer as a component of the selection criteria.
- Delete information regarding the interview process which has been replaced with CASPer.
Minimum Funding for PhD Students

The University of British Columbia is committed to ensuring that financial support is provided to all students enrolled in full-time PhD programs. Students enrolled in a full-time PhD program are assured a Minimum Funding Package of $18,000 per year for the first four years of full-time study. Funding can be used towards expenses related to the academic program (e.g., tuition, books) as well as general living expenses. Minimum funding is an annual commitment spanning three academic terms per year for four years and is conditional on full-time registration. Full-time students typically devote a minimum of 35-40 hours per week to academic activities (e.g., research, teaching or research assistantship, professional development) related to their studies.

The Minimum Funding Package may be provided through any one or more of the following: internal or external awards and scholarships, graduate academic assistantships, teaching employment (e.g., teaching assistantships, sessional lecturers) and/or research assistantships. At the request of the student, other employment in the field of the student’s research may be considered part of the funding package, whether the work occurs on or off campus (e.g., continuation of part-time nursing practice to maintain professional skills and to understand current research needs in that setting). If a student receives additional funding
(e.g., a scholarship, etc.) that elevates the amount of the funding package above the minimum amount per year, support from other components of the funding package may be reduced. The funding package amount is the minimum, and actual student support will be higher in many cases.

The Minimum Funding Package is inclusive of vacation pay and benefits, as well as external awards or sponsorships, if applicable. It does not include the International Tuition Award.

Students must apply for major scholarships as required by their Graduate Program to continue to qualify for the Minimum Funding Package. Students may be required to disclose their sources of university or scholarship funding, as well as other income sources to the Graduate Program and must inform the Program immediately of new or additional funding sources.

The Minimum Funding Package does not apply to students enrolled in a Part-time Doctoral Program or those enrolled in Doctor of Education (EdD) or Doctor of Musical Arts (DMA) programs.

Students must satisfy academic progression requirements and maintain good standing in the program to maintain funding eligibility. See ‘Academic Regulations’. [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,615]

Student who complete their degree requirements are no longer eligible to receive funding. Students who complete degree requirements in less than four years may forfeit a portion of their financial support. Students who withdraw, change to part-time status, or are approved for a leave of absence may no longer be eligible for funding or may be subject to repayment or pro-rating of their funding.

Students transferring from a UBC master’s to a package will recognize the important contributions that PhD students make to the University, and provide much needed resources for the students to cope with living in the most expensive city in Canada. Funding has substantial impact: PhD students with insufficient funding have longer completion times, greater likelihood of attrition, more mental health issues and lower satisfaction regarding their graduate student experience. In the 2016 Canadian Graduate and Professional Student Survey, 34% of UBC PhD students considered work or financial commitments to be a major obstacle to academic progress. Those who considered them a major obstacle rated their academic experience more poorly relative to those who did not consider them an obstacle.

Consultation has been undertaken with Deans, Associate Deans, Graduate Council, select faculties and departments, and members of the Graduate Student Society. In addition, an open forum was hosted for all faculty and staff. UBC Counsel and UBC Human Resources have also been consulted. The proposed date for the institution of the policy is for students commencing studies in September 2018 pending approval processes. Students commencing studies prior to the implementation date will be exempt from the policy. The policy has been discussed with the College of Graduate Studies at UBC Okanagan but will not be implemented there at this time. All graduate programs have been encouraged to voluntarily adopt part or all of the policy for January 2017 admissions in preparation for the 2018 implementation.

One risk is that current students exempt from the policy may be further disadvantaged as faculty may prioritize TAs, RAs and scholarships for the new funded cohort. UBC TA regulations do provide prior TAs with hiring preference. The largest number of RAs occurs within the Faculty of Science where a minimum funding policy already exists. The majority of the G+PS internal scholarships are assigned to new incoming students as a recruitment tool and this will not change. However, the Graduate Support
PhD program without completing the master’s program will be eligible for the Minimum Funding Package once enrolled in a full-time PhD program. In line with UBC academic policies, the start of the PhD program for these students will be the date of first registration in the master’s program. Hence, a student who transfers to a PhD after one year of master’s study will be provided with a Minimum Funding Package for the next three years.

The student may decline all or part of the package after acceptance of an offer of admission without any prejudice to his/her admission. Where the student declines all or part of the Minimum Funding Package at the time of admission, the Graduate Program must submit a written statement to G+PS, signed by the student, which acknowledges that the University has met its obligations. If the student requires a funding package in the future due to a change in situation, the Graduate Program and Supervisor will make their best effort to secure funding, though this might not be possible as funding sources may already be fully committed.

The Minimum Funding Policy will be reviewed annually by the Graduate Council. Any annual increases will apply to both new and current eligible doctoral students.

| Initiative (GSI) is a flexible funding source that Faculties might channel preferentially to the new funded cohort. On releasing the annual GSI allocations, G+PS will state that it expects that programs will honour existing commitments to current students. |
Background Information for Minimum Funding Policy for PhD students

1. Why is a minimum funding policy needed at UBC?

a. A funding package recognizes the critically important contributions that PhD students make to the University and the broader research enterprise and provides much needed resources for the students to cope with living in the most expensive city in Canada. While UBC PhD students receive an average funding package of $29,000, the graph below shows that approximately 15% receive less than $20,000. It should be noted that funding not flowing through UBC is unaccounted for here (e.g., some foreign government scholarships), so the percent under $18,000 is slightly less than this.

2015-16 Funding Package of PhD students in years 1-4 (includes scholarships, teaching assistantships and research assistantships)

b. Underfunding contributes to poorer academic progress, higher stress, and lower satisfaction with the academic experience. In the 2016 Canadian Graduate and Professional Student Survey, 34% of UBC PhD students considered work or financial commitments to be a major obstacle to academic progress compared to 29% of Canadian doctoral students. Those who considered them a major obstacle rated their academic experience more poorly relative to those who did not consider them an obstacle (55% vs. 72% ‘very good’ or better).

Typical comments from those citing work/finances as a major obstacle:

- Finances causes me more stress than anything academic
- It is the number one stress.
- It has delayed my dissertation, and it brings a lot of stress and anxiety
- I need to work a lot in order to afford to live. It makes it difficult to focus on my research and my degree.
- It slows my progress by a considerable margin, and I won’t be surprised if it extends my program by a year or more.

b. Underfunding is associated with longer times to completion. The annual US Survey of Earned Doctorates shows that PhD students who rely primarily on personal finances report the longest time in degree in every field of study. Students who rely on primarily personal sources
took a median 7.2 years, while those that rely on fellowships, scholarships, TA-ships and/or RA-ships took a median of 5.7 years.

PhD students with insufficient funding have longer completion times, greater likelihood of attrition, more mental health issues, and lower satisfaction regarding their academic experience. Having a significant proportion of unfunded or underfunded students is not consistent with our aspiration to be a top university.

d. **We believe that doctoral education should be for the best and brightest, and should not preference those who are simply wealthy enough to self-pay.** PhD graduates are our country’s leading scholars, and funding throughout the long educational period helps alleviate the significant sacrifices they have had to make in time and lost income.

e. **Poor PhD funding reflects poorly on the institution.** Per capita doctoral funding is a common metric of research and student excellence. The vast majority of Ontario institutions provide minimum funding for their PhD students.

f. **Advertising that we provide minimum PhD funding levels as an institution serves as a recruitment tool.** Students will be attracted to UBC in knowing that they will be guaranteed a base funding, and possibly more. This policy will bring us in line with Ontario universities who already provide minimum funding levels; UBC will be the only university west of Ontario that provides a university-wide minimum funding level for PhD students. A minimum PhD funding level will demonstrate UBC’s commitment to supporting graduate students.

2. Why is a university-wide policy required?

Some have argued that individual graduate programs should have the freedom to make their own funding policies. As in any University or Faculty-wide policy, however, this policy is based on principles we view as relevant to academic excellence and equity across all programs. Several Faculties already have minimum funding policies in place for all their programs, and this extends that policy to all Faculties associated with G+PS.

As inadequate funding has serious negative impacts on PhD students across every discipline, all PhD students, no matter which program, are included in this policy.

The amount of funding proposed is based on what our consultations have determined as minimally just and achievable. As for other university-wide policies, graduate programs are welcome to, and frequently do, implement more stringent standards. In this case, the majority of graduate programs already have policies guaranteeing higher minimum funding levels, and this should not affect their practices or policies.

The $18,000 amount is below the cost of living in Vancouver (see table below) for the most economical situation. Higher minimums, however, were seen as unachievable for some programs. The proposed amount has not been indexed for cost of living but will be reviewed over time as faculty felt a constant amount over a few years would reduce the administrative burden in keeping track, especially when budgeting in grants.
### Situation

<table>
<thead>
<tr>
<th>Description</th>
<th>Approx cost of living in Vancouver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single, domestic, shared housing, no car</td>
<td>$20,130</td>
</tr>
<tr>
<td>Single, international, shared housing, no car</td>
<td>$23,550</td>
</tr>
<tr>
<td>1 child (+child-care), domestic, 2-bedroom apt, no car</td>
<td>$49,940</td>
</tr>
</tbody>
</table>

### 3. Are there unintended consequences of a Minimum Funding Package Policy?

#### a. Will this policy result in a reduction of PhD students admitted?

Approximately 20% of the 72 UBC PhD programs do not have an informal or formal Minimum Funding Policy in place, and thus this policy could impact the enrolment in some of these. Potential negative consequences of such a drop would include less tuition revenue, and the possibility that faculty may not have the number of students they wish to mentor or to assist them with their research. This may theoretically affect promotion and tenure likelihood, or research productivity. The evidence suggests, however, that unfunded or underfunded PhD students are less productive in research than those who are fully funded, which affects both issues. The university community as a whole has viewed the principles articulated above to outweigh these concerns.

What is the likely enrolment impact, if any? Given the incomplete funding data, it is difficult to determine the precise impact of the policy. A recent analysis of the data from 2013 suggested however, that with an additional $8M funding for doctoral students (as was recently implemented), there would be no anticipated drop in enrolment, even for a $20,000 minimum policy. This was indeed the case for a number of Ontario universities that implemented their minimum funding policies. In speaking with UBC programs that have adopted a Minimum Funding Policy in the past, some have said that they did reduce their enrolment while others have said they have continued to increase enrolment. Many programs have said that they have reduced admissions in response to the recent declining success rates of Tri-Council grants, whether their program had a Minimum Funding Policy or not. On a positive side, the UBC English PhD program reduced their number of students to accommodate a Minimum Funding Policy and found this to be beneficial; the quality of students increased, and their students are now more competitive for Tri-Council scholarships.

#### b. Will this policy privilege faculty in some disciplines to have more students due to the funding structure in their fields

This phenomenon happens now. For example, health and science-related grants tend to be larger and thus enable more students to be funded. Senior faculty often have more funding than junior faculty and can take on more students. It is possible that this policy will disadvantage some disciplines or junior faculty. However, departments who do not have minimum funding policies in place come from 6 different faculties, and thus, represent a wide variety of disciplines. A number of practice and policy changes have been or will be put in place to mitigate these problems (see below). One mechanism currently available is the redirection of minimally restricted internal funding (e.g. Graduate Student Initiative funding, 4-Year Fellowships) by Faculties to certain disciplines or junior faculty if this was considered priority.
c. Will the policy remove the ability of students to make a choice whether they can complete a PhD without funding?

Students cannot be forced to take a funding package, and they will be informed that they can decline any or all of the package after the funding offer is made. Some have argued that PhD students are adults and should be able to choose to do their PhD without funding. The University does have a responsibility to help students make informed decisions, and to provide an environment that facilitates the progression and success of the student. Students have a variety of motivations for doing a PhD (e.g., enables immigration to Canada) and may unrealistically expect funding to work out.

Our experience is that more University resources are required to deal with the situational consequences of PhD students who are unfunded or underfunded. They are more likely to require services related to mental health and associated academic problems, exceptions to academic milestone and degree length policies, supervisor conflict, withdrawals, and emergency aid.

4. Who was consulted on this policy?

A broad consultation was undertaken across the UBC campus. Face-to-face meetings were undertaken with the following groups:

University Counsel; UBC Human Resources; G+PS Scholarship Committee (6 disciplinary faculty Associate Deans, 1 grad student rep); Grad Council (22 faculty, 6 grad student reps, 2 grad staff); UBC Graduate Policy Committee (disciplinary faculty Associate Deans, 2 grad student reps); Committee of Deans meeting; Full Dept. Heads meeting; Provost Office; UBC Faculty – Open forum (38 faculty across 27 different programs); UBC Grad Students – Open forum (50 graduate students); Nursing Grad Committee; Full Faculty of Education; Dept. Electrical Engineering; Graduate Program in Rehabilitation Sciences; School of Population and Public Health

E-mail correspondence about the policy was undertaken with an additional 22 individual faculty. An e-consultation process was undertaken by the VP Students Office with the Graduate Student Society.

5. What were the results of the consultation?

Overall, students were unanimously supportive and considered this very high priority. They wondered why the policy could not be implemented during their studies. We heard many stories of students whose studies are currently negatively impacted by their lack of funding. It was explained that faculty and departments plan the allocation of funding at admissions, and it would be difficult, if not impossible, for some faculty to get such funding in place now. Some felt that the amount should be higher given the cost of living in Vancouver. The $18,000 amount is considered a compromise between an amount sufficient to give benefit to students living in Vancouver and an amount that is feasible for departments to commit to.

The response from faculty has been diverse. Given that a majority (~80%) of graduate programs have a much higher Minimum Funding Package in place, many of these programs felt the amount should be higher if UBC wants to demonstrate that it is one of the top universities in Canada and for the funding to be a competitive recruitment tool. Many felt that a university-wide policy would demonstrate UBC’s commitment to the value of all graduate students. The
following are guaranteed amounts at other universities: U. Toronto: $15,000+$7,000 tuition; Queens $18,000; Western: $19,915; Waterloo: $22,000; McMaster: $17,500.

The majority of departments that did not have funding policies in place supported the concept of graduate student support but felt it challenging to commit the funding at the time of admission. They also felt that such a policy would result in a reduction of students admitted. A very small number of these departments felt that it was not necessary to support graduate students financially as students benefited from the expert training from faculty or were undertaking research that was not related to that of the supervisor.

Commonly cited barriers to funding students included: declining success rates of Tri-Council grants; lack of TAships in some departments; culture of accepting large numbers of students; small departments who had little resources to move around; difficulty monitoring student funding; perceptions that some students should not be funded (working professionals; wealthy individuals; students not in the field of supervisors); and relevant off-campus work not being counted in the funding package.

The following are actions taken in response to our stakeholder feedback.

- Each department has received an annual summary of the funding packages they provided to their PhD students over the last 3 years with a reminder of the recommended $18,000 amount for best practice.
- A 2016 and 2017 G+PS workshop with faculty and grad staff discussed potential strategies to allocate and coordinate graduate student funding.
- A part-time doctoral category suited for working professionals, which does not require the Minimum Funding Package, has been created.
- Relevant part-time work, whether on- or off-campus can form part of the package.
- Students can decline the package after the offer has been made (e.g., if very wealthy).
- In 2017, $8 million/year of new doctoral scholarships have been created, making UBC’s internal funding per student now near the highest in Canada at approximately $11,000 per PhD student. This new funding will assist programs in coping with the Funding Policy.
- A banking/borrowing system for internal funds (4YF, GSI) is being created to offer more flexibility in the use of these funds
- Increased flexibility in current funding policies are being investigated.
## UBC Policy Proposal Form
### Change to Calendar

<table>
<thead>
<tr>
<th>Faculty: Faculty of Graduate and Postdoctoral Studies</th>
<th>Date: 1 May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: N/A</td>
<td>Contact Person: Janice Eng (Associate Dean, Funding)</td>
</tr>
<tr>
<td>Faculty Approval Date: 2 February 2017</td>
<td>Phone: 604-714-4105</td>
</tr>
<tr>
<td>Effective Session (W or S): W</td>
<td>Email: <a href="mailto:janice.eng@ubc.ca">janice.eng@ubc.ca</a></td>
</tr>
</tbody>
</table>

#### Proposed Calendar Entry:

**Classification of Students**

**Doctoral Student**

**Full-time classification**

Full-time students are expected to engage in their studies on a full-time basis and are assessed fees according to Schedule A. Full-time students are eligible for graduate scholarships and fellowships. Normally, teaching assistantships (TAs) and research assistantships (RAs) are limited to full-time students.

Graduate programs may articulate specific limitations regarding concurrent paid employment as consistent with the definition of full-time study. Recipients of teaching assistantships (TAs) must adhere to the TA union’s regulations governing number of hours worked while holding a teaching assistantship.

**Part-time Classification**

Part-time studies are designed for students who are unable to devote full-time hours and expect they will require a longer timeline to complete their studies. Full-time students typically devote a minimum of 35-40 hours per week to academic activities (e.g., research, teaching or research assistantship, and professional development) related to their studies. Students may have a number of reasons for undertaking part-time

#### Present Calendar Entry:

**Classification of Students**

**Doctoral Student**

Full-time students are expected to engage in their studies on a full-time basis. All doctoral students are considered full-time students and are assessed fees according to Schedule A. Full-time students are eligible for graduate scholarships and fellowships. Normally, teaching assistantships (TAs) and research assistantships (RAs) are limited to full-time students.

Graduate programs may articulate specific limitations regarding concurrent paid employment as consistent with the definition of full-time study. Recipients of teaching assistantships (TAs) must adhere to the TA union’s regulations governing number of hours worked while holding a teaching assistantship.

**Type of Action:**
Create new part-time classification for PhD students with appropriate time to completion and fee structure.

**Rationale for Proposed Change:**
We are proposing to implement a part-time classification for doctoral students. We have had discussions with the College of Graduate Studies at UBC Okanagan and it is possible that they will adopt a similar policy in the future. Currently all U15 universities except UBC and Dalhousie have a
studies, including professional obligations (e.g., government or industry work, consulting, self-employment, or equivalent) or personal circumstances that make it impossible for them to devote full-time attention to their program of study. Note that students with a permanent disability who require a reduced level of academic engagement can consider the Full-time with Reduced Workload stream. 
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,187

Part-time studies are only available in some programs as part-time study may not fit the curriculum or research in some fields of study. Programs that offer part-time studies must demonstrate that their curriculum (e.g., sequence of coursework, research activities) will be feasible for students studying part-time. Programs approved to offer part-time PhD studies are listed on the Graduate and Postdoctoral Studies website.

Admission to part-time study will also depend on finding a suitable supervisor as part-time studies may not suit the research topic of the student or some faculty. The expected academic workload of students classified as part-time is determined by the graduate program.

Students who wish to be classified as part-time must obtain approval from their proposed supervisor and graduate program advisor as part of the admission process.

Students classified as part-time are assessed tuition fees according to Schedule C. Part-time status is not to be used as a means of reducing total tuition paid. Part-time students are expected to be self-funded and typically may not be eligible for funding or scholarships. Furthermore, students must not be encouraged to take part-time studies because a department/supervisor cannot provide a full-time funding package to the student.

Students who are on Schedule C and who are classified as part-time are advised that:
- They may not be eligible to receive interest-free status government loans, teaching

part-time doctoral classification. A part-time designation would provide the following benefits:
- Support UBC’s Flexible Learning Strategy in offering students more choice and flexibility in how they study
- Facilitate working professionals to take part in a part-time doctoral studies; such individuals bring expertise, skills and leadership to UBC
- Facilitate students with personal circumstances that make it impossible for them to devote full-time attention to their program of study
- Enable the setting of appropriate timelines for the part-time student with regards to candidacy and degree completion
- Enable more accurate monitoring of completion times, as currently all students are counted as full-time, when in reality this is not the case

Potential disadvantages of a part-time doctoral classification should be acknowledged:
- Research which takes a long time over a part-time doctoral program may lose impact and currency, and in some cases may need redirection if the original plan is no longer relevant or valid
- On consultation, faculty and administrators felt that part-time students require more resources over the duration of their program
- Given the points above, it is desirable that full-time students make up the majority of students, but the part-time option will serve to accommodate a small number of students
- As the annual tuition is less in the part-time classification, there is a risk that the university could reduce their overall revenue from tuition if some students enroll in part-time to save on tuition costs and do not actually extend their time in the program
- Given the point above, the part-time tuition over the degree should be structured so that it is at least equivalent, if not more than full-time tuition over the
assistantships, research assistantships, student housing, and some fellowships or scholarships

- They are exempt from the Minimum Funding Package guarantee for PhD students
- Part-time doctoral students are eligible for the UBC Graduate Student Travel Fund
- A maximum 8-year time period is allowed for completion of the part-time doctoral program (compared to a 6-year time period for full-time students)
- Students who pay tuition fees according to Schedule C are not permitted to revert back to Schedule A. Likewise, students who pay tuition fees according to Schedule A are not permitted to revert back to Schedule C.
- Due to Canadian immigration regulations, part-time study has particular implications for international students. International students should seek advice from a Regulated Canadian Immigration Consultant before pursuing part-time classification.

degree. This would ensure that the university does not risk losing revenue for the same number of students, and would dissuade students from pursuing part-time because of the potential to save on tuition costs. This also accounts for the greater resources that part-time students utilize.

- There is potential abuse if a student is encouraged to register part-time because a department/supervisor cannot provide a full-time funding package to the student
- On consultation, faculty commented that allowing students to switch to part-time near the end of their degree could pose barriers to completing studies. In addition, there was a potential for abuse where a supervisor might coerce a student to switch to part-time because they no longer wanted to provide funding to the student. Lastly, it would be challenging to fairly cost the program if switches are made. With these points in mind, switching between part-time and full-time will not be allowed. Note, this aligns with the Masters Program where no switching is allowed between part-time and full-time.

- A part-time doctoral program is not compatible with some fields of research and thus, provision of a part-time classification must be up to the discretion of the department and supervisor; it is anticipated that part-time doctoral students will be permitted in select departments.

The part-time tuition was developed in consultation with UBC Enrolment Services with the following principles:

- Part-time tuition is less on an annual basis but the total cost of a part-time degree should cost slightly more than a full-time degree; part-time students likely use more resources over their degree compared to a full-time student. In addition, this will deter students from using the part-time degree as a means to pay less tuition overall for the degree.
A 7-year part-time degree was modeled to be 20% more than the cost of a 5-year full-time degree.

It is expected that there will be very few international part-time students because of Canadian immigration regulations. For the international part-time student, the International Tuition Award (ITA) has been adjusted along with the tuition such that the cost to the student will follow the same principle as the previous point (20% more for a part-time degree).

At least 12 graduate programs are interested in developing a part-time doctoral classification and will apply for this classification once the main policy has been approved by the Board of Governors.

Proposed Calendar Entry:

Academic Progress

Doctoral Students

Definition of Satisfactory Progress

... It is required that all full-time doctoral students be admitted to candidacy within 36 months and part-time doctoral students within 48 months from the date of initial registration. Students who are not admitted to candidacy within these time periods may be required to withdraw from their programs. Extensions may be granted under exceptional circumstances and with the permission of the Dean of the Faculty of Graduate and Postdoctoral Studies.

Present Calendar Entry:

Academic Progress

Doctoral Students

Definition of Satisfactory Progress

... It is required that all doctoral students be admitted to candidacy within 36 months from the date of initial registration. A student who is not admitted to candidacy within this time period will be required to withdraw from the program. Extensions may be granted under exceptional circumstances and with the permission of the Dean of the Faculty of Graduate and Postdoctoral Studies.

Proposed Calendar Entry:

Residency Requirements and Duration of Program

Present Calendar Entry:

Residency Requirements and Duration of
Doctoral Students

Students admitted to a full-time doctoral program will normally be expected to spend the equivalent of at least two consecutive years of full-time study at the University. Part-time doctoral students will normally spend the equivalent of at least three consecutive years of part-time study at the University. With the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, graduate programs may make different regulations concerning duration of study, sequence of study and location of study.

Students must maintain continuous registration throughout all years until graduation by keeping up with tuition fee payments.

A student registered in a full-time doctoral program must have his/her degree awarded within a period of six years, whereas a student registered in a part-time doctoral program must have his/her degree awarded within a period of eight years from initial registration. If these timelines are not met, the student’s eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies.

Program

Doctoral Students

Students admitted to a doctoral program will normally be expected to spend the equivalent of at least two consecutive years of full-time study at the University. With the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, graduate programs may make different regulations concerning duration of study, sequence of study and location of study.

Students must maintain continuous registration throughout all years until graduation by keeping up with tuition fee payments.

If the degree is not awarded within a period of six years from initial registration, the student’s eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies.

...
Proposed Calendar Entry:

Withdrawal, Reinstatement, and Readmission

Readmission

This applies when it is appropriate to admit a student who was previously registered, as if for the first time. An application for admission, whether to the same or a different program, will be evaluated as a new application. A new application form and application fee must be submitted.

A maximum of 12 credits or up to 40% of the total number of degree credits of previously completed coursework may be applied toward the new degree program requirements, provided the courses were completed no longer than five years from the date of readmission. Courses eligible for transfer must have been awarded a grade of at least B (74%). Normal program requirements apply, as does the standard time allowed for degree completion: five years for a master’s student; six years for a full-time doctoral student; eight years for a part-time doctoral student.

URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,618

Present Calendar Entry:

Withdrawal, Reinstatement, and Readmission

Readmission

This applies when it is appropriate to admit a student who was previously registered, as if for the first time. An application for admission, whether to the same or a different program, will be evaluated as a new application. A new application form and application fee must be submitted.

A maximum of 12 credits or up to 40% of the total number of degree credits of previously completed coursework may be applied toward the new degree program requirements, provided the courses were completed no longer than five years from the date of readmission. Courses eligible for transfer must have been awarded a grade of at least B (74%). Normal program requirements apply, as does the standard time allowed for degree completion: five years for a master’s student; six years for a doctoral student.

Tuition Fees / Graduate

Doctoral

Every student enrolled in a doctoral program is required to maintain continuous registration by paying tuition instalments, plus authorized student fees according to the appropriate tuition fee schedule.

Authorized student fees apply to all doctoral...
| programs regardless of credit load or place of residence. | tuition and authorized student fees. Authorized student fees apply to all doctoral programs regardless of credit load or place of residence. |
### Admissions Proposal Form
#### Vancouver Campus

<table>
<thead>
<tr>
<th>Faculty/School: Enrolment Services</th>
<th>Date: March 27, 2017</th>
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<tbody>
<tr>
<td>Dept./Unit:</td>
<td>Contact Person: Senate Office</td>
</tr>
<tr>
<td>Faculty/School Approval Date:</td>
<td>Phone: 2-8141</td>
</tr>
<tr>
<td>Effective Session: 2017S</td>
<td>Email: <a href="mailto:amandeep.breen@ubc.ca">amandeep.breen@ubc.ca</a></td>
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</table>

**Homepage Admissions Classification of Students**
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0

**Proposed Calendar Entry:**

Classification of Students

1. **Access Studies.** Applicants may be enrolled as Access Studies students upon approval by a faculty (a) to allow them to take a limited number of courses in a specific area to upgrade or achieve a qualification, or (b) when they do not wish to pursue a specific program. Distance education students may be enrolled in this category. Students in this category may normally take up to 6 credits per academic term, up to a maximum of 24 credits in total while registered as Access Studies students. Students enrolled in a UBC degree program may not normally be concurrently registered as Access Studies students. Although documentation requirements vary by Faculty, Access Studies applicants are not normally required to submit transcripts or other academic documentation of prior study. Students with English as a second language, however, are required to satisfy the [English Language Admission Standard](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0) in the same way as applicants to degree programs. Students who have been required to withdraw from any post-secondary institution must provide official transcripts. To be welcome as an Access Studies student, they must normally first complete a minimum of 15 credits of transferable coursework with a GPA of 2.0 on the 4-point scale since having been required to withdraw. Students who have been required to withdraw more than once from any post-secondary institution or program are not eligible for admission as Access Studies students. Continuation as

**Present Calendar Entry:**

Classification of Students

1. **Access Studies.** Applicants may be enrolled as Access Studies students upon approval by a faculty (a) to allow them to take a limited number of courses in a specific area to upgrade or achieve a qualification, or (b) when they do not wish to pursue a specific program. Distance education students may be enrolled in this category. Students in this category may normally take up to 6 credits per academic term, up to a maximum of 24 credits in total while registered as Access Studies students. Students enrolled in a UBC degree program may not normally be concurrently registered as Access Studies students. Although documentation requirements vary by Faculty, Access Studies applicants are not normally required to submit transcripts or other academic documentation of prior study. Students with English as a second language, however, are required to satisfy the [English Language Admission Standard](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0) in the same way as applicants to degree programs. Students who have been required to withdraw from any post-secondary institution must provide official transcripts. To be welcome as an Access Studies student, they must normally first complete a minimum of 15 credits of transferable coursework with a GPA of 2.0 on the 4-point scale since having been required to withdraw. Students who have been required to withdraw more than once from any post-secondary institution or program are not eligible for admission as Access Studies students. Continuation as
an Access Studies student is normally contingent upon maintaining a passing grade on all courses attempted. Admission as an Access Studies student does not guarantee that a student will be able to register for any course offered. Admission as an Access Studies student does not imply future admission as a regular student. For more information, please contact the Non-Degree Studies Office, 604.822.1428.

2. **Exchange.** A visiting student studying at UBC under a Senate-approved student exchange program and enrolled in studies for transfer to a degree program at another university.

3. **Vantage Program.** A student enrolled in credit courses as part of the Vantage Program (VP). Admission to the Vantage Program generally limits enrolment to those courses that are part of the Program and registration under this status is limited to no more than 16 months and no more than 55 credits of study. Students registered as Vantage Program students may not be concurrently registered under another classification and may, with permission of the Program take up to six (6) credits of elective coursework at UBC outside of the Vantage Program.

4. **Mature Student.** An individual whose formal education was interrupted and who did not meet the normal requirements for admission but who demonstrated an intellectual maturity that permitted acceptance to the university. Mature students are permitted to undertake degree or diploma studies on the same basis as a regular student. Admission criteria are outlined under Mature Applicants.

5. **Post-Degree Trainee.** A post-graduate non-credit student pursuing further clinical or research training in their specialty.

6. **Qualifying.** A student enrolled in make-up studies in preparation for registration as a regular student in a graduate or professional program. Qualifying status is granted only to those students who are recommended for such status by the departments concerned and the Faculty of Graduate and Postdoctoral Studies.

7. **Regular.** A student enrolled for studies leading to a degree or a diploma, whether on a full-time or a part-time basis.

8. **Resident.** A dental resident registered in a postgraduate training program in the
<table>
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<tr>
<th>4. <strong>Vantage Program.</strong> A student enrolled in credit courses as part of the Vantage Program (VP). Admission to the Vantage Program generally limits enrolment to those courses that are part of the Program and registration under this status is limited to no more than 16 months and no more than 55 credits of study. Students registered as Vantage Program students may not be concurrently registered under another classification and may, with permission of the Program, take up to six (6) credits of elective coursework at UBC outside of the Vantage Program.</th>
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</tr>
<tr>
<td>9. <strong>Resident.</strong> A dental resident registered in a postgraduate training program in the Faculty of Dentistry.</td>
</tr>
<tr>
<td>10. <strong>Unclassified.</strong> A student enrolled for studies not intended to lead to a particular degree or diploma. Unclassified students should normally have a recognized degree. Admission as an unclassified student does not guarantee that a student will be able to register for any course offered. Admission as an unclassified student does not imply future admission as a regular student. Students with a failed year in a faculty will not be admitted as unclassified until they have discontinued their studies for at least one year. After a second failed year, admission as unclassified will be subject to the approval of the Senate Admissions Committee.</td>
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<td>a. <strong>Unclassified Students Applying to Second or Subsequent Undergraduate Degree Programs.</strong> A faculty may limit the number of credits taken as an Unclassified student that may be counted for credit toward a second or subsequent undergraduate degree. See individual faculty listings and/or contact faculty advisors for details.</td>
</tr>
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<td>b. <strong>Unclassified Students Applying to Graduate Programs.</strong> Courses taken as an unclassified (or non-degree) student may be approved for transfer toward a graduate program on permission of the department and the Dean of the Faculty of Graduate and Postdoctoral Studies. Consistent with standard transfer credit regulations, students are limited to transferring a maximum of 12 credits or up to 40% of the program credit requirements, whichever is more, toward their master's program. No more than 6 credits of transfer credit may be at the undergraduate level (3**/4**). To be eligible for transfer, a minimum B standing must have been achieved and the course(s) must not have been counted toward the completion of another degree or program.</td>
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| 10. **Visitor.** A student enrolled in studies for transfer to a program of studies at another recognized post-secondary institution. See **Fees** for applicable fees. Students must be |
in good standing in a degree program or equivalent at the home institution and must submit official transcripts and a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses.

11. **Visiting International Research Student (VIRS).** An international student who is enrolled in an undergraduate, graduate, or graduate-equivalent program at another university, or is a participant in a UBC-recognized (through Go Global) "bridging" program between undergraduate and graduate studies, who visits UBC for one month or longer to conduct research only. A VIRS must be supervised by a UBC faculty member throughout the visit, and must have written permission of their home institution or sponsoring program to visit UBC to conduct research. The department head for the unit or laboratory with which the visitor will be affiliated has final authority to approve a VIRS visit. Students whose home institution has a formal academic student exchange agreement with UBC will be registered as exchange students unless reciprocity quotas are filled; in which case additional students may come under the VIRS designation. A VIRS will normally come to UBC for a maximum of one year. At the end of the approved visit period, the student may request an extension for up to one year. A visit lasting more than one year will require renewal of their permissions, registration, and fees. See also **Visiting International Research Student.**

12. **Visitor.** A student enrolled in studies for transfer to a program of studies at another recognized post-secondary institution. See **Fees** for applicable fees. Students must be in good standing in a degree program or equivalent at the home institution and must submit official transcripts and a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses.

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**Type of Action:**

Update the Classification of Students Calendar page in the Admissions chapter to remove ‘Auditor.’

**Rationale:**

Auditor ‘classification’ is technically not a classification of student and therefore should be deleted from the Classification of Student section. Audit is correctly identified and explained in the Standings Calendar page, describing expectations of course assessment completion:

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,97,0

**Audit (AUD)** is granted to students who have been officially approved as having audit status. These students are expected to complete all course requirements except the final exam, and may be given Fail (F) standing if their performance is not satisfactory.
5 May 2017

To: Senate

From: Admissions Committee

Re: Annual Report on Appeals and Other Matters of Delegated Authority (information)

(i) Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University

In December 2009, Senate approved Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2015 Winter Session, grades presented for admission were adjusted upwards by 4%.

(ii) Student Mobility Agreements Approved Under Council of Senates Policy C-2: Affiliations with Other Institutions of Learning

Under Policy C-2: Affiliations with Other Institutions of Learning, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since its last report to Senate, the Admissions Committee has approved student mobility agreements with the following institutions:

- University of Oxford, Exeter College (UBC Faculty of Arts)
- Tohoku University (UBC Faculty of Arts)
- Trinity College, Dublin (UBC Faculty of Arts)
- University of St. Andrews (UBC Faculty of Arts)
- National Chengchi University (UBC Faculty of Arts)
- Chongqing Normal University (UBC Faculty of Arts)
- Hertie School of Governance, Germany (UBC Faculty of Arts, for student and faculty in the Master of Public Policy and Global Affairs, MPPGA)
- National Ilan University, Taiwan (UBC Faculty of Forestry)
(iii) Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2016 and 30 April 2017, the Admissions Committee heard 160 appeals:

- 156 appeals for admission to the University
- 1 appeal for readmission to the University
- 3 appeals for change of degree or program

Of the 160 appeals heard by the Committee, 11 were allowed and 149 were dismissed. Of the total appeals, 96 were against the revocation of an offer of admission. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.

As outlined in the chart below, the volume of appeals has increased substantially over the past few years. The number of appeals considered by the Committee doubled between 2012/13 and 2013/14 and have increased year-over-year since. Despite this increase, the reasons for refusal or revocation have remained relatively stable: in the last two years, the most common reason was applicants failing to meet the University’s English language admission standard, followed by applicants failing to meet competitive thresholds and/or University minimum admission requirements. Although the Committee is hearing more appeals, the acceptance rate did not increase proportionately, possibly because the most common reasons for refusal or revocation are based on policies that are quite clear.
At its May 2015 meeting, Senate approved a revised policy on admission appeals which clarified the process and detailed the various routes an appeal may follow. The process distinguishes between appeals for admission versus those for revocations of offers of admission. It provides greater clarity and guidance for potential appellants through standardized forms enumerating the types of documents required to substantiate an appeal. These changes enable appellants to put forward more complete appeals from the outset, and to facilitate improved communication among faculties, Enrolment Services, the Senate Admissions Committee and the appellant. The Committee is of the opinion that direct communication of the right to appeal coupled with a streamlined process has likely contributed to the dramatic increase in the number of appeals submitted.

The Committee has also requested a reduction in quorum for appeal consideration. The majority of the Committee’s business during the Summer Session is related to admission appeals for the upcoming Winter Session and the Committee often has difficulty reaching quorum during the summer months as many members are away from campus for prolonged periods. Given the number of appeals considered by the Committee each summer (160 for entry to the 2016 Winter Session), the vast majority of which are considered between June and August, the Committee requests that quorum for the consideration of appeals be lowered from five (5) members of the Committee who are members of the Vancouver Senate to three (3) members of the Committee who are members of the Senate. This request will be presented for Senate approval by the Nominating Committee.

(iv) Nominal Changes to Admission Requirements and Editorial Changes to Calendar Language

In May 2013, Senate delegated to the Committee final right of approval over nominal changes in admission requirements and editorial changes to Calendar language. From May 2016 until April 2017, the Committee has approved 25 proposals under delegated authority,
11 of which were nominal changes to admission requirements and 14 were student mobility agreements, as per Council of Senates Policy C-2: Affiliations with Other Institutions of Learning.

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Admissions Committee
To: Senate  
From: Agenda Committee  
Date: 5 May 2017  

Re: Chairs and Vice-Chairs of Senate Committees

As part of the triennial review, the Senate Nominating Committee brought to our attention the idea of requiring each Senate Committee to have an elected vice-chair. Presently, some Senate committees have such a position on a standing basis (the Appeals on Standing Committee has two), while others fill the position as needed. The Agenda Committee agrees that having one (or more) senator elected as vice-chair would aid committee governance and thus is recommending an amendment to the Rules and Procedures of Senate to establish this as a requirement. The Senate Agenda Committee is therefore pleased to recommend:

That the Rules and Procedures of Senate be amended to add a new Section 40 as follows: “All Senate committee shall elect a chair and at least one vice-chair from amongst its members who are senators. Should a committee elect more than one vice-chair, its chair shall determine which vice-chair shall chair a meeting or otherwise represent the Committee in his or her absence”; and

That subsequent sections of the Rules and Procedures of Senate and any referential section numbers be renumbered accordingly.
5 May 2017

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2016 – 30 April 2017) (information)

Senate has delegated to the Senate Committee on Appeals on Academic Standing the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the University Act (reference: UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing, sub-section 2.2).

Students may also appeal to the Committee the refusal of the Registrar to extend the timeline for accepting an appeal, namely within 10 business days of being informed in writing of the Faculty’s final decision.

As per section 40(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition, and the general nature of the appeals.

Since last reporting to Senate in May 2016, 6 appeals proceeded to Committee hearings (as compared with 12 in the prior reporting period), of which 1 was allowed, 1 was allowed in-part and 4 were dismissed.

In addition to the 6 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 13 appeals were presented to the Registrar, of which 1 was settled with the Faculty prior to hearing, 2 were withdrawn by the appellant prior to hearing, 2 were closed due to lack of appellant response, 1 was sent back to the Faculty for a final decision prior to initiation of the Senate appeal process and 7 are in progress and expected to be heard by the Committee in the upcoming weeks.

The Committee notes a decrease in the number of appeals proceeding to hearing, which can likely be attributed to better advising at the faculty/program level and better understanding of the faculty’s rationale for decision. Faculty appeal procedures have also improved over the last several years, with processes being more fair and transparent. Therefore, students who have a better understanding of the faculty’s reasons for decision
may be less inclined to pursue an appeal to the Senate Committee. The Office of the
Ombudsperson also offers comprehensive guidance to students who contemplate an
appeal, including guidance on the jurisdiction of the Committee, the basis on which the
Committee can allow an appeal and what constitutes a successful appeal. Students having
a better understanding of Faculty policies and their application, combined with better
student advising and Faculty appeal processes may lead some students to be less inclined
to appeal an academic standing decision.

Appeals Allowed

• The student appealed a decision of the Faculty to deny a second request for deferred
standing in a course. The appellant had written the final examination while ill and was
requesting deferred standing in order to rewrite the final examination. The Committee
allowed the appeal on the grounds that the Faculty failed to consider information that
ought properly to have been considered.

Appeals Allowed in-part

• The student appealed a decision of the Faculty to deny a request for academic
concession in the form of late withdrawals from several courses, removal of several
courses from the academic transcript and credit for courses that were not complete.
While the appeal was pending, the Faculty granted the remedy requested by the
appellant via withdrawal with ‘W’ standing in several courses. The Committee
dismissed the request for credit in courses that were not completed but allowed
removal of several courses from the academic transcript. The Committee found that
the Faculty’s decision was based on improper or unfair procedures and that as a result,
a wrong decision on the merits has or may have been arrived at.

Appeals Dismissed

• The student appealed a decision of the Faculty requiring the student’s withdrawal from
the program of study due to the student’s failure to meet program requirements. The
Committee dismissed the appeal and held that the Faculty’s decision was not based on
improper or unfair procedures, nor was there consideration of any information that
ought not to have been considered, nor was there a failure to consider information that
ought properly to have been considered.

• The student appealed a decision of the Faculty concerning the grade awarded in a
course. The Committee dismissed the appeal and held that the Faculty’s decision was
not based on improper or unfair procedures, nor was there consideration of any
information that ought not to have been considered, nor was there a failure to consider
information that ought properly to have been considered.

• The student appealed a decision of the Faculty requiring the student’s withdrawal from
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improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

• The student appealed a decision of the Faculty concerning the grade awarded in a course. The Committee dismissed the appeal and held that the Faculty’s decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

Special thanks are due the well-organized, expeditious, and generally unheralded staff at Enrolment Services and Senate and Curriculum Services, who continue to assist the Committee in its valuable and confidential work.

Respectfully submitted,

Dr. Lance Rucker, Chair
Dr. William Dunford, Vice-Chair
Dr. Lawrence Walker, Vice-Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee:
Dr. Lance Rucker (Chair)
Dr. William Dunford (Vice-Chair)
Dr. Lawrence Walker (Vice-Chair)
Mr. Tariq Ahmed
Mr. Mark Bancroft (student)
Dr. Susan Forwell
Ms. Melina Huang (student)
Mr. William McNulty
Dr. Alan Richardson
Ms. Shannon Sterling
Mr. Steven Zbarsky (student)

Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)
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

**Ralph ARROWSMITH Bursary** – Bursaries totalling $1,200 have been made available through an endowment established by the Estate of Dr. Ralph Arrowsmith (1926-2016), to students who demonstrate financial need in the Doctor of Medicine program in the Faculty of Medicine. Dr. Arrowsmith’s will stated that “preference shall be given to gay, lesbian, and transsexual students”. Dr. Arrowsmith was a graduate of UBC (BA 1950, MD 1954). He was a member of the first medical class to graduate from UBC. Dr. Arrowsmith obtained certification in Psychiatry in 1961. He served on the staff of the Riverview Hospital for 28 years, first as Unit Director and then as Medical Director. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**BC Food Processors Association Award in Food Science** - A $1,000 award is offered annually by the British Columbia Food Processors Association (BCFPA) to a student in Food Science. In addition to the award, the selected student will receive a one-year membership to the BCFPA. Preference is given to students who have volunteered or are currently volunteering for the BCFPA. Volunteering with the Association enables the student to give back to the food processing community. The award is made on the recommendation of the Faculty of Land and Food Systems, 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)

**BINKLEY Family Graduate Scholarship** – Scholarships totalling $15,200 have been made available through an endowment established by Dr. Clark S. Binkley. The scholarships are available to outstanding graduate students in the Faculty of Forestry enrolled in one of the Faculty’s Professional Master’s degree programs. The scholarships are made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)
CLAYBURN Dental Outstanding Clinical Proficiency in Dental Hygiene - An award of $1,000 is offered annually by Clayburn Dental, of Abbotsford, British Columbia, to recognize a 3rd year dental hygiene student who has demonstrated outstanding professionalism, communication, collaboration, and coordination in their clinical education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session)

Michael FRYZUK Prize for Excellence in Undergraduate Chemistry Research – Two prizes of $525 each have been made available through an endowment established by Professor Michael Fryzuk and augmented by his past students and postdoctoral fellows in the Faculty of Science, Department of Chemistry. The prizes are for undergraduate students enrolled in Chemistry 449 who demonstrate excellence on their senior thesis projects. One prize is for a student studying synthetic chemistry and the other prize is for a student studying in any other area of chemistry. Preference will be given to those students who demonstrate excellence based on their oral presentation, their ability to answer questions, and final thesis presentation. The prizes are made on the recommendation of the Department of Chemistry. (First Award Available in the 2016/2017 Winter Session)

Lorna Gail GORDON Bursary in Education - Bursaries totalling $4,000 have been made available through an endowment established in memory of Lorna Gail Gordon (BEd. 1967), who had a love for education and continued on to pursue her Doctorate in Law in 1980 in California while raising two children. The bursaries are for female B.Ed students pursuing their degree in the Faculty of Education while raising a child or children. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Matthew HUSZAR Memorial Bursary in Geological Sciences – A $1,000 bursary is offered annually by Pretium Resources, family, friends and colleagues in memory of Matthew Huszar for an undergraduate student pursuing an Honours degree in geological sciences in the Faculty of Science. Originally from Lethbridge, Matthew moved to Vancouver to study at UBC. Matthew’s passion for the outdoors influenced his decision to study geology and he subsequently graduated with Honours in the undergraduate Geological Sciences program. After graduation, Matthew started a successful career as an exploration geologist with Pretium Resources, working at the Brucejack gold project until his passing in 2011. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Brian and Jane JAMES Graduate Scholarship in Catalysis Research – A $1,200 scholarship has been made available through an endowment established by Chemistry Professor Emeritus Brian R. James. The scholarship is granted to an outstanding graduate student in Chemistry who is specializing in research in Catalysis. The scholarship is made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)
J. E. (Jack) KLINCK, Q.C., Indigenous Student Award – Four awards of $5,000 each are offered annually by J. E. (Jack) Klinck, Q.C., to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate involvement in the Indigenous community and academic promise. Preference will be given to students with financial need. This award was established in memory of the founding Dean of UBC’s law school, George F. Curtis, OB, OBC, QC. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2017/2018 Winter Session).

McCARTER Entrance Scholarship – A $1,200 entrance scholarship has been made available through an endowment established by W. Kenneth (Ken) McCarter (BA 1976) for an outstanding undergraduate student, with a preference for Canadian (or permanent resident) students whose place of residency is in Canada east of Manitoba. Ken's late father, Bill McCarter (BComm 1945), and his mother, Isobel McCarter, believed strongly in the value of undergraduate education in parts of Canada other than one's home town — both in terms of the gains to the undergraduate from experiencing life in another part of the country and the gains to Canada from having its citizens know and understand different parts of the country from the experience of living and learning elsewhere. Bill and Isobel's family also have a strong love of British Columbia and want to encourage students from elsewhere in Canada to study at UBC — reflected in the fact that, including Bill, six members of Bill and Isobel's family over three generations are UBC graduates. The scholarship is adjudicated by Enrolment Services. (First Award Available in the 2017/18 Winter Session)

Josef MOLNAR Memorial Men’s Soccer Award – One or more awards from a minimum of $500 each have been made available through an endowment created by the family and friends of Josef Molnar. The award is open to outstanding members of the UBC Men’s varsity soccer. Josef Molnar was the assistant coach of the UBC Men’s soccer team from 1960-1988. He made a huge impression and was a mentor to decades of UBC soccer players. This award will be made at the discretion of the Head Coach of the UBC Men’s Soccer team and will be administered by the UBC Department of Athletics. (First Award Available in the 2017/2018 Winter Session)

Sandra MORRIS and Richard Tillyer Scholarship in Chemistry – Scholarships of $1,000 each have been made available through an endowment established by Dr. Sandra Morris and Dr. Richard Tillyer to two outstanding graduate students, one in organic or biological chemistry, and the other in any area of research in Chemistry, who demonstrate academic excellence and strong research potential in the first two years in their PhD program. In both cases, preference is given to those who demonstrate an ability to work collaboratively with teams/colleagues and show promise in the area of public speaking and presentations. Dr. Sandra Morris (BASc 1986, PhD Chemistry 1991) and Dr. Richard Tillyer (PhD Chemistry 1991) met at UBC while attaining their PhD’s in Organic Chemistry. After they married, they went on to successful careers in pharmaceuticals, Sandra with Johnson & Johnson and Richard with Merck in the United States. They feel passionately about giving back to their alma mater, by encouraging students to go on to graduate studies. The awards are made on the recommendation of the Department of
Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

**Rebecca VECCHIO Memorial Award** – A $1,000 award is offered annually by UFCW Local 1518 for students who are committed to gender equality in actions and behaviours and who advocate against bullying and violence against women. The award is for students who demonstrate these ideals through action by working to foster a safer and more respectful campus community. Recommendations are made by the Equity and Inclusion Office and the Sexual Assault Prevention Team in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**John Gordon WATT Memorial Bursary in Medicine** – Bursaries totaling $1,200 have been made available through an endowment established in honour of John Gordon Watt, (MD 1956) for MD students who have demonstrated financial need. Dr. Watt was a practicing Orthopedic Surgeon who spent almost 30 years teaching medical students and orthopedic residents at UBC. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**WHITE Coat Warm Heart Travel Award** - Awards totalling $1,500 are offered annually to medical students traveling to the Canadian Conference on Medical Education who present at the White Coat Warm Heart exhibit. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/18 Winter Session)

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

#587

**Present Award Title and Description: World University Service Summer Seminar Bursary** – Bursaries to a total of $2,000 are made each spring to students participating in the summer seminar(s) organized by the World University Service of Canada. The bursaries are made on the recommendation of the local UBC World University Service of Canada Committee.

**Proposed Award Title and Description: World University Service Summer Seminar Bursary** – Bursaries to a total of $5,000 are offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP) students participating in the summer seminar(s) organized by the World University Service of Canada. The bursary recognizes UBC’s longstanding support for the WUSC Student Refugee Program and offers SRP students a chance at personal and professional development in leadership that otherwise
Rationale for Proposed Changes – Type of Action: Upon request from Enrolment Services and World University Service of Canada, we are changing the award value and adding rationale for the bursary.

#1207

Present Award Title and Description: Jan de Bruyn Prize – In honour of the work of Jan de Bruyn in developing the English Department's scholarship program, a prize of $150 is offered to the most promising undergraduate student in 17th-Century English literary studies, as at present covered by the courses English 349, 354 and 376. This prize has been endowed by donations from Professor de Bruyn's friends, students and colleagues in the Department of English.

Proposed Award Title and Description: Jan de Bruyn Memorial Prize - A prize of $150 has been made available through an endowment established by friends, students, colleagues and family in honour of the work of Jan de Bruyn in developing the English Department's scholarship program. The $150 prize is offered to the most promising undergraduate student in 17th-Century English literary studies, as at present covered by the courses English 349, 354 and 376. The award is made on the recommendation of the Department of English.

Rationale for Proposed Changes – Type of Action: In light of the recent passing of Professor Jan de Bruyn, his family has requested that we revise the award to add “memorial” to the title, and reference to the family support in the description.

#1447

Present Award Title and Description: Bruce Todd Memorial Thunderbird Hockey Award – Two awards, each with a minimum value of $500 to the maximum allowable under athletic association guidelines, are offered by family, friends, and colleagues in memory of Dr. Bruce Todd. The awards are offered to outstanding members of UBC Thunderbirds Varsity Ice Hockey Team who have distinguished themselves both academically and athletically at UBC, with preference given to one male and one female student athlete in Science, Engineering, Medicine, or Education. Bruce had a long and distinguished association with UBC, starting in 1989 as a postdoctoral fellow in Chemistry Department and continuing as a lecturer and instructor during the 1990s. In 2000, he became the Manager and Director of the Instrumentation Prototyping and Development Facility at the UBC Laboratory for Molecular Biophysics. Over the next decade Bruce was involved in several major research initiatives at the Facility, in collaboration with research groups from Chemistry, Biochemistry, Applied Science and Medicine. His enthusiasm...
and passion for learning was evident in his academic and research work, as well as his outstanding contributions as a coach for the Vancouver Thunderbirds Minor Hockey. The awards are made on the recommendation of the Varsity Athletic Awards Committee.

**Proposed Award Title and Description: Bruce Todd Memorial Thunderbird Hockey Award** – Two awards, each with a minimum value of $500 to the maximum allowable under athletic association guidelines, **have been made available through an endowment established** by family, friends, and colleagues in memory of Dr. Bruce Todd. The awards are offered to outstanding members of the Men’s or Women’s UBC Thunderbirds Varsity Ice Hockey Teams who have distinguished themselves both academically and athletically at UBC, with preference given to one male and one female student athlete in Science, Engineering, Medicine, or Education. Bruce had a long and distinguished association with UBC, starting in 1989 as a postdoctoral fellow in Chemistry Department and continuing as a lecturer and instructor during the 1990s. In 2000, he became the Manager and Director of the Instrumentation Prototyping and Development Facility at the UBC Laboratory for Molecular Biophysics. Over the next decade Bruce was involved in several major research initiatives at the Facility, in collaboration with research groups from Chemistry, Biochemistry, Applied Science and Medicine. His enthusiasm and passion for learning was evident in his academic and research work, as well as his outstanding contributions as a coach for the Vancouver Thunderbirds Minor Hockey. The awards are made on the recommendation of the Varsity Athletic Awards Committee.

**Rationale for Proposed Changes – Type of Action:** Upon the donors’ request, and in collaboration with the Faculty Development team, we are revising the award to reflect change in funding source.

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**Present Award Title and Description: Emily and Francis Binkley Scholarship** - A $4400 scholarship has been endowed in honour of Emily and Francis Binkley by Dr. Clark S. Binkley. The award is offered to an undergraduate student in the Faculty of Forestry. Preference is given first to First Nations students, then to female students in any program offered by the Faculty of Forestry. The award is made on the recommendation of the Faculty of Forestry, and in the case of First Nations students, in consultation with the First Nations House of Learning.

**Proposed Award Title and Description: Emily and Francis Binkley Scholarship** - Scholarships totaling $10,000 have been made available through an endowment established in honour of Emily and Francis Binkley by Dr. Clark S. Binkley. The scholarships are offered to undergraduate students in the Faculty of Forestry. **Preference is given to outstanding under-represented students, such as Indigenous students, refugees, students from rural communities and transfer students from other colleges and universities.**
Each award should contribute significantly, if not fully, to the cost of tuition for each recipient, with each award being valued ideally at not less than $4,000. The award is made on the recommendation of the Faculty of Forestry, and in the case of Aboriginal students, in consultation with the First Nations House of Learning.

Rationale for Proposed Changes – Type of Action: Due to a significant recent donation to the endowment capital, the donor (in collaboration with the Faculty) sought to make changes to allow multiple scholarships to be assigned from the endowment and also sought to further define the scholarship assignment.

#3792
Present Award Title and Description: Peoples Drug Mart Award in Pharmaceutical Sciences - A $1,000 award is offered by Peoples Drug Mart for a student in the third year of the undergraduate program in the Faculty of Pharmaceutical Sciences who demonstrates leadership skills and has an interest in community practice. Preference is given to those students who graduated from a high school in British Columbia but outside of the metro Vancouver area. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

Proposed Award Title and Description: PharmaChoice West Award in Pharmaceutical Sciences - A $1,000 award is offered by PharmaChoice West for a student in the third year of the undergraduate program in the Faculty of Pharmaceutical Sciences who demonstrates leadership skills and has an interest in community practice. Preference is given to those students who graduated from a high school in British Columbia but outside of the metro Vancouver area. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

Rationale for Proposed Changes – Type of Action: PharmaChoice has recently acquired Peoples Drug Mart; as a result, upon the (new) donor’s request, in collaboration with the Faculty Development team, we are revising award title and description to reflect the donor’s name change.

#4461
Present Award Title and Description: Oluna and Adolf Ceska Award in Mycology – A $1,000 award has been made available through an endowment established by Jean and Stephen Johnson, members of the South Vancouver Island Mycology Society (SVIMS), and friends and members of SVIMS. Jean's many legacies include the initiation of this award to honour the educational and scientific contributions made by Oluna and Adolf Ceska to mushrooming and mycology in British Columbia and beyond. The award is open to undergraduate or graduate students who conduct mycological research. Preference will go to students researching the mushrooms and fungi of British Columbia. The award is made on the recommendation of the
Department of Botany, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Title and Description: Oluna and Adolf Ceska Award in Mycology** – A $1,000 award has been made available through an endowment established by Jean and Stephen Johnson, members of the South Vancouver Island Mycology Society (SVIMS), friends and members of SVIMS, and the Vancouver Mycological Society (VMS). Jean’s many legacies include the initiation of this award to honour the educational and scientific contributions made by Oluna and Adolf Ceska to mushrooming and mycology in British Columbia and beyond. The award is open to undergraduate or graduate students who conduct mycological research. Preference will go to students researching the mushrooms and fungi of British Columbia. The award is made on the recommendation of the Department of Botany, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Rationale for Proposed Changes – Type of Action:** Upon the donors’ request, and in collaboration with the Faculty Development team, we are revising the award description to acknowledge the contribution of the Vancouver Mycological Society in the creation of this award.

#5714
**Present Award Title and Description: Dennis Wardman Aboriginal Prize in Medicine** – A $1,000 prize is offered annually by Dennis Wardman for the top Aboriginal student in the second year of the MD undergraduate program. The award will be made on the recommendation of the Faculty of Medicine.

**Proposed Award Title and Description: Dr. A.E. Dennis Wardman Family Aboriginal Prize in Medicine** – Three prizes of $2,500 each are offered annually by Dr. A.E. Dennis Wardman. One prize of $2,500 will be awarded to the top Aboriginal student in the first year of the MD undergraduate program. One prize of $2,500 will be awarded to the top Aboriginal student in the second year of the MD undergraduate program. One prize of $2,500 will be awarded to an Aboriginal student in the third year of the MD undergraduate program who has excelled in a clinical placement in an Aboriginal community. The awards are made on the recommendation of the Faculty of Medicine.

**Rationale for Proposed Changes – Type of Action:** Upon the donor’s request, and in collaboration with the Faculty Development team, we are increasing the number of awards available and the dollar value. We are also partially revising the award eligibility criteria.

#6530
Present Award Title and Description: Dr. Lakhbir K Jassal Graduate Travel Award in Arts – Two awards of $750 each are offered annually by Dr. Lakhbir K Jassal, to graduate students whose focus of study is in one of the following areas: Human Geography, Anthropology (socio-cultural or medical anthropology focus), Asian Studies, and Asia Pacific Policy Studies (thesis option). The awards are available to assist students with expenses associated with fieldwork or presenting their work at conferences. Candidates must have an excellent academic record, with financial need taken into consideration. The awards are made on the recommendation of the four respective departments, in consultation with the Faculty of Graduate and Postdoctoral Studies, alternating between the Departments of Geography and Anthropology in even-numbered Winter Sessions and the Department of Asian Studies and the Institute of Asian Research in odd-numbered Winter Sessions.

Proposed Award Title and Description: Dr. Lakhbir K Jassal Graduate Travel Award in Arts – Two awards of $750 each are offered annually by Dr. Lakhbir K Jassal, to graduate students whose focus of study is in one of the following areas: Human Geography, Anthropology (socio-cultural or medical anthropology focus), Psychology (focus on Behavioural Neuroscience, Clinical Psychology or Cognitive Science), and Public Policy and Global Affairs (MPPGA). The awards are available to assist students with expenses associated with fieldwork or presenting their work at conferences. Candidates must have an excellent academic record, with financial need taken into consideration. The awards are made on the recommendation of the four respective departments, in consultation with the Faculty of Graduate and Postdoctoral Studies, alternating between the Departments of Geography and Anthropology in even-numbered Winter Sessions and the Department of Psychology and School of Public Policy and Global Affairs in odd-numbered Winter Sessions.

Rationale for Proposed Changes – Type of Action: Upon the donor’s request, and in collaboration with the Faculty Development team, we are partially revising the eligibility criteria.
17 May 2017

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May 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 codes, discontinued course codes, new minors, new emphases and streams, revised calendar entries and discontinued program brought forward by the Faculties of Applied Science, Arts and Graduate and Postdoctoral Studies (Applied Science, Commerce and Medicine) be approved.”

Respectfully submitted,

Dr. Peter Marshall, Chair Senate Curriculum Committee
FACULTY OF APPLIED SCIENCE

New and revised courses
PLAN 211 (3) City-Making: A Global Perspective; PLAN 221 (3) City Visuals; PLAN 331(3) The Just City in a Divided World; MINE 465 (3) Materials Handling; APSC 179 (3) Linear Algebra for Engineers; VANT 150 (3) Sustainability and Engineering Design; VANT 151 (3) Multidisciplinary Engineering Design Project

Revised calendar entries
UBC Vantage College>Program Requirements>Engineering Stream; Applied Science>Bachelor of Applied Science>Mining Engineering> Fourth Year

FACULTY OF ARTS

New minors
Bachelor of Arts> Minor in LFS; Bachelor of Fine Arts>Minor in LFS; Bachelor of International Economics> Minor in LFS; Bachelor of Media Studies> Minor in LFS; Bachelor of Music>Minor in LFS

New emphases and streams
Bachelor of Arts, Minor in Education emphasis in Language Learning and Teaching; Bachelor of Fine Arts, Minor in Education emphasis in Language Learning and Teaching; New stream in Language Learning and Teaching; Bachelor of International Economics, Minor in Education, emphasis in Language Learning and Teaching; New stream in Language Learning and Teaching; Bachelor of Media Studies, Minor in Education, emphasis in Language Learning and Teaching; New stream in Language Learning and Teaching; Bachelor of Music, Minor in Education, emphasis in Language Learning and Teaching; New stream in Language Learning and Teaching

New courses and course code
ACAM 320 (3/6) d Selected Topics in ACAM Studies; ACAM 447 (3/6) c Directed Studies in Asian Canadian and Asian Migration; ARTH 357 (3) Chinese Art and Architecture: Patronage and Collecting; ARTH 382 (3) Is Art History Queer?; ASIA 402 (3) Language, Writing, and Linguistic Thought in the History of the Sinographic Cosmopolis; ASIA 433 (3) The Cinematic Lives of Muslims in South Asia; KORN 420 (3) Readings in Middle and Early Modern Korean; ASTU 101(3) Writing for Research in the Social Sciences and the Humanities; CTLN; CTLN 301 (3) Catalan Language and Culture

Discontinued program
Dual Degree Program Option: Bachelor of International Economics and Master of Management

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New courses; new and discontinued course code; and revised calendar entry

Applied Science
BMEG 511 (2) Fundamentals of Applied Pathophysiology in Biomedical Engineering;
PLAN 553 (3) Indigenous Law, Governance and Community Planning

Commerce
BAAC 551 (1.5) Foundations in Accounting II; BAAC 511 (1.5) Intermediate Managerial Accounting: Decision Making and Performance Evaluation; BAPA 551 (1.5) Managerial Economics II
Medicine
OSOT; OSOT 511 (3) Fundamentals of Theory and Practice; OSOT 513 (3) Health, Illness & Occupation I; OSOT 515 (3) Practice Skills and Therapeutic Procedures I; OSOT 519 (4) Professional Practice I; OSOT 525 (5) Theory, Practice Skills and Therapeutic Procedures II; OSOT 527 (3) Evidence for Practice I: Research Paradigms and Methods; OSOT 528 (3) Fieldwork Education I; OSOT 538 (7) Fieldwork Education II; OSOT 545 (5) Theory, Practice Skills, and Therapeutic Procedures: Advanced Applications; OSOT 547 (6) Evidence for Practice: Project; OSOT 549 (5) Professional Practice II; OSOT 551 (3) Societal and Environmental Influences; OSOT 553 (2) Developing Effective Programs; OSOT 558 (9) Fieldwork Education III
**UBC Curriculum Proposal Form**  
**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: 1</th>
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| Faculty: Applied Science  
Department: School of Community and Regional Planning (SCARP)  
Faculty Approval Date: March 7, 2017  
Effective Session (W or S): Winter  
Effective Academic Year: 2017/18 |
| Date: February 9, 2017  
Contact Person: Su-Jan Yeo (on behalf of Penny Gurstein, Director, SCARP)  
Phone: N/A  
Email: sujan.yeo@ubc.ca |

**Proposed Calendar Entry:**

**PLAN 211 (3) City-Making: A Global Perspective**  
Contemporary city development trends, policies, and practices across the globe as explored against the backdrop of culture and technology. Includes hands-on learning.

**Prerequisites:** Second-year standing or above in any program.

This is not a Pass/Fail or Honours Pass/Fail Grading

**Present Calendar Entry:**

N/A

**Type of Action:**

Create new course.

**Rationale for Proposed Change:**

The School of Community and Regional Planning (SCARP) is currently exploring the development of a new undergraduate program that is intended to bring together the three thematic areas of technology, environment, and culture in the study of our urbanizing world. SCARP plans to undertake a phased approach in this vision towards an undergraduate program. Such a phased approach includes introducing the first suite of 200- and 300-level feeder/service courses that initially would allow SCARP to “test the waters” with the current UBC undergraduate student population, and in the long run might provide lead-ins to a potential undergraduate program. The initial suite comprises three proposed new courses as follows:

1. **PLAN 211 (3) City-Making: A Global Perspective**
2. **PLAN 221 (3) City Visuals**
3. **PLAN 331 (3) The Just City in a Divided World**

These feeder/service courses would be piloted as a separate suite from the potential undergraduate program per se, though thematically related.

**Not available for Cr/D/F grading (undergraduate courses only)**

**Rationale for not being available for Cr/D/F:**

N/A

**Pass/Fail or Honours/Pass/Fail grading**  

URL:  
## UBC Curriculum Proposal Form
### Change to Course or Program

**Category:** 1  
**Faculty:** Applied Science  
**Department:** School of Community and Regional Planning (SCARP)  
**Faculty Approval Date:** March 7, 2017  
**Effective Session (W or S):** Winter  
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**Date:** February 9, 2017  
**Contact Person:** Su-Jan Yeo (on behalf of Penny Gurstein, Director, SCARP)  
**Phone:** N/A  
**Email:** sujan.yeo@ubc.ca

**Proposed Calendar Entry:**

**PLAN 221 (3) City Visuals**  
An exploratory journey through the vast world of visualizing the city and ways of representing the built environment, including how to both interpret and use visualizations to read the city.

**Prerequisites:** Second-year standing or above in any program.

This is not a Pass/Fail or Honours Pass/Fail Grading

**Rationale for Proposed Change:**

The School of Community and Regional Planning (SCARP) is currently exploring the development of a new undergraduate program that is intended to bring together the three thematic areas of technology, environment, and culture in the study of our urbanizing world. SCARP plans to undertake a phased approach in this vision towards an undergraduate program. Such a phased approach includes introducing the first suite of 200- and 300-level feeder/service courses that initially would allow SCARP to “test the waters” with the current UBC undergraduate student population, and in the long run might provide lead-ins to a potential undergraduate program. The initial suite comprises three proposed new courses as follows:

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These feeder/service courses would be piloted as a separate suite from the potential undergraduate program per se, though thematically related.

☐ Not available for Cr/D/F grading (undergraduate courses only)

**Rationale for not being available for Cr/D/F:**

N/A

☐ Pass/Fail or ☐ Honours/Pass/Fail grading

**URL:**  

**Present Calendar Entry:**

N/A

**Type of Action:**

Create new course.
# UBC Curriculum Proposal Form

## Change to Course or Program

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<td>Phone: N/A</td>
</tr>
<tr>
<td>Email: <a href="mailto:sujan.yeo@ubc.ca">sujan.yeo@ubc.ca</a></td>
</tr>
</tbody>
</table>

## Proposed Calendar Entry:

**PLAN 331 (3) The Just City in a Divided World**

Considers the city as a terrain for the manifestation and mediation of social justice. Explores how the allocation of land, goods, and services in cities (re)produces social stratification, and how institutions and civil society negotiate just and unjust outcomes.

*Prerequisites:* Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

This is not a Pass/Fail or Honours Pass/Fail Grading.

## Rationale for Proposed Change:

The School of Community and Regional Planning (SCARP) is currently exploring the development of a new undergraduate program that is intended to bring together the three thematic areas of technology, environment, and culture in the study of our urbanizing world. SCARP plans to undertake a phased approach in this vision towards an undergraduate program. Such a phased approach includes introducing the first suite of 200- and 300-level feeder/service courses that initially would allow SCARP to “test the waters” with the current UBC undergraduate student population, and in the long run might provide lead-ins to a potential undergraduate program. The initial suite comprises three proposed new courses as follows:

1. **PLAN 211 (3) City-Making: A Global Perspective**
2. **PLAN 221 (3) City Visuals**
3. **PLAN 331 (3) The Just City in a Divided World**

These feeder/service courses would be piloted as a separate suite from the potential undergraduate program per se, though thematically related.

## Not available for Cr/D/F grading (undergraduate courses only)

Rationale for not being available for Cr/D/F: N/A

## Pass/Fail or Honours/Pass/Fail grading
UBC Curriculum Proposal Form
Change to Course or Program

<table>
<thead>
<tr>
<th>Category: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty:</strong> APSC</td>
</tr>
<tr>
<td><strong>Department:</strong> Mining Engineering</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> March 7, 2017</td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> W</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2018</td>
</tr>
<tr>
<td><strong>Date:</strong> 2017/01/23</td>
</tr>
<tr>
<td><strong>Contact Person:</strong> Ali Madiseh</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:ali.madiseh@ubc.ca">ali.madiseh@ubc.ca</a></td>
</tr>
<tr>
<td><strong>URL:</strong> N/A</td>
</tr>
<tr>
<td><strong>Present Calendar Entry:</strong> N/A</td>
</tr>
<tr>
<td><strong>Type of Action:</strong> New Course</td>
</tr>
<tr>
<td><strong>Rationale for Proposed Changes:</strong> This course is designed to give the students the knowledge and understanding of major equipment used in mining operations for materials handling purposes. It draws upon engineering science principles and physics and mathematics of mechanical, thermodynamic and electric systems that the students received in their 2nd year. The course is an elective for fourth year students in Mining Engineering, but is open as a technical elective to fourth year students in other departments.</td>
</tr>
<tr>
<td>✓ Not available for Cr/D/F grading (undergraduate courses only)</td>
</tr>
<tr>
<td><strong>Rationale for not being available for Cr/D/F:</strong> Applied Science courses are not eligible for Cr/D/F</td>
</tr>
</tbody>
</table>

**Proposed Calendar Entry:**

MINE 465 (3) Materials Handling
Knowledge and understanding of equipment used in mining operations, including diesel, electro-mechanical, hydraulic and pneumatic equipment as well as conveyors, load-haul-dump trucks and pumps.

This course is not eligible for Credit/D/F grading. [2-2-0]
Pre-requisites: MINE302, MINE 310 or consent of instructor
### UBC Curriculum Proposal Form

**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: 1</th>
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<table>
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</table>

<table>
<thead>
<tr>
<th>Effective Session (W or S): W</th>
</tr>
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</table>

<table>
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</tr>
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</table>

<table>
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<tr>
<th>Date: 2017/01/23</th>
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</table>

<table>
<thead>
<tr>
<th>Contact Person: Ali Madiseh</th>
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</table>

<table>
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<tr>
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<thead>
<tr>
<th>Email: <a href="mailto:ali.madiseh@ubc.ca">ali.madiseh@ubc.ca</a></th>
</tr>
</thead>
</table>

#### Proposed Calendar Entry:

**Fourth Year**

- APSC 450  2
- MINE 402  3
- MINE 404  3
- MINE 432  3
- **MINE 465  3**
- MINE 480  3
- MINE 486  3
- MINE 491  4
- MINE 493  1
- MINE 403 and **455**, or MINE 434 and 462  6
- Technical electives²  3
- Complementary Studies electives¹  3
- Total Credits  37

¹ See Complementary Studies Courses.

² Selected with the approval of the Department.

#### Present Calendar Entry:

**Fourth Year**

- APSC 450  2
- **ELEC 344  3**
- MINE 402  3
- MINE 404  3
- MINE 432  3
- MINE 480  3
- MINE 486  3
- MINE 491  4
- MINE 493  1
- MINE 403 and **482**, or MINE 434 and 462  6
- Technical electives²  3
- Complementary Studies electives¹  3
- Total Credits  37

¹ See Complementary Studies Courses.

² Selected with the approval of the Department.

#### Type of Action:

Delete course and replace with new course
Change in 4th year undergraduate program

#### Rationale for Proposed Changes:

The content of ELEC 344 does not fully address the current needs of the mining industry. A new course, MINE 465, Materials Handling, is being offered by the department in its place.

MINE 482 (Maintenance Engineering) is being shelved due to lack of a suitable instructor. MINE 455 (Mine Water Management) will replace it.

Not available for Cr/D/F grading  
(undergraduate courses only)  
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)
**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.

☐ Pass/Fail or ☐ 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.)
### UBC Curriculum Proposal Form
#### Change to Course or Program

<table>
<thead>
<tr>
<th><strong>Category:</strong> (1)</th>
<th><strong>Date:</strong> Jan 30, 2017</th>
</tr>
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<tbody>
<tr>
<td><strong>Faculty:</strong> APSC</td>
<td><strong>Contact Person:</strong> Vladan Prodanovic</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td><strong>Phone:</strong> 7-4239</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> March 7, 2017</td>
<td><strong>Email:</strong> <a href="mailto:Vladan.prodanovic@ubc.ca">Vladan.prodanovic@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> S</td>
<td><strong>Effective Academic Year:</strong> 2018</td>
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<td><strong>Date:</strong> Jan 30, 2017</td>
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<td><strong>Present Calendar Entry:</strong> N/A</td>
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<tr>
<td><strong>Phone:</strong> 7-4239</td>
<td><strong>Type of Action:</strong> New Course</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Vladan.prodanovic@ubc.ca">Vladan.prodanovic@ubc.ca</a></td>
<td><strong>Rationale for Proposed Change:</strong></td>
</tr>
</tbody>
</table>

**Proposed Calendar Entry:**

APSC 179 (3) Linear Algebra for Engineers

- Systems of linear equations, Gaussian elimination, engineering application of linear algebra, matrix operations, special matrices, determinants, vector space, orthogonality, eigenvalues and eigenvectors, linear transformation. [3-0-0]

**Rationale for Proposed Change:**

This course is currently offered in the School of Engineering at the UBC Okanagan campus. Formalizing the same course at UBC Vancouver campus allows delivery of the course within the core requirements of the Vantage College International Program Engineering Stream curriculum. This course is proposed for inclusion in the Vantage College first year curriculum to address course requirements for entry into most engineering programs, as students progress into second year in APSC. It also enhances student mobility between campuses.

**X Not available for Cr/D/F grading**

(undergraduate courses only)

**Rationale for not being available for Cr/D/F:** Core courses in APSC are generally not available for Cr/D/F.
<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Category</td>
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<td>Effective Session (W or S)</td>
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<td>Program Requirements</td>
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<td>UBC Vantage College International Program Streams</td>
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<td>Arts Stream</td>
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<tr>
<td>Engineering Stream</td>
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<tr>
<td>• APSC 160</td>
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<tr>
<td>• APSC 172</td>
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<td>• VANT 140 1</td>
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<td>• VANT 150 3</td>
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<td>Total Credits</td>
<td>38</td>
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<tr>
<td>1 Credits will not count toward requirements for a Bachelor of Applied Science degree at UBC.</td>
<td></td>
</tr>
</tbody>
</table>

1 Students … during a supplemental term.
**Type of Action:**
Add one new course and to update the total credits in the program requirements for the Vantage One Engineering stream.

**Rationale for Proposed Change:**
This update to the program requirements for the Vantage One Engineering program reflects the addition of a linear algebra course (APSC179) to the course offerings in the program. This course is currently offered in the School of Engineering at the UBC Okanagan campus. Formalizing the same course at UBC Vancouver campus allows delivery of the course within the core requirements of the Vantage One Engineering Stream curriculum. This course is proposed for inclusion in the Vantage College first year curriculum to address course requirements for entry into most engineering programs, as students progress into second year in APSC. It also enhances student mobility between campuses.

In addition, this update includes credit change for two engineering design courses (VANT 150 and VANT 151), which were corrected from 2 or 1 credit respectively to 3 credits each.
# UBC Curriculum Proposal Form

## Change to Course or Program

<table>
<thead>
<tr>
<th>Category: (2)</th>
<th>Date: Jan 30, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: APSC</td>
<td>Contact Person: Vladan Prodanovic</td>
</tr>
<tr>
<td>Department:</td>
<td>Phone: 7-4239</td>
</tr>
<tr>
<td>Faculty Approval Date: March 7, 2017</td>
<td>Email: <a href="mailto:Vladan.prodanovic@ubc.ca">Vladan.prodanovic@ubc.ca</a></td>
</tr>
<tr>
<td>Effective Session (W or S): W</td>
<td></td>
</tr>
<tr>
<td>Effective Academic Year: 2017</td>
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</table>

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANT 150 (3) Sustainability and Engineering Design</td>
</tr>
<tr>
<td>Topics in sustainability, including the impact of technology on the environment and society, and fundamentals of engineering design. Restricted to students in the UBC Vantage College International Program Engineering Stream. [1-0-2; 1-0-2]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANT 150 (2) Sustainability and Engineering Design</td>
</tr>
<tr>
<td>Topics in sustainability, including the impact of technology on the environment and society, and fundamentals of engineering design. Restricted to students in the UBC Vantage College International Program Engineering Stream. [1-0-2; 1-0-2]</td>
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</table>

<table>
<thead>
<tr>
<th>Type of Action:</th>
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<tbody>
<tr>
<td>Change of course vector</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for Proposed Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an introduction to engineering design course in which tutorials are designed to provide an active learning environment while students work on numerous assignments and mini projects. The additional tutorial hours will allow for a more comprehensive approach in designing such activities, providing more time for the students to grasp various course materials, practice to work in teams and to address proper technical communication and effective technical presentations skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not available for Cr/D/F grading (undergraduate courses only)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Rationale for not being available for Cr/D/F:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses in APSC are generally not available for Cr/D/F</td>
</tr>
<tr>
<td><strong>Proposed Calendar Entry:</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>VANT 151 (3) Multidisciplinary Engineering Design Project</td>
</tr>
<tr>
<td>Design project that culminates in student-led project fair. Restricted to students in the UBC Vantage College Engineering Stream. <strong>[2-0-3]</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> VANT 150.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Present Calendar Entry:</strong></th>
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</thead>
<tbody>
<tr>
<td>VANT 151 (4) Multidisciplinary Engineering Design Project</td>
</tr>
<tr>
<td>Design project that culminates in student-led project fair. Restricted to students in the UBC Vantage College Engineering Stream. <strong>[4-0-4]</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> VANT 150.</td>
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</table>

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</thead>
<tbody>
<tr>
<td>Change of course vector</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Rationale for Proposed Change:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this course, which is a natural extension of VANT 150 (Sustainability and engineering design), students apply their engineering design knowledge and skills to complete a major design project. It is suggested to increase the number of lecture hours to cover necessary content for successful completion of project tasks, in particular to provide instruction on engineering drawing using CAD software. Also, tutorials are designed to provide an active learning environment where students in teams work on their project tasks, and also practice acquired drafting skills. It is essential to allow for additional tutorial hours providing more time for the students to work on their projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>X</strong> Not available for Cr/D/F grading (undergraduate courses only)</th>
</tr>
</thead>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Core courses in APSC are generally not available for Cr/D/F</td>
</tr>
</tbody>
</table>
Faculty of Arts: Minor in Land and Food Systems for Arts Students

Category: (1) Faculty: Arts
Department: Arts Academic Advising for the Office of the Dean
Faculty Approval Date: 2017 02 14
Effective Session (W or S): W
Effective Academic Year: 2017

Date: January 27, 2017
Contact Person: Nancy Campbell for Stefania Burk
Email: nancy.campbell@ubc.ca
CC: Lois.Nightingale@ubc.ca
Phone: 7-4257

Proposed Calendar Entry:
Adding a Specialization Outside the Faculty of Arts
…
Minor in Commerce
…
Minor in Education
…
Minor in Land and Food Systems

The Faculty of Land and Food Systems offers five optional minors for Arts students. Upon declaration of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. Note that most upper-level Land and Food Systems and Science courses have lower-level pre-requisites. Interested students are encouraged to meet with an Arts Academic Advisor as early as possible to discuss program planning.

The <b>Applied Animal Biology Minor</b> will consist of 18 credits selected from APBI 311, 312, 314, 315, 316, 327 (BIOL 327), 398, 410, 411, 413, 414, 415, 416, 418, 419, 427 (BIOL 411), 496, BIOL 310, 325, 425; PSYC 306.

The <b>Applied Plant and Soil Sciences Minor</b> will consist of 18 credits selected from APBI 318, 322, 324 (BIOL 324), 327 (BIOL 327), 328 (BIOL 317), 342 (FRST 310), 351 (BIOL 351/FRST

URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1574

Present Calendar Entry:
Adding a Specialization Outside the Faculty of Arts
…
Minor in Commerce
…
Minor in Education
…
Minor in Science
…

Type of Action: Add Minor in Land and Food Systems, as it exists already for students in the Faculty of Science, as an option for students in the Faculty of Arts.

Rationale: Addition to permit Arts Minors in Land and Food Systems is a logical addition to expand options for students. The five options available provide opportunities for students to focus on areas already studied in Arts from different perspectives, such as ethics and philosophy, economics, social justice, archaeology, geography, Indigenous studies, etc., and to expand their learning and research into related Land and Food Systems disciplines.

Note: This category 1 proposal is linked to a corresponding proposal coming from the Faculty of Land and Food Systems. The two should be processed together.
The <b>Food and Resource Economics Minor</b> will consist of 18 credits selected from ECON 371, FRE 302, 306, 340, 374 (ECON 374), 385, 402, 420, 460, 490.

The <b>Food Science Minor</b> will consist of 18 credits selected from FNH 300, 301, 302, 303, 309, 313, 330, 335, 402, 403, 413.

The <b>Nutritional Sciences Minor</b> will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits.

Space in many Science and Land and Food Systems courses is limited. Admission to a Land and Food Systems minor does not provide priority access to courses agreed upon for the minor.

Minor in Science

...
students. Upon declaration of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. Note that most upper-level Land and Food Systems and Science courses have lower-level pre-requisites. Interested students are encouraged to meet with an Arts Academic Advisor as early as possible to discuss program planning.

The <b>Applied Animal Biology Minor</b> will consist of 18 credits selected from APBI 311, 312, 314, 315, 316, 327 (BIOL 327), 398, 410, 411, 413, 414, 415, 416, 418, 419, 427 (BIOL 411), 496, BIOL 310, 325, 425; PSYC 306.

The <b>Applied Plant and Soil Sciences Minor</b> will consist of 18 credits selected from APBI 318, 322, 324 (BIOL 324), 327 (BIOL 327), 328 (BIOL 317), 342 (FRST 310), 351 (BIOL 351/FRST 311), 401, 402, 403, 426 (BIOL 421), 428, 440 (BIOL 440), 444 (FRST 444).

The <b>Food and Resource Economics Minor</b> will consist of 18 credits selected from ECON 371, FRE 302, 306, 340, 374 (ECON 374), 385, 402, 420, 460, 490.

The <b>Food Science Minor</b> will consist of 18 credits selected from FNH 300, 301, 302, 303, 309, 313, 330, 335, 402, 403, 413.

The <b>Nutritional Sciences Minor</b> will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits.

Space in many Science and Land and Food Systems courses is limited. Admission to a Land and Food Systems

**Rationale:** Addition to permit Arts Minors in Land and Food Systems is a logical addition to expand options for students. The five options available provide opportunities for students to focus on areas already studied in Arts from different perspectives, such as ethics and philosophy, economics, social justice, archaeology, geography, Indigenous studies, etc., and to expand their learning and research into related Land and Food Systems disciplines.

*Note: This category 1 proposal is linked to a corresponding proposal coming from the Faculty of Land and Food Systems. The two should be processed together.*
minor does not provide priority access to courses agreed upon for the minor.

Minor in Science

...  

**The Vancouver School of Economics** > Bachelor of International Economics > Degree Requirements

### Proposed Calendar Entry:

Degree Requirements

...  

Minor Programs

Students may construct their program to include a minor in a subject (discipline) or field of specialization other than the B.I.E. At least 24 of the 120 credits required for the degree must be in subjects or fields other than those of the major and minor. Note: A maximum of 6 credits numbered 300 and higher may be shared between a major and the B.I.E. See Double-Counting.

Minor in Arts

...  

Minor in Education

...  

**Minor in Land and Food Systems**

The Faculty of Land and Food Systems offers five optional minors for Arts students. Upon declaration of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. Note that most upper-level Land and Food Systems and Science courses have lower-level pre-requisites. Interested students are encouraged to meet with an Arts Academic Advisor as early as possible to...  

URL: [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1509](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1509)

### Present Calendar Entry:

Degree Requirements

...  

Minor Programs

Students may construct their program to include a minor in a subject (discipline) or field of specialization other than the B.I.E. At least 24 of the 120 credits required for the degree must be in subjects or fields other than those of the major and minor. Note: A maximum of 6 credits numbered 300 and higher may be shared between a major and the B.I.E. See Double-Counting.

Minor in Arts

...  

Minor in Education

...  

Minor in Science

...

**Type of Action:** Add Minor in Land and Food Systems, as it exists already for students in the Faculty of Science, as an option for students in the Faculty of Arts.

**Rationale:** Addition to permit Arts Minors in Land and Food Systems is a logical addition to expand options for students. The five options available provide opportunities for students to focus on areas...
discuss program planning.

The <b>Applied Animal Biology Minor</b> will consist of 18 credits selected from APBI 311, 312, 314, 315, 316, 327 (BIOL 327), 398, 410, 411, 413, 414, 415, 416, 418, 419, 427 (BIOL 411), 496, BIOL 310, 325, 425; PSYC 306.

The <b>Applied Plant and Soil Sciences Minor</b> will consist of 18 credits selected from APBI 318, 322, 324 (BIOL 324), 327 (BIOL 327), 328 (BIOL 317), 342 (FRST 310), 351 (BIOL 351/FRST 311), 401, 402, 403, 426 (BIOL 421), 428, 440 (BIOL 440), 444 (FRST 444).

The <b>Food and Resource Economics Minor</b> will consist of 18 credits selected from ECON 371, FRE 302, 306, 340, 374 (ECON 374), 385, 402, 420, 460, 490.

The <b>Food Science Minor</b> will consist of 18 credits selected from FNH 300, 301, 302, 303, 309, 313, 330, 335, 402, 403, 413.

The <b>Nutritional Sciences Minor</b> will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits.

Space in many Science and Land and Food Systems courses is limited. Admission to a Land and Food Systems minor does not provide priority access to courses agreed upon for the minor.

Note: This category 1 proposal is linked to a corresponding proposal coming from the Faculty of Land and Food Systems. The two should be processed together.
Proposed Calendar Entry:

Minor Programs
Students in the Bachelor of Media Studies may construct their program to include a minor. In addition to minors in any of the disciplines or interdisciplinary programs offered by the Faculty of Arts, students can also choose a Minor in Commerce or a Minor in Science. Note: A maximum of 6 credits numbered 300 and higher may be shared between the B.M.S. and the minor. See Double-Counting.

Minor in the Faculty of Arts
...

Minor in Commerce
...

Minor in Education
...

Minor in Land and Food Systems

The Faculty of Land and Food Systems offers five optional minors for Arts students. Upon declaration of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. Note that most upper-level Land and Food Systems and Science courses have lower-level pre-requisites. Interested students are encouraged to meet with an Arts Academic Advisor as early as possible to discuss program planning.

The <b>Applied Animal Biology Minor</b> will consist of 18 credits selected from APBI 311, 312, 314, 315, 316, 327 (BIOL 327), 398, 410, 411, 413.

Present Calendar Entry:

Minor Programs
Students in the Bachelor of Media Studies may construct their program to include a minor. In addition to minors in any of the disciplines or interdisciplinary programs offered by the Faculty of Arts, students can also choose a Minor in Commerce or a Minor in Science. Note: A maximum of 6 credits numbered 300 and higher may be shared between the B.M.S. and the minor. See Double-Counting.

Minor in the Faculty of Arts
...

Minor in Commerce
...

Minor in Education
...

Minor in Science
...

Type of Action: Add Minor in Land and Food Systems, as it exists already for students in the Faculty of Science, as an option for students in the Faculty of Arts.

Rationale: Addition to permit Arts Minors in Land and Food Systems is a logical addition to expand options for students. The five options available provide opportunities for students to focus on areas already studied in Arts from different perspectives, such as ethics and philosophy, economics, social justice, archaeology, geography, Indigenous studies, etc., and to expand their learning and research into related Land and Food Systems disciplines.
The <b>Applied Plant and Soil Sciences Minor</b> will consist of 18 credits selected from APBI 318, 322, 324 (BIOL 324), 327 (BIOL 327), 328 (BIOL 317), 342 (FRST 310), 351 (BIOL 351/FRST 311), 401, 402, 403, 426 (BIOL 421), 428, 440 (BIOL 440), 444 (FRST 444).

The <b>Food and Resource Economics Minor</b> will consist of 18 credits selected from ECON 371, FRE 302, 306, 340, 374 (ECON 374), 385, 402, 420, 460, 490.

The <b>Food Science Minor</b> will consist of 18 credits selected from FNH 300, 301, 302, 303, 309, 313, 330, 335, 402, 403, 413.

The <b>Nutritional Sciences Minor</b> will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits.

Space in many Science and Land and Food Systems courses is limited. Admission to a Land and Food Systems minor does not provide priority access to courses agreed upon for the minor.

Minor in Science

Note: This category 1 proposal is linked to a corresponding proposal coming from the Faculty of Land and Food Systems. The two should be processed together.

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,364#19351

The School of Music > Bachelor of Music>
Degree Requirements

Proposed Calendar Entry:
Degree Requirements
... Additional Degree Options
...

Present Calendar Entry:
Degree Requirements
... Additional Degree Options
...
Minor in Education

Minor in Land and Food Systems

The Faculty of Land and Food Systems offers five optional minors for Arts students. Upon declaration of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. Note that most upper-level Land and Food Systems and Science courses have lower-level pre-requisites. Interested students are encouraged to meet with a Music Advisor as early as possible to discuss program planning.

The <b>Applied Animal Biology Minor</b> will consist of 18 credits selected from APBI 311, 312, 314, 315, 316, 327 (BIOL 327), 398, 410, 411, 413, 414, 415, 416, 418, 419, 427 (BIOL 411), 496, BIOL 310, 325, 425; PSYC 306.

The <b>Applied Plant and Soil Sciences Minor</b> will consist of 18 credits selected from APBI 318, 322, 324 (BIOL 324), 327 (BIOL 327), 328 (BIOL 317), 342 (FRST 310), 351 (BIOL 351/FRST 311), 401, 402, 403, 426 (BIOL 421), 428, 440 (BIOL 440), 444 (FRST 444).

The <b>Food and Resource Economics Minor</b> will consist of 18 credits selected from ECON 371, FRE 302, 306, 340, 374 (ECON 374), 385, 402, 420, 460, 490.

The <b>Food Science Minor</b> will consist of 18 credits selected from FNH 300, 301, 302, 303, 309, 313, 330, 335, 402, 403, 413.

The <b>Nutritional Sciences Minor</b>
will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits.

Space in many Science and Land and Food Systems courses is limited. Admission to a Land and Food Systems minor does not provide priority access to courses agreed upon for the minor.

<table>
<thead>
<tr>
<th>Faculty of Arts: Minor in Education, New Emphasis in Language Learning and Teaching</th>
</tr>
</thead>
</table>
| **Category:** 1  
**Faculty:** Arts  
**Department:** Arts Academic Advising for the Dean’s Office  
**Faculty Approval Date:** 2017 02 14  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  
**Contact Person:** Nancy Campbell for Stefania Burk  
**Phone:** 74257  
**Email:** nancy.campbell@ubc.ca  
**CC:** lois.nightingale@ubc.ca |
| **Date:** November 29, 2016  
**Type of Action:**  
- In addition to the four current emphasis within the BA Minor in Education, create a new Language Learning and Teaching (LLAT) emphasis in the BA, Minor in Education, for a total of five emphasis.  
- Display this emphasis on a students’ transcript. It will not be reflected on the parchment. The same that is occurring with the original four emphasis. |
| **Proposed:**  
Create the following emphasis that can be applied to the BA Minor in Education program:  
Bachelor of Arts, Minor in Education emphasis in Language Learning and Teaching |

| Category: 1  
**Faculty:** Arts  
**Department:** Arts Academic Advising for the Dean’s Office  
**Faculty Approval Date:** 2017 02 14  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  
**Contact Person:** Nancy Campbell for Stefania Burk  
**Phone:** 74257  
**Email:** nancy.campbell@ubc.ca  
**CC:** lois.nightingale@ubc.ca |
| **Date:** January 31, 2017  
**Type of Action:**  
- In addition to the four current emphasis within the BFA Minor in Education, create a new Language Learning and Teaching (LLAT) emphasis, for a total of five emphasis. |
| **Proposed:**  
Create the following emphasis that can be applied to the BFA Minor in Education program:  
Bachelor of Fine Arts, Minor in Education |
<table>
<thead>
<tr>
<th>The Faculty of Arts &gt; Bachelor of Fine Arts &gt; Adding a Specialization Outside the Faculty of Arts</th>
<th>URL: <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1590">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1590</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Calendar Entry: Adding a Specialization Outside the Faculty of Arts</td>
<td>Present Calendar Entry: Adding a Specialization Outside the Faculty of Arts</td>
</tr>
<tr>
<td>Bachelor of Fine Arts students are permitted to complete one of the following specializations offered by Faculties other than the Faculty of Arts. Note that the primary specialization in the degree must be completed in Arts. Students are advised to be mindful of the Arts Credit Minimum. See <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1590">Degree Requirements and Credit Requirements and Regulations</a>.</td>
<td>Bachelor of Fine Arts students are permitted to complete one of the following specializations offered by Faculties other than the Faculty of Arts. Note that the primary specialization in the degree must be completed in Arts. Students are advised to be mindful of the Arts Credit Minimum. See <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1590">Degree Requirements and Credit Requirements and Regulations</a>.</td>
</tr>
<tr>
<td>Minor in Commerce</td>
<td>Minor in Commerce</td>
</tr>
<tr>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>Minor in Education</td>
<td>Minor in Education</td>
</tr>
<tr>
<td>The Minor in Education allows Bachelor of Fine Arts students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor does not qualify students to teach in the K-12 system; however, it does provide pre-requisites to higher education programs and required courses necessary for specialized teacher education.</td>
<td>The Minor in Education allows Bachelor of Fine Arts students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor does not qualify students to teach in the K-12 system; however, it does provide pre-requisites to higher education programs and required courses necessary for specialized teacher education.</td>
</tr>
<tr>
<td>The Minor consists of 30 credits, 18 of which are …</td>
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</tr>
</tbody>
</table>
which are drawn from specified core
Education courses and 12 of which are
drawn from supportive Arts courses at the
300-400 level. **Five** different versions are
available:

- Special Education
- Interpersonal Development
- Community, Adult and Higher
  Education
- Early Childhood Education
- **Language Learning and Teaching**

Students who wish to declare the Minor
must be eligible for 3rd year standing. Arts
subject courses must be chosen in
consultation with Arts Advising, preferably
prior to declaration; Arts Advising may
consult with the Teacher Education office
for final approval of these courses.

Education subject courses consist of the
following:

- Special Education: EPSE 303,
  EPSE 312, EPSE 316, EPSE 348,
  EPSE 436, EPSE 437
- Interpersonal Development: CNPS
  362, CNPS 363, CNPS 364, CNPS
  365, CNPS 427, CNPS 433
- Community, Adult and Higher
  Education: ADHE 327, ADHE 329,
  ADHE 330, ADHE 412, plus two
  additional Education courses
  chosen in consultation with
  academic advising in the Faculty of
  Education
- Early Childhood Education: ECED
  400, ECED 401, ECED 406, ECED
  407, ECED 420, ECED 421
- **Language Learning and Teaching:** LLED 489A¹ and
  LLED 489B, plus 12 credits from
  LLED 399, LLED 429, LLED
  433-435, LLED 450-457, LLED

which are drawn from specified core
Education courses and 12 of which are
drawn from supportive Arts courses at the
300-400 level. **Four** different versions are
available:

- Special Education
- Interpersonal Development
- Community, Adult and Higher
  Education
- Early Childhood Education

Students who wish to declare the Minor
must be eligible for 3rd year standing. Arts
subject courses must be chosen in
consultation with Arts Advising, preferably
prior to declaration; Arts Advising may
consult with the Teacher Education office
for final approval of these courses.

Education subject courses consist of the
following:

- Special Education: EPSE 303,
  EPSE 312, EPSE 316, EPSE 348,
  EPSE 436, EPSE 437
- Interpersonal Development: CNPS
  362, CNPS 363, CNPS 364, CNPS
  365, CNPS 427, CNPS 433
- Community, Adult and Higher
  Education: ADHE 327, ADHE 329,
  ADHE 330, ADHE 412, plus two
  additional Education courses chosen
  in consultation with academic
  advising in the Faculty of Education
- Early Childhood Education: ECED
  400, ECED 401, ECED 406, ECED
  407, ECED 420, ECED 421

[...]

**Type of Action:** Add a new stream,
Language Learning and Teaching, to the
Minor in Education for the Bachelor of
Fine Arts.
ENGL 330 or ENGL 331 may be substituted for LLED 489A, in which case students may include these ENGL credits towards the required 12 credits of Arts and must take 3 additional LLED credits to reach a total of 18 credits of LLED for the Minor.

Rationale for Proposed Change: The Minor in Education was jointly created by the Faculty of Education and the Faculty of Arts in response to recognized Arts student interest in integrating Education courses into their Arts studies.

The Language Learning and Teaching stream supports the academic and career goals of students who intend, for example, to pursue a career in teaching English as a second language or in teaching another language to adults or children, such as French, Mandarin, Spanish, German, etc., or to prepare for a future application to a teacher education (B.Ed.) program (note that completion of the Minor in Education alone does not qualify students to teach in the K-12 system). Formally recognizing this version of the Minor expands the course options in Education to which students have access, notably a range of Language and Literacy Education (LLED) courses, and supports appropriate course selection and advising.

Proposed:

Create the following emphasis that can be applied to the BIE Minor in Education program:

Bachelor of International Economics, Minor in Education, emphasis in Language Learning and Teaching

Type of Action:

- In addition to the four current emphasis within the BIE, Minor in Education, create a new Language Learning and Teaching (LLAT) emphasis, for a total of five emphasis.
- As with the present four emphasis, please display this emphasis on a students’ transcript. It will not be reflected on the parchment.

URL:

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1509
Students may construct their program to include a minor in a subject (discipline) or field of specialization other than the B.I.E. At least 24 of the 120 credits required for the degree must be in subjects or fields other than those of the major and minor. Note: A maximum of 6 credits numbered 300 and higher may be shared between a major and the B.I.E. See [Double-Counting](#).

### Minor in Arts

...  

### Minor in Education

The Minor in Education allows Bachelor of International Economics students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor does not qualify students to teach in the K-12 system; however, it does provide pre-requisites to higher education programs and required courses necessary for specialized teacher education.

The Minor consists of 30 credits, 18 of which are drawn from specified core Education courses and 12 of which are drawn from supportive Arts courses at the 300-400 level. **Five** different versions are available:

- Special Education
- Interpersonal Development
- Community, Adult and Higher Education
- Early Childhood Education
- **Language Learning and Teaching**

Students who wish to declare the Minor must be eligible for 3rd year standing. Arts...  

Students may construct their program to include a minor in a subject (discipline) or field of specialization other than the B.I.E. At least 24 of the 120 credits required for the degree must be in subjects or fields other than those of the major and minor. Note: A maximum of 6 credits numbered 300 and higher may be shared between a major and the B.I.E. See [Double-Counting](#).

### Minor in Arts

...  

### Minor in Education

The Minor in Education allows Bachelor of International Economics students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor does not qualify students to teach in the K-12 system; however, it does provide pre-requisites to higher education programs and required courses necessary for specialized teacher education.

The Minor consists of 30 credits, 18 of which are drawn from specified core Education courses and 12 of which are drawn from supportive Arts courses at the 300-400 level. **Four** different versions are available:

- Special Education
- Interpersonal Development
- Community, Adult and Higher Education
- Early Childhood Education

Students who wish to declare the Minor...
must be eligible for 3rd year standing. Arts subject courses must be chosen in consultation with Arts Advising, preferably prior to declaration; Arts Advising may consult with the Teacher Education office for final approval of these courses.

Education subject courses consist of the following:

- **Special Education:** EPSE 303, EPSE 312, EPSE 316, EPSE 348, EPSE 436, EPSE 437
- **Interpersonal Development:** CNPS 362, CNPS 363, CNPS 364, CNPS 365, CNPS 427, CNPS 433
- **Community, Adult and Higher Education:** ADHE 327, ADHE 329, ADHE 330, ADHE 412, plus two additional Education courses chosen in consultation with academic advising in the Faculty of Education
- **Early Childhood Education:** ECED 400, ECED 401, ECED 406, ECED 407, ECED 420, ECED 421
- **Language Learning and Teaching:** LLED 489A\(^1\) and LLED 489B, plus 12 credits from LLED 399, LLED 429, LLED 433-435, LLED 450-457, LLED 478-480

\(^1\)ENGL 330 or ENGL 331 may be substituted for LLED 489A, in which case students may include these ENGL credits towards the required 12 credits of Arts and must take 3 additional LLED credits to reach a total of 18 credits of LLED for the Minor.

Minor in Science

…

**Type of Action:** Add a new stream, Language Learning and Teaching, to the Minor in Education for the Bachelor of International Economics.

**Rationale for Proposed Change:** The Minor in Education was jointly created by the Faculty of Education and the Faculty of Arts in response to recognized Arts student interest in integrating Education courses into their Arts studies.

The Language Learning and Teaching stream supports the academic and career goals of students who intend, for example, to pursue a career in teaching English as a second language or in teaching another language to adults or children, such as
French, Mandarin, Spanish, German, etc., or to prepare for a future application to a teacher education (B.Ed.) program (note that completion of the Minor in Education alone does not qualify students to teach in the K-12 system). Formally recognizing this version of the Minor expands the course options in Education to which students have access, notably a range of Language and Literacy Education (LLED) courses, and supports appropriate course selection and advising.

Create the following emphasis that can be applied to the BMS, Minor in Education program:

Bachelor of Media Studies, Minor in Education, emphasis in **Language Learning and Teaching**

*Type of Action:*

- In addition to the four current emphasis within the BMS Minor in Education, create a new **Language Learning and Teaching (LLAT)** emphasis, for a total of five emphasis.
- The current emphases are shown on the transcript. Please also, display this emphasis on a students’ transcript. It will not be reflected on the parchment.

URL:

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,955,1525

Present Calendar Entry:

Minor Programs
Students in the Bachelor of Media Studies may construct their program to include a minor. In addition to minors in any of the disciplines or interdisciplinary programs offered by the Faculty of Arts, students can also choose a Minor in Commerce or a Minor in Science.

Note: A maximum of 6 credits numbered 300 and higher may be shared between the B.M.S. and the minor. See **Double-Counting**.

Minor in Fine Arts
...

Minor in Commerce

Minor in Commerce
Minor in Education

The Minor in Education allows Bachelor of Media Studies students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor does not qualify students to teach in the K-12 system; however, it does provide pre-requisites to higher education programs and required courses necessary for specialized teacher education.

The Minor consists of 30 credits, 18 of which are drawn from specified core Education courses and 12 of which are drawn from supportive Arts courses at the 300-400 level. Five different versions are available:

- Special Education
- Interpersonal Development
- Community, Adult and Higher Education
- Early Childhood Education
- Language Learning and Teaching

Students who wish to declare the Minor must be eligible for 3rd year standing. Arts subject courses must be chosen in consultation with Arts Advising, preferably prior to declaration; Arts Advising may consult with the Teacher Education office for final approval of these courses.

Education subject courses consist of the following:

- Special Education: EPSE 303, EPSE 312, EPSE 316, EPSE 348, EPSE 436, EPSE 437
<table>
<thead>
<tr>
<th>Minor in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
</tr>
</tbody>
</table>

### Type of Action: Add a new stream, Language Learning and Teaching, to the Minor in Education for the Bachelor of Media Studies.

### Rationale for Proposed Change: The Minor in Education was jointly created by the Faculty of Education and the Faculty of Arts in response to recognized Arts student interest in integrating Education courses into their Arts studies.

The Language Learning and Teaching stream supports the academic and career goals of students who intend, for example, to pursue a career in teaching English as a second language or in teaching another language to adults or children, such as French, Mandarin, Spanish, German, etc., or to prepare for a future application to a teacher education (B.Ed.) program (note that completion of the Minor in Education alone does not qualify students to teach in the K-12 system). Formally recognizing this version of the Minor expands the course options in Education to which students have access, notably a range of Language and Literacy Education (LLED) courses, and supports appropriate course selection and advising.

---

<table>
<thead>
<tr>
<th>Stream</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Development: CNPS 362, CNPS 363, CNPS 364, CNPS 365, CNPS 427, CNPS 433</td>
<td></td>
</tr>
<tr>
<td>Community, Adult and Higher Education: ADHE 327, ADHE 329, ADHE 330, ADHE 412, plus two additional Education courses chosen in consultation with academic advising in the Faculty of Education</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education: ECED 400, ECED 401, ECED 406, ECED 407, ECED 420, ECED 421</td>
<td></td>
</tr>
<tr>
<td>Language Learning and Teaching: LLED 489A(^1) and LLED 489B, plus 12 credits from LLED 399, LLED 429, LLED 433-435, LLED 450-457, LLED 478-480</td>
<td></td>
</tr>
</tbody>
</table>

---

\(^1\)ENGL 330 or ENGL 331 may be substituted for LLED 489A, in which case students may include these ENGL credits towards the required 12 credits of Arts and must take 3 additional LLED credits to reach a total of 18 credits of LLED for the Minor.
<table>
<thead>
<tr>
<th>Proposed: Create the following emphasis that can be applied to the BMus Minor in Education program:</th>
<th>Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music, Minor in Education, emphasis in Language Learning and Teaching</td>
<td>• In addition to the four current emphasis within the BIE, Minor in Education, create a new Language Learning and Teaching (LLAT) emphasis, for a total of five emphasis.</td>
</tr>
<tr>
<td></td>
<td>• As with the present four emphasis, please display this emphasis on a students’ transcript. It will not be reflected on the parchment.</td>
</tr>
</tbody>
</table>

**The School of Music > Bachelor of Music > Degree Requirements**

**Proposed Calendar Entry:**
Degree Requirements

... Additional Degree Options ...

Minor in Education

The Minor in Education allows Bachelor of Music students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor in Education provides prerequisites to higher education programs and required courses necessary for specialized teacher education.

This Minor does not qualify students to teach in the K-12 system; students with this interest should either (a) enrol in the Dual Degree in Music and Education, or (b) enrol in the B.Ed. program after completing the B.Mus. degree.

The Minor in Education consists of 30 credits, 18 of which are drawn from specified core Education courses and 12 of...

**Present Calendar Entry:**
Degree Requirements

... Additional Degree Options ...

Minor in Education

The Minor in Education allows Bachelor of Music students to combine Arts subject content with an area of Education through which that content can be more broadly explored and applied. These investigations through the lens of education can lead to career options involving education theory and pedagogy, both for teaching careers and other professional goals. The Minor in Education provides prerequisites to higher education programs and required courses necessary for specialized teacher education.

This Minor does not qualify students to teach in the K-12 system; students with this interest should either (a) enrol in the Dual Degree in Music and Education, or (b) enrol in the B.Ed. program after completing the B.Mus. degree.

The Minor in Education consists of 30 credits, 18 of which are drawn from specified core Education courses and 12 of...
which are drawn from supportive Arts courses at the 300-400 level. **Five** different versions are available:

- Special Education
- Interpersonal Development
- Community, Adult, and Higher Education
- Early Childhood Education
- **Language Learning and Teaching**

The Education subject courses for each option are listed further below.

Students who wish to declare the Minor must be eligible for 3rd year standing and must meet with Music Advising prior to third-year registration for approval of the 12 credits of supportive Arts courses. No more than 6 of the 12 Arts credits may also be counted toward the B.Mus. major, and not all MUSC courses will satisfy this requirement. Music Advising may consult with Arts Advising and the Teacher Education office for final approval of the supportive Arts courses.

Education subject courses consist of the following:

<table>
<thead>
<tr>
<th>Option</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>EPSE 303, EPSE 312, EPSE 316, EPSE 348, EPSE 436, EPSE 437</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>CNPS 362, CNPS 363, CNPS 364, CNPS 365, CNPS 427, CNPS 433</td>
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<tr>
<td>Community, Adult, and Higher Education</td>
<td>ADHE 327, ADHE 329, ADHE 330, ADHE 412, plus two additional Education courses chosen in consultation with academic advising in the Faculty of Education</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECED 400, ECED 401, ECED 406, ECED 407, ECED 420, ECED 421</td>
</tr>
<tr>
<td><strong>Language Learning and Teaching</strong></td>
<td></td>
</tr>
</tbody>
</table>

which are drawn from supportive Arts courses at the 300-400 level. **Four** different versions are available:

- Special Education
- Interpersonal Development
- Community, Adult, and Higher Education
- Early Childhood Education

The Education subject courses for each option are listed further below.

Students who wish to declare the Minor must be eligible for 3rd year standing and must meet with Music Advising prior to third-year registration for approval of the 12 credits of supportive Arts courses. No more than 6 of the 12 Arts credits may also be counted toward the B.Mus. major, and not all MUSC courses will satisfy this requirement. Music Advising may consult with Arts Advising and the Teacher Education office for final approval of the supportive Arts courses.

Education subject courses consist of the following:

<table>
<thead>
<tr>
<th>Option</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>EPSE 303, EPSE 312, EPSE 316, EPSE 348, EPSE 436, EPSE 437</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>CNPS 362, CNPS 363, CNPS 364, CNPS 365, CNPS 427, CNPS 433</td>
</tr>
<tr>
<td>Community, Adult, and Higher Education</td>
<td>ADHE 327, ADHE 329, ADHE 330, ADHE 412, plus two additional Education courses chosen in consultation with academic advising in the Faculty of Education</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECED 400, ECED 401, ECED 406, ECED 407, ECED 420, ECED 421</td>
</tr>
</tbody>
</table>

[...]

17 May 2017
- Language Learning and Teaching: LLED 489A\(^1\) and LLED 489B, plus 12 credits from LLED 399, LLED 429, LLED 433-435, LLED 450-457, LLED 478-480

\(^1\)ENGL 330 or ENGL 331 may be substituted for LLED 489A, in which case students may include these ENGL credits towards the required 12 credits of Arts and must take 3 additional LLED credits to reach a total of 18 credits of LLED for the Minor.

Type of Action: Add a new stream, Language Learning and Teaching, to the Minor in Education for the Bachelor of Music.

Rationale for Proposed Change: The Minor in Education was jointly created by the Faculty of Education and the Faculty of Arts in response to recognized Arts student interest in integrating Education courses into their Arts studies.

The Language Learning and Teaching stream supports the academic and career goals of students who intend, for example, to pursue a career in teaching English as a second language or in teaching another language to adults or children, such as French, Mandarin, Spanish, German, etc., or to prepare for a future application to a teacher education (B.Ed.) program (note that completion of the Minor in Education alone does not qualify students to teach in the K-12 system). Formally recognizing this version of the Minor expands the course options in Education to which students have access, notably a range of Language and Literacy Education (LLED) courses, and supports appropriate course selection and advising.

ACAM: Asian Canadian Asian Migration

Category: (1) Faculty: Arts
Department: Asian Canadian Asian Migration
Faculty Approval Date: 2017 02 14
Effective Session (W or S): W
Effective Academic Year: 2017
Contact Person: Chris Lee
Phone: 604-838-7636
Email: chris.lee@ubc.ca;
CC: lois.nightingale@ubc.ca;
Date: December 2, 2016
URL: N/A
Proposed Calendar Entry:
ACAM 320 (3/6) d Selected Topics in ACAM Studies
Selected Asian Canadian Asian Migration topics. Consult the acam.arts.ubc.ca for this year's offerings.

Present Calendar Entry: N/A
Type of Action: Create new course
Rationale for Proposed Change: To
**Pre-requisites:** Restricted to students with at least Second year standing; a previous course in Asian Canadian and Asian Migration Studies is recommended.

create a course that allows ACAM faculty members to offer upper-level courses on selected areas of study in the broader field of Asian Canadian and Asian Migration studies.

**Proposed Calendar Entry:**

ACAM 447 (3/6) c Directed Studies in Asian Canadian and Asian Migration

---

**Proposed Calendar Entry:**

**Pre-requisites:** Permission of the Chair of the ACAM program.

**URL:** N/A

**Present Calendar Entry:** N/A

**Type of Action:** Create new course

**Rationale for Proposed Change:** To create a course that allows students, studying within the ACAM area, to focus on a particular area that is not available through a credited course.

*Note: We did not collect consultations or submit a course syllabi with this course.*

**AHVA: Art History**

**Category:** (1) **Faculty:** Arts
**Department:** AHVA
**Faculty Approval Date:** 2017 02 14
**Effective Session (W):** 2017
**Effective Academic Year:** W

**Proposed Calendar Entry:**

ARTH 357 (3) Chinese Art and Architecture: Patronage and Collecting

The commission, production, preservation, and transmission of Chinese monuments and artworks focusing on the court and questions of cultural policies.

**Present Calendar Entry:**

New course.

**Rationale for Proposed Change:**

This new course recognizes a need in terms of thematic focus and materials studied in the Chinese art history curriculum. Focusing on questions of patronage, collecting, and transmission, this course will examine a great variety of monuments and artworks from China’s mid- to late imperial period. These include Buddhist and architectural sites, bronzes, painting, ceramics, and other objects. The course focuses on the political and cultural agendas at work in the commission, collecting, and preservation of these monuments and objects.
<table>
<thead>
<tr>
<th><strong>ARTH 382 (3) Is Art History Queer?</strong></th>
<th><strong>Type of Action:</strong> New course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the history of art through the lens of queer theory.</td>
<td><strong>Rationale for Proposed Change:</strong> This new course recognizes a need for queer art history in our curriculum. Thematic courses are being developed by our unit in response to current trends in pedagogy. In terms of queer art history, there is an enormous amount of material that ought to be incorporated in our undergraduate curriculum. There is clear student demand and interest for this subject matter. Developing this course also offers the potential to foster new connections with GRSJ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ASIA: Asian Studies</strong></th>
<th><strong>Date:</strong> September 27, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category:</strong> (1) <strong>Faculty:</strong> Arts</td>
<td><strong>Contact Person:</strong> Lyndsay Bocchinfuso</td>
</tr>
<tr>
<td><strong>Department:</strong> Asian Studies</td>
<td>Phone: 2-9266</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> 2017 02 14</td>
<td>Email: <a href="mailto:lyndsay.bocchinfuso@ubc.ca">lyndsay.bocchinfuso@ubc.ca</a>;</td>
</tr>
<tr>
<td><strong>Effective Session (W or S): W</strong></td>
<td>CC: <a href="mailto:lois.nightingale@ubc.ca">lois.nightingale@ubc.ca</a>;</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2017</td>
<td><strong>Present Calendar Entry:</strong> “ASIA”</td>
</tr>
</tbody>
</table>

**Proposed Calendar Entry:**

ASIA 402 (3) Language, Writing, and Linguistic Thought in the History of the Sinographic Cosmopolis

History of language, writing and linguistic thought in China, Japan, Korea and Vietnam from a comparative perspective and focusing on the dissolution of this translocal cultural formation with the onset of modernity.

*This course is not eligible for Credit/D/Fail grading*

**Prerequisites:** Restricted to fourth-year students. At least 12 credits of any level of CHIN, JAPN, or KORN or placement approval. Prior to registration, a minimum of 9 credits of 300-level ASIA coursework recommended.
<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA 433 (3) The Cinematic Lives of Muslims in South Asia</td>
<td><strong>Type of Action:</strong> New course</td>
</tr>
<tr>
<td>Depictions of Muslims in South Asian cinema, with a particular focus on the Hindi film industry.</td>
<td><strong>Rationale for Proposed Change:</strong> Cinema quickly became indispensable to postcolonial state and nation-formation, as well as to the making of subjectivity, with the development of the film industry in South Asia. The mass appeal of popular cinema remains unparalleled as it articulates to collective forms of desires and fears, hopes and anxieties; impacts public discussion and debate regarding the nature of social and economic problems; and holds affective sway over deep-seated expressions of belonging, suffering, alienation and enmity. Their complex and powerful meshing of emotions, images, sound and aesthetic styles make films a productive site for tracking the making and negotiation of ideologies, yet little scholarly attention has been directed towards popular Hindi cinema. Long derided for its melodramatic aesthetics, its phantasmic narrative plots and its unrealistic song and dance routines, Hindi cinema is now increasingly being considered an important field of study in its own right. This course takes popular cinema as a critical site for studying how national and global politics intersect and play themselves out, even as they are in turn shaped by the shifting cultural and</td>
</tr>
</tbody>
</table>

- intercultural competence and literacy
- first-hand appreciation of linguistic and cultural difference
- critically informed understanding of one or more cultures and civilizations of South or East Asia
- specialized, sustained, and mentored exposure to one or more cultures of Asia

⚠️ Not available for Cr/D/F grading (undergraduate courses only)

Rationale for not being available for Cr/D/F: As this is intended to be a Research Intensive course, it is not available to be taken as Cr/D/F. The category 2 proposal for Request Intensive status will be sent through via the Dean’s Office.
aesthetic forms that anchor notions of self and world, family and community, nation and enemy.

The Department of Asian Studies presently offers a range of courses that focus on South Asian history, cultures, religions and literatures. However, a course that is explicitly dedicated to study representations of Muslims in any form of popular culture has yet to be added to the curriculum. By attending to the complex positioning of Muslims in the collective imaginaries of the nation-states within the subcontinent, this course adds a topic of immense social, political and cultural relevance to the existing curriculum on South Asian Studies. The course therefore fills a gap in the South Asian Studies curriculum and complements existing offerings in the Department (for example, courses on Film, Punjabi culture and Sikhs; South Asian Diaspora; and Film and Horror). It will also be of considerable interest to students from other departments and programs at UBC, including History, Sociology, Anthropology, Religious Studies, Psychology, Political Science, Film Studies and GRSJ.

**Proposed Calendar Entry:**

KORN 420 (3) **Readings in Middle and Early Modern Korean**

History and structure of the Korean language through targeted close readings in different editions of an illustrated text from the 15th and 18th centuries.

**Prerequisites/Corequisites:**
Non-heritage speakers should have completed KORN 410 or be taking it concurrently. Heritage and native speakers of Korean welcome.

**Present Calendar Entry:**

**Type of Action:**
New course

**Rationale for Proposed Change:**
The Department of Asian Studies teaches both Classical Chinese and Classical Japanese but has never before offered an undergraduate course in Korean language treating texts before the 20th century. In the meantime, enrollments in Korean language are higher than they have ever been, with modest waitlists now in first-year non-heritage Korean. However, there are have been few options available at the 400 level, and also few options that would accommodate demand from heritage speakers from Korean who are otherwise over-qualified for most KORN 100-300-level courses. This course will allow
advanced non-heritage learners and heritage learners alike to add historical depth to their knowledge of Korean, with a famous text and its print history from the 15th century when the indigenous Korean alphabet was invented until the 19th century.

Students are expected at the end of the course to have gained a basic knowledge of the history of writing (and reading) in traditional Korea, including an understanding of the criteria for distinguishing between Middle, Early Modern, Modern and Contemporary Korean. They will also be familiar with the broad outlines of Korean book and print history between the 15th and 19th centuries, through a case study of one of Korea’s most enduring illustrated ethics primers. They will also understand the major historical trends in Korean orthography and grammatical forms. The course articulates with numerous objectives outlined in the department’s Program Outcomes document:

- intercultural competence and literacy
- first-hand appreciation of linguistic and cultural difference
- critically informed understanding of one or more cultures and civilizations of South or East Asia
- specialized, sustained, and mentored exposure to one or more cultures of Asia

ASTU: Arts Studies

Category: (1) Faculty: Arts
Department: Coordinated Arts Program
Faculty Approval Date: 2017 02 14
Effective Session: W
Effective Academic Year: 2017

Date: November 30, 2016
Contact Person: Laurie McNeill, Chair, Arts First Year Programs
Phone: 604-827-5179
Email: laurie.mcneill@ubc.ca;
CC: lois.nightingale@ubc.ca;

URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ASTU

Present Calendar Entry: N/A
ASTU 101 (3) Writing for Research in the Social Sciences and the Humanities

Analysis of and practice in academic writing and reading in the social sciences and the humanities. Restricted to students in the Coordinated Arts Program. This course is not eligible for Credit/D/Fail grading.

Type of Action:
Create new course

Rationale for Proposed Change:
This proposal addresses issues the SISC has in distinguishing the two versions of ASTU 100, a First Year Seminar in the Coordinated Arts Program that is offered as d 3/6, and which degree requirements are met when the course is offered for 3 or 6 credits. Currently letters are used with the course code to distinguish the two versions:

- ASTU 100A, the six-credit version of the seminar, which meets the writing and literature degree requirements.
- ASTU 100B, a 3 credit version of the ASTU 100 First Year CAP Seminar, which meets only the writing degree requirement.

The SISC cannot recognize the letters and the distinction they make between courses and the degree requirements they satisfy. Enrollment Services has asked that they be re-numbered so that they can link the particular degree requirement with a specific course number.

This requires the creation of a new course code, ASTU 101, to replace ASTU 100B (3 credits).

Note: This proposal is linked to a category 2 proposal for ASTU 100.

x Not available for Cr/D/F grading (undergraduate courses only)

Rationale for not being available for Cr/D/F:
ASTU 101 meets the BA degree writing requirement and so is not eligible for Cr/D/F. The only students able to register for this course are students who are part of the CAP program and who will be taking it
as a Degree Requirement.

In addition, the course incorporates both group work and “laddering” of assignments. It is important that all students are completing the course for a percentage grade.

FHIS: French, Hispanic, and Italian Studies

<table>
<thead>
<tr>
<th>Cat (1) Faculty:</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>FHIS</td>
</tr>
<tr>
<td>Faculty Approval Date:</td>
<td>2017 02 14</td>
</tr>
<tr>
<td>Effective Session (W or S):</td>
<td>W</td>
</tr>
<tr>
<td>Effective Academic Year:</td>
<td>2017</td>
</tr>
</tbody>
</table>

**Date:** Sep. 26, 2016  
**Contact Person:** Christine Rouget  
**Phone:** 2-4035  
**Email:** christine.rouget@ubc.ca;  
**CC:** lois.nightingale@ubc.ca

**URL:**  
http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name

**Present Calendar Entry:**  
Courses by Subject Name

**Proposed Calendar Entry:**  
Courses by Subject Name

<table>
<thead>
<tr>
<th>BATL</th>
<th>Business Administration: Transportation and Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAUL</td>
<td>Business Administration: Urban Land Economics</td>
</tr>
<tr>
<td>CDST</td>
<td>Canadian Studies</td>
</tr>
<tr>
<td>CNTO</td>
<td>Cantonese</td>
</tr>
<tr>
<td><strong>CTLN</strong></td>
<td><strong>Catalan</strong></td>
</tr>
<tr>
<td>PHYL</td>
<td>Cellular and Physiological Sciences</td>
</tr>
<tr>
<td>CAPS</td>
<td>Cellular, Anatomical and Physiological Sciences</td>
</tr>
</tbody>
</table>

**Type of Action:**  
Create a new course alpha code

**Rationale for Proposed Change:**  
The Department of French, Hispanic, and Italian Studies is introducing courses in the Catalan Language and Culture.

Emails have been exchanged with Kyle McCleery and Nancy Low, both have indicated this course code is available for use.
### Proposed Calendar Entry:

Courses by Subject Code

```
Proposed Calendar Entry:
Courses by Subject Code

CRWR  Creative Writing
CSIS  Critical Studies in Sexuality
CSPW  Coordinated Science Program Workshop

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTLN</td>
<td>Catalan</td>
</tr>
<tr>
<td>DANI</td>
<td>Danish</td>
</tr>
<tr>
<td>DENT</td>
<td>Dentistry</td>
</tr>
</tbody>
</table>
```

**Type of Action:**
Create a new course alpha code.

**Rationale for Proposed Change:**

The Department of French, Hispanic, and Italian Studies is introducing courses in the Catalan Language and Culture.

Emails have been exchanged with Kyle McLeery and Nancy Low, both have indicated this course code is available for use.

**Faculty:** Arts  
**Department:** FHIS  
**Faculty Approval Date:** 2017 02 14  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  
**Date:** Sep. 26, 2016  
**Contact Person:** Christine Rouget  
**Phone:** 2-4035  
**Email:** christine.rouget@ubc.ca  

**Present Calendar Entry:**

Courses by Subject Code

```
Present Calendar Entry:
Courses by Subject Code

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>CSIS</td>
<td>Critical Studies in Sexuality</td>
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<tr>
<td>CSPW</td>
<td>Coordinated Science Program Workshop</td>
</tr>
<tr>
<td>DANI</td>
<td>Danish</td>
</tr>
<tr>
<td>DENT</td>
<td>Dentistry</td>
</tr>
</tbody>
</table>
```

**URL:** [http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code](http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code)

### Proposed Calendar Entry:

CTLN 301 (3) Catalan Language and Culture

Introduction to the Catalan language and important aspects of the culture of Catalonia. Languages of instruction: English and Catalan.  
**Prerequisite:** Familiarity with another Romance language.

**Type of Action:**
Create a new course

**Rationale for Proposed Change:**

Departments of Romance Languages and Hispanic Studies at universities such as Stanford
(https://dlcl.stanford.edu/languages/catalan), Columbia (http://laic.columbia.edu/courses/comprehensive-beginning-catalan/), Toronto (http://spanport.utoronto.ca/faculty/davidson) and Montréal (http://centre-de-langues.umontreal.ca/cours-ethoraires/cours/catalan) have developed introductory courses on Catalan language and culture, and they contribute to curriculum for majors in Spanish as well as French. These courses are offered sometimes on an annual basis (Stanford, Columbia, Montréal) or every other year (Toronto). These courses often have a more intensive approach to language than other beginners’ language courses given that students taking them usually have previous knowledge of another Romance languages. CTLN 301 also uses this intensive approach.

In addition to adding a new language to the already rich Romance languages offering of our department (which includes Portuguese in addition to French, Spanish and Italian), CTLN 301 will be particularly useful to students of Hispanic Studies as it will give them a solid introduction to a language spoken by 11 million speakers, most of them in Spain, and direct access to the culture produced in the northeastern region of this country.
Economics and Master of Management

Proposed Calendar Entry:

Dual Degree Program Option: Bachelor of International Economics and Master of Management

Effective 2017W, this Dual Degree Program Option will no longer accept new students. For further information, please seek advising from the Bachelor of International Economics program in the Vancouver School of Economics.

Present Calendar Entry:

Dual Degree Program Option: Bachelor of International Economics and Master of Management

This dual degree program option offers qualified students the opportunity to earn, in one course of study, an undergraduate B.I.E. degree from the Faculty of Arts and a Master of Management Degree from the Faculty of Commerce and Business Administration (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 of study 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 of study. Additional fees are required for the dual degree program option. Further information is available in the Faculty of Commerce and Business Administration section of the Academic Calendar.

Type of Action: Delete detailed BMM page content. Insert note indicating the option is no longer accepting students and directing students to advising.

Rationale:

Summary: Recent additions to the curriculum in the third/fourth year of the BIE have created an overlap of curriculum offered within the BIE and MM. Therefore, both the BIE and the MM have agreed it would be best to cancel the Dual Degree Program option for BIE students.

The Bachelor and Master of Management program in the Sauder School of Business and the Vancouver School of Economics
have agreed to end access to the BMM program for Bachelor of International Economics students, effective 17W, due to the amount of overlap between the mandatory MM courses and the mandatory COEC courses embedded in the BIE. BIE students who entered the program prior to 17W will be permitted to complete it, but no new admission will be permitted as of 17W. (Confirmed by Andrew Arida, ES-Admissions).

Once all students, who are presently registered in the Dual Degree option, have moved through the system, the program will be officially cancelled.

On January 18, 2017 the “Bachelor + Master of Management Dual Degree Partners Meeting” was held. The following is taken from the minutes:

**BIE+MM Dual Degree Option Update (Tania and Triny Shen, BIE Academic Advisor)**

- Due to recent changes to the BIE curriculum, there is now an overlap in upper level course content in B+MM and, therefore, the B+MM option in BIE has been discontinued.
- 19 students currently in the B+MM Dual Degree have been grandfathered and will continue in the Dual Degree. They will receive full support and be offered replacement courses for those in overlapping content.
- Four BIE students will be entering MM degree in June 2017.
# UBC Curriculum Proposal Form

## Change to Course or Program

<table>
<thead>
<tr>
<th>Category: 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty:</strong> Applied Science</td>
<td><strong>Date:</strong> September 15, 2016</td>
</tr>
<tr>
<td><strong>Department:</strong> Biomedical Engineering Program</td>
<td><strong>Contact Person:</strong> Rizhi Wang</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> Oct 27, 2016</td>
<td><strong>Phone:</strong> 2-9752</td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> W</td>
<td><strong>Email:</strong> <a href="mailto:rzwang@mail.ubc.ca">rzwang@mail.ubc.ca</a></td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2017/2018</td>
<td></td>
</tr>
</tbody>
</table>

### Proposed Calendar Entry:

**BMEG 511 (2) Fundamentals of Applied Pathophysiology in Biomedical Engineering**

### URL:

http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BMEG

### Present Calendar Entry:

N/A

### Type of Action:

New course

### Rationale for Proposed Change:

The course is currently in its second year under our “BMEG 591 - Topics in Biomedical Engineering” as a pilot course (BMEG 591P). It has been successful and we would like to turn it into a regular BMEG course.

- **Not available for Cr/D/F grading (undergraduate courses only)**

  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

### 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.

- **Pass/Fail or 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.)
UBC Curriculum Proposal Form
Change to Course or Program

<table>
<thead>
<tr>
<th>Category: (1)</th>
<th>Date: January 11, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Applied Science</td>
<td>Contact Person: Cate Palmer</td>
</tr>
<tr>
<td>Department: School of Community and Regional Planning</td>
<td>Phone: 604 822-5326</td>
</tr>
<tr>
<td>Faculty Approval Date: November 10, 2016</td>
<td>Email: <a href="mailto:cate.palmer@ubc.ca">cate.palmer@ubc.ca</a></td>
</tr>
<tr>
<td>Effective Session (W or S): W</td>
<td></td>
</tr>
<tr>
<td>Effective Academic Year: 2017</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Calendar Entry:

**PLAN 553 (3) Indigenous Law, Governance and Community Planning**


No Prerequisite

URL:


Present Calendar Entry:

N/A

Type of Action:

Create new course.

Rationale for Proposed Change:

After offering this course under PLAN 548Q as a topics course for multiple sessions it has become clear that students would be well served by the creation of a permanent course offering. This is a required course for students taking the Indigenous Community Planning concentration at SCARP and highly popular for other students intending to work in BC.

☐ Not available for Cr/D/F grading (undergraduate courses only)

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

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.

☐ Pass/Fail or ☐ 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.)
<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
</tr>
</thead>
</table>
| **BAAC 551 (1.5) Foundations in Accounting II**  
*This course is not eligible for Credit/D/Fail grading.*  
**Prerequisite:** One of BAAC 550, COMM 320 |

<table>
<thead>
<tr>
<th>Rationale for Proposed Change:</th>
</tr>
</thead>
</table>
| This course will add additional managerial accounting material to what was previously included in the 2.25 credit Full-Time MBA foundation course, BAAC 505 Fundamentals of Accounting. The previous managerial portion of BAAC 505 covered only decision making. To this material, the new BAAC 551 course will add some coverage of performance evaluation.  
Note: COMM 320 Financial Accounting is offered in the B+MM program and covers the same course material as BAAC 550 Foundations in Accounting I. |

<table>
<thead>
<tr>
<th>Pass/Fail or 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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Pass/Fail or ☐ Honours/Pass/Fail grading</td>
</tr>
</tbody>
</table>
Proposed Calendar Entry:

**BAAC 511 (1.5) Intermediate Managerial Accounting: Decision Making and Performance Evaluation**

*This course is not eligible for Credit/D/Fail grading.*

*Prerequisite: All of BAAC 550, BAAC 551.*

---

Present Calendar Entry:

**BAAC 511 (1.5) Accounting for Performance Evaluation**

*This course is not eligible for Credit/D/Fail grading.*

---

**Type of Action:**
Create new course from existing course code and add pre-requisites.

**Rationale for Proposed Change:**
This new elective course will combine material from BAAC 510 Cost Analysis for Decision Making and the existing course, BAAC 511 Accounting for Performance Evaluation. Since the new BAAC 551 Foundations in Accounting II course will cover some decision making and some performance evaluation, the new BAAC 511 course will study each of these areas in more depth. The prerequisites for this course will be the two required foundation accounting courses, BAAC 550 and 551. BAAC 510 will no longer be offered. The existing version of BAAC 511 (Accounting for Performance Evaluation) has not been offered since 2014W session.

☐ **Pass/Fail or** ☐ **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.)

---

URL:

http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BAAC
**Category:** (1)

<table>
<thead>
<tr>
<th><strong>Faculty:</strong> Commerce &amp; Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong></td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> April 10, 2017</td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> W</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2017/18</td>
</tr>
</tbody>
</table>

| **Date:** February 9, 2017                      |
| **Contact Person:** Hilary Geise / Kin Lo       |
| **Phone:** 604 827 1732 / 604 822 8430           |
| **Email:** hilary.geise@sauder.ubc.ca / kin.lo@sauder.ubc.ca |

<table>
<thead>
<tr>
<th><strong>Proposed Calendar Entry:</strong> BAPA 551 (1.5) Managerial Economics II</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
<tr>
<td>Prerequisite: BAPA 550.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Present Calendar Entry:</strong> N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Action:</strong> Create new course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rationale for Proposed Change:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This new elective course will replace BA 513 Business Economics and build upon the content covered in the foundation course, BAPA 550 Managerial Economics I.</td>
</tr>
</tbody>
</table>

- [ ] Pass/Fail or [ ] Honours/Pass/Fail grading
### UBC Curriculum Proposal Form

**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: (1)</th>
<th>Date: March 20th, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty:</strong> Faculty of Medicine</td>
<td><strong>Contact Person:</strong> Isabella Squarisi Roque</td>
</tr>
<tr>
<td><strong>Department:</strong> Occupational Science &amp; Occupational Therapy</td>
<td><strong>Phone:</strong> 604822-7240</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> May 10th, 2016</td>
<td><strong>Email:</strong> <a href="mailto:Isabella.roque@ubc.ca">Isabella.roque@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> Winter</td>
<td><strong>Effective Academic Year:</strong> 2017</td>
</tr>
</tbody>
</table>

#### Proposed Calendar Entry:

**(40 word limit for course descriptions)**

**OSOT** - Occupational Science & Occupational Therapy

#### URL:

- [http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name](http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name)
- [http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=RSOT](http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=RSOT)

**Type of Action:**

Create new course code OSOT and add to the pages as noted above.

**Rationale for Proposed Change:**

The new code –OSOT – will clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).

#### Proposed Calendar Entry:

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Obstetrics and Gynaecology</th>
<th>Oncology</th>
<th>Occupational Therapy</th>
<th>Ophthalmology</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>OBST</td>
<td>ONCO</td>
<td>RSOT</td>
<td>OPTH</td>
</tr>
</tbody>
</table>

#### URL:

- [http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name](http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name)

**Present Calendar Entry:**

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Obstetrics and Gynaecology</th>
<th>Oncology</th>
<th>Ophthalmology</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>OBST</td>
<td>ONCO</td>
<td>OPTH</td>
</tr>
</tbody>
</table>

**Type of Action:**

Remove RSOT course code from academic calendar and from MOT curriculum.
<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSOT 511 (3) Fundamentals of Theory and Practice</strong>&lt;br&gt; <em>Credit will be given for only one of OSOT 511 or RSOT 511&lt;br&gt;This course is not eligible for Credit/D/Fail grading.</em></td>
<td><strong>RSOT 511 (3) Fundamentals of Theory and Practice</strong>&lt;br&gt; <em>This course is not eligible for Credit/D/Fail grading.</em></td>
</tr>
<tr>
<td><strong>Type of Action:</strong></td>
<td>Change of course code.</td>
</tr>
<tr>
<td><strong>Rationale for not being available for</strong></td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSOT 513 (3) Health, Illness &amp; Occupation I</strong>&lt;br&gt; <em>Credit will be given for only one of OSOT 513 or RSOT 513&lt;br&gt;This course is not eligible for Credit/D/Fail grading.</em></td>
<td><strong>RSOT 513 (3) Health, Illness &amp; Occupation I</strong>&lt;br&gt; <em>This course is not eligible for Credit/D/Fail grading.</em></td>
</tr>
<tr>
<td><strong>Type of Action:</strong></td>
<td>Change of course code.</td>
</tr>
<tr>
<td><strong>Rationale for not being available for</strong></td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OSOT 515 (3) Practice Skills and</th>
<th>RSOT 515 (3) Practice Skills and</th>
</tr>
</thead>
</table>

**Rationale for Proposed Change:** Remove the obsolete code –RSOT, which no longer reflects the Department of Rehabilitation Sciences.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Policy</th>
<th>Course Code Change</th>
<th>Rationale</th>
<th>Proposed Calendar Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Procedures I</td>
<td><em>Credit will be given for only one of OSOT 515 or RSOT 515</em>&lt;br&gt;<em>This course is not eligible for Credit/D/Fail grading.</em></td>
<td>Change of course code.</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
<td></td>
</tr>
<tr>
<td>Proposed Calendar Entry:</td>
<td>(40 word limit.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSOT 519 (4) Professional Practice I</td>
<td><em>Credit will be given for only one of OSOT 519 or RSOT 519</em>&lt;br&gt;<em>This course is not eligible for Credit/D/Fail grading.</em></td>
<td>Change of course code.</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
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</tr>
<tr>
<td>Proposed Calendar Entry:</td>
<td>(40 word limit.)</td>
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<tr>
<td>OSOT 525 (5) Theory, Practice Skills and Therapeutic Procedures II</td>
<td><em>Credit will be given for only one of OSOT 525 or RSOT 525</em>&lt;br&gt;<em>This course is not eligible for Credit/D/Fail grading.</em></td>
<td>Change of course code.</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
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<tr>
<td>Proposed Calendar Entry:</td>
<td>(40 word limit.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSOT 527 (3) Evidence for Practice I: Research Paradigms and Methods</td>
<td><em>This course is not eligible for Credit/D/Fail grading.</em></td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit/D/Fail grading.</td>
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<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSOT 527</td>
<td>Evidence for Practice I: Research Paradigms and Methods</td>
<td>Credit will be given for only one of OSOT 527 or RSOT 527. This course is not eligible for Credit/D/Fail grading.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Type of Action:</td>
<td>Change of course code.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale for not being available for</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
<td></td>
<td></td>
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</table>

**Proposed Calendar Entry:**

(40 word limit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit/D/Fail grading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSOT 528</td>
<td>Fieldwork Education I</td>
<td>Credit will be given for only one of OSOT 528 or RSOT 528. Pass/Fail. This course is not eligible for Credit/D/Fail grading.</td>
</tr>
<tr>
<td></td>
<td>Type of Action:</td>
<td>Change of course code.</td>
</tr>
<tr>
<td></td>
<td>Rationale for not being available for</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
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</table>

**Proposed Calendar Entry:**

(40 word limit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit/D/Fail grading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSOT 538</td>
<td>Fieldwork Education II</td>
<td>Credit will be given for only one of OSOT 538 or RSOT 538. Pass/Fail. This course is not eligible for Credit/D/Fail grading.</td>
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<tr>
<td></td>
<td>Type of Action:</td>
<td>Change of course code.</td>
</tr>
<tr>
<td></td>
<td>Rationale for not being available for</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
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</table>

**Proposed Calendar Entry:**

(40 word limit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit/D/Fail grading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSOT 545</td>
<td>Theory, Practice Skills, and Therapeutic Procedures: Advanced Applications</td>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
<tr>
<td></td>
<td>Type of Action:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale for not being available for</td>
<td></td>
</tr>
<tr>
<td>Credit will be given for only one of OSOT 545 or RSOT 545</td>
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</tr>
<tr>
<td>This course is not eligible for Credit/D/Fail grading.</td>
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</tr>
</tbody>
</table>

**Type of Action:**
Change of course code.

**Rationale for not being available for**
The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).

**Proposed Calendar Entry:**
(40 word limit.)

<table>
<thead>
<tr>
<th>OSOT 547 (6) Evidence for Practice: Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit will be given for only one of OSOT 547 or RSOT 547</td>
</tr>
<tr>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
</tbody>
</table>

**Type of Action:**
Change of course code.

**Rationale for not being available for**
The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(40 word limit.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OSOT 549 (5) Professional Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit will be given for only one of OSOT 549 or RSOT 549</td>
</tr>
<tr>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
</tbody>
</table>

**Type of Action:**
Change of course code.

**Rationale for not being available for**
The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(40 word limit.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OSOT 551 (3) Societal and Environmental Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit will be given for only one of OSOT 551 or RSOT 551</td>
</tr>
<tr>
<td>This course is not eligible for</td>
</tr>
</tbody>
</table>

**Type of Action:**
Change of course code.

**Rationale for not being available for**
The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grading</th>
<th>Type of Action</th>
<th>Rationale for not being available for</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSOT 553</td>
<td>Developing Effective Programs</td>
<td>2</td>
<td>Credit/D/Fail grading.</td>
<td>Change of course code.</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
</tr>
<tr>
<td>OSOT 553</td>
<td>Developing Effective Programs</td>
<td>2</td>
<td>Credit will be given for only one of OSOT 553 or RSOT 553</td>
<td>Change of course code.</td>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
<tr>
<td>RSOT 558</td>
<td>Fieldwork Education III</td>
<td>9</td>
<td>Pass/Fail.</td>
<td>Change of course code.</td>
<td>The course code is being changed from RSOT to a new code, OSOT to clearly identify the courses pertinent and required for students in the Master of Occupational Therapy (MOT).</td>
</tr>
<tr>
<td>OSOT 558</td>
<td>Fieldwork Education III</td>
<td>9</td>
<td>Credit will be given for only one of OSOT 558 or RSOT 558</td>
<td>Change of course code.</td>
<td>This course is not eligible for Credit/D/Fail grading.</td>
</tr>
<tr>
<td><strong>Proposed Calendar Entry:</strong></td>
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</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Program Requirements**

The Master of Occupational Therapy degree provides the professional education necessary to obtain a licence to practice occupational therapy. It differs from the advanced or research master's degree in Rehabilitation Sciences which prepares practitioners with advanced research skills and requires completion and defense of a thesis.

Successful completion of all academic requirements (65 credits), including RHSC 420, OSOT 511, 513, 515, 519, 525, 527, 528, 538, 545, 547, 549, 551, 553, and 558, as well as fieldwork requirements as outlined by the Program.

---

<table>
<thead>
<tr>
<th><strong>Date:</strong></th>
<th>March 20, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Person:</strong></td>
<td>Isabella Squarisi Roque</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>604822-7240</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:isabella.roque@ubc.ca">isabella.roque@ubc.ca</a></td>
</tr>
</tbody>
</table>

**URL:**

http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,204,828,1207

**Present Calendar Entry:**

Master of Occupational Therapy

...  

**Program Requirements**

The Master of Occupational Therapy degree provides the professional education necessary to obtain a licence to practice occupational therapy. It differs from the advanced or research master's degree in Rehabilitation Sciences which prepares practitioners with advanced research skills and requires completion and defense of a thesis.

Successful completion of all academic requirements (65 credits), including RHSC 420, RSOT 511, 513, 515, 519, 525, 527, 528, 538, 545, 547, 549, 551, 553, and 558, as well as fieldwork requirements as outlined by the Program.

...  

**Type of Action:**

Replace the RSOT courses code with OSOT for the calendar entry for the MOT program and make editorial corrections for clarity.

**Rationale for Proposed Change:**

The updates to the calendar description for the MOT program reflect the creation of
the new OSOT course code (proposed in this package). The new course code helps to clarify the difference between the Master of Rehabilitation Sciences and the Master of Occupational Therapy programs.
17 May 2016

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report of the Senate Library Committee

As in previous years, the Committee devoted its main energies to the primary role defined for it by its terms of reference, namely “To advise and assist the Librarian in developing a general program of library services for all the interests of the University.”

The Committee received briefings from Melody Burton, the Interim University Librarian, other colleagues from the Library, and members of other Senate committees (guest presenters named below), and offered guidance to the Librarian in the following areas:

- Addressing library staff engagement and restructuring of the executive team, following the results of the 2016 library External Review;

- Management of library budget, given budgetary impact of currency exchange fluctuations, and exorbitant increases of invoice charges from vendors;

- Renovations to Koerner Library levels Four and Five; one of the four quadrants will house the graduate reading room; the other quadrants will be dynamic, active spaces for digital research/digital humanities/research commons

- Library initiatives in the area of student mental health and wellbeing, notably the Early Alert program, the opening of the Library 24/7 at exam time, and the creation of a safe environment for Library users;
  Jason Speidel, Chair, Senate Ad-Hoc Committee on Student Mental Health and Wellbeing

- Increasing access and use of Open Educational Resources including Open Access: the sharing of various educational resources, for example tests, quizzes, labs, workshop content – anything that an instructor might put together as part of a teaching piece and would like to share.
  Daniel Lam, Senator, Member-at-large

- Participation in the interview process of the three short-listed candidates for the position of UBC University Librarian
• Discussion of the results of the LibQUAL ‘Library Quality’ 2016 survey
  *Heather Berringer, Chief Librarian, Okanagan Library*

• Revival of Scholarly Communications Steering Committee
  *Allan Bell, Associate University Librarian, and Leonora Crema, Scholarly Communications Librarian*

• The Committee was treated to a tour of the Rare Books and Special Collections with a special display of rarities presented for our tour; hosted by *Chelsea Shriver, Rare Books and Special Collections Librarian*

In conclusion, the Committee wishes to record its appreciation of the assistance and information provided to it with unfailing courtesy and efficiency by UBC Librarians and members of the Library staff, the Office of the Senate, and Enrollment Services, especially Ruth Hobbs and Laurie Cameron.

Respectfully submitted,

Dr. Lawrence Burr, Chair
Senate Library Committee
3 May 2017

To: Senate
From: Nominating Committee
Re: A) Committee Adjustments
   C) Vice-Provost International
   D) Joint Board/Chairs of Standing Committees Meetings
   D) Triennial Review

A) Committee Adjustments

As many student senators assumed office 1 April, the Senate Nominating Committee has considered recommendations for committee assignments made by the students and is pleased to recommend the following to Senate:

That Ms Simran Brar, Ms Lisa Wang, and Ms Danika Coulbourn be appointed to the Senate Academic Building Needs Committee until 31 March 2018 and thereafter until replaced, to replace Ms Melina Huang, Ms Samantha So and Ms Danika Coulbourn;

That Mssrs Kevin Doering and Francisco Gallegos be appointed to the Senate Academic Policy Committee until 31 March 2018 and thereafter until replaced, to replace Mssrs Nick Dawson and Mark Bancroft;

That Ms Jaymi Booth and Mr Qadeem Salahmohamed be appointed to the Senate Admissions Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ben Fischer and Ms Taneille Johnson;

That Mssrs Jakob Gattinger and Ian Sapollnik be appointed to the Senate Agenda Committee until 31 March 2018 and thereafter until replaced, to replace Mr Nick Dawson and Mr Benjamin Fischer;

That Mr Francisco Gallegos, Mr Michael Pratt, and Ms Lisa Wang be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2018 and thereafter until replaced, to replace Mr Mark Bancroft, Ms Melina Huang, and Mr Steven Zbarsky;

That Ms Jayme Booth, Mr Kevin Doering, Ms Miranda Huron, Mr Daniel Lam, and Mr Ian Sapollnik be appointed to the Senate Curriculum Committee until 31 March 2018 and thereafter until replaced, to replace Ms Danika Coulbourne, Ms Miranda Huron, Mr Daniel Lam, Mr Ian Sapollnik, and Mr Jeff Solis;
That Ms Simran Brar, Ms Marium Hamid, Mr Daniel Lam, and Mr Jeff Solis be appointed to the Senate Library Committee until 31 March 2018 and thereafter until replaced, to replace Mr Mark Bancroft, Ms Tanielle Johnson, Mr Jeff Solis, and Ms Daphne Tse;

That Ms Madison Grist, Ms Miranda Huron, and Mr Qadeem Salahmohamed be appointed to the Senate Committee on Student Appeals on Academic Discipline until 31 March 2018 and thereafter until replaced, to replace Mr Nick Dawson, Ms Ho Yi Kwan, and Mr Steven Zbarsky;

That Ms Madison Grist and Ms Sarah Park be appointed to the Senate Awards Committee until 31 March 2018 and thereafter until replaced, to replace Ms Miranda Huron and Ms Ho Yi Kwan;

That Ms Danika Coulbourn, Ms Marium Hamid, and Mr Ian Sapollnik be appointed to the Senate Teaching & Learning Committee until 31 March 2018 and thereafter until replaced, to replace Ms Melina Huang, Mr Daniel Lam, and Ms Samantha So;

That Mr Michael Pratt and Mr Jeff Solis be appointed to the Senate Tributes Committee until 31 March 2018 and thereafter until replaced, to replace Mr Samantha So and Ms Kadie Williams;

That Mr Jakob Gattinger and Mr Francisco Gallegos be appointed to the Council Budget Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik and Ms Daphne Tse;

That Ms Simran Brar be appointed to the Council Elections Committee until 31 March 2018 and thereafter until replaced, to replace Ms Jolene Loveday;

That Ms Miranda Huron be appointed to Council of Senates Vancouver Representative Committee 4 until 31 March 2018 and thereafter until replaced, to replace Ms Miranda Huron;

That Ms Danika Coulborn and Mr Jakob Gattinger be elected to the Council of Senates.

B) President’s Advisory Committee for the Selection of a Vice-President Human Resources

The Senate Nominating Committee has received a request from the Office of the President for a Senate appointment to the search committee for a Vice-President Human Resources.
Resources pursuant to Policy 34. The Committee considered the nature of the position as well as the background of potential nominees. After debate, the Committee decided that a faculty member with past academic administrative experience, especially in areas of faculty and staff relations, was beneficial on the search committee, and thus is pleased to recommend

*That Senate appoint Dr Murray Isman to the President’s Advisory Committee for the Selection of a Vice-President Human Resources.*

Dr Isman is Professor of Applied biology in the Faculty of Land & Food Systems. He is a former dean of the Faculty of Land & Food Systems (2005-2014), and a past president of the Canadian Faculties of Agriculture, the International Society of Chemical Ecology, the Phytochemical Society of North America, and the Entomological Science of British Columbia. He is a subject editor for the *Journal of Economic Entomology* and the *Journal of Pest Science*, and serves on three other editorial boards. He has won numerous awards during his career, including the Entomological Society of Canada’s Gold Medal in 2011. Dr Isman is a graduate of UBC and the University of California at Davis

**C) Joint Chairs Meetings**

Joint Board/Senate meetings are often a practice at other Canadian universities. As senators may be aware, UBC has not had joint meetings of its Board and Senate(s) since the 1980s. Since that time, both bodies have grown in size, and UBC has added a second senate for the Okanagan campus. The Agenda Committees of both senates and the Governance Committee of the Board are resolved to improve communication and collaboration between UBC’s governing bodies; however as a meeting of nearly 200 people was not viewed as possible on a regular basis instead, the secretaries to the Board and Senate have proposed regular joint meetings of the chairs of the standing committees of the Board and Senates. The first of these meetings was held on 12 April 2017, and at that meeting, those present endorsed the following protocols for future regular meetings:

**Protocols for Joint Meetings of Board of Governors and Senate Standing Committee Chairs**

**Mandate:**

- To serve as a point of coordination and foster collaboration between the governing bodies of the University.
- To provide a time and place for high-level discussion of University-wide issues and initiatives.
- To inform the work of the Board, Senates and their committees by allowing better understanding of the values and priorities of UBC’s governing bodies.
To be a place of discussion, but not decision-making, for those powers vested by the University Act in the Board, Senates, and Council, either individually or collectively.

**Timing:**
At least once, and ideally twice, each year (generally in the fall and spring, either directly before or after a meeting of the Board or its committees).

**Attendance:**
- The Chancellor
- The Chair of the Board of Governors
- The President as Chair of the Senates
- The chairs of all standing Board, Vancouver Senate, Okanagan Senate, and Council of Senates committees
- Such Vice-Presidents as the President may request
- One student from each of the Board, Okanagan, and Vancouver Senate if a student is not already attending as a standing committee chair from that body
- The Board, Senates, and Council of Senates secretaries

**Agendas:**
To be developed by the secretaries to the Board and Senates in consultation with the President and relevant Board and Senate committees

**Location:**
On the Vancouver or Okanagan campuses, with every third meeting to be at the Okanagan campus. In-person participation strongly recommended.

**D) Triennial Review of Senate Committees and Procedures**
As Senators were informed earlier this year, the Senate Nominating and Agenda Committees have undertaken a review of Senate operations and in particular, its committee system. Comments and submissions have been considered from a majority of Senate committees, as well as from faculty members, alumni, and staff. The Committee would thank all of those who provided their input. As part of this process, changes to the Council Budget Committee and the Rules and Procedures of Senate were also considered, and these matters have or will be passed on to the Council and Senate Agenda Committees for their consideration.

Specific changes recommended are:

- **Academic Building Needs Committee** – Addition of explicit reference to ongoing priorities around wellbeing, accessibility, and sustainability. Formatting change.
- **Admissions Committee** – Reduction of quorum when considering admissions appeals.
Agenda Committee – Substantial change to membership to defuse how members are selected and to better ensure the input of those other committees who are responsible for recommending a majority of the business before Senate. Explicit reference made to having at least two students, one dean, and one convocation senator as members. Adjustment of quorum to reflect larger committee size.

Awards Committee – Updating of titles for ex officio members.

Teaching & Learning Committee – Substantial change to terms of reference to include reference to the teaching and learning environment, evaluation and assessment of teaching, and consideration of research in its impact on teaching and learning.

The recommendations of the Committee are provided in detail below. As with curricular changes, language to be added is in **bold**, to be removed *struck through*. Only those sections with changes recommended are reproduced in this report. For the full terms of reference and compositions at present for all committee, please see [https://senate.ubc.ca/vancouver/committees](https://senate.ubc.ca/vancouver/committees).

The Senate Nominating Committee is pleased to recommend:

*That Senate approve the revised terms of reference and compositions for Standing Committees of Senate, as set out below.*

**Senate Academic Building Needs Committee**

**Composition of the Committee**

October 11, 1972—Senate resolved that Deans not be included in the membership of the Committee on Academic Building Needs (Senate minutes p. 5682).

**Terms of reference**

1. To monitor the implementation of the Campus Plan;

2. To review annually all building project priorities;

3. To recommend priorities on a) areas of broad significance in the use and maintenance of academic space, and, b) new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces, and relationship to physical plant and planning;
4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource including impacts on campus wellbeing, accessibility, and sustainability;

5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process; and

6. To meet jointly with other Senate Committees from time to time to discuss matters of mutual interest.

Quorum:
5 voting members
Composition:
11 Senators (including 3 student members and 1 convocation member).
Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)
An associate vice-president academic, as designated by the Academic Vice-President
Deans may not be members of this committee.

Senate Academic Policy Committee

No Changes recommended.

Senate Admissions Committee

Terms of reference

New Section 4(3)

A quorum for student appeals consists of 3 members of the Committee who are also members of Senate

Quorum: 5 members of the Committee who are members of Senate; in the case of student appeals, quorum consists of 3 members of the Committee who are also members of Senate
Senate Agenda Committee

Quorum: 34 voting members

Composition: 74 Senators (2 student members, 1 dean, and 1 convocation member)
Chair of the Senate Academic Policy Committee (ex-officio) (voting)
Chair of the Senate Admissions Committee (ex-officio) (voting)
Chair of the Senate Awards Committee (ex-officio) (voting)
Chair of the Senate Curriculum Committee (ex-officio) (voting)
Chair of the Senate Nominating Committee (ex-officio) (voting)
Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)

Senate Committee on Appeals on Academic Standing

No changes recommended.

Senate Awards Committee

Composition:

9 Senators (including 3 convocation members and two student senators) (voting)
Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (voting)
Dean, Faculty of Graduate and Postdoctoral Studies (ex-officio) (voting)
Associate Registrar & Director, Student Support and Advising (ex-officio) (voting)
Director, Graduate Awards and Development Assistant Dean, Student Administration and Awards, Faculty of Graduate and Postdoctoral Studies (ex-officio) (voting)
Manager, Student Financial Support Associate Director, Student Financial Support (ex-officio) (non-voting)
Associate Director, Awards, Development & Alumni Engagement Office Gifts and Estate Planning (ex-officio) (non-voting)
Associate Director, Annual Awards, Development Office, Gift and Estate Planning (ex-officio) (non-voting)
Senate Curriculum Committee
Senate Library Committee

No changes recommended.

Senate Committee on Student Appeals on Academic Discipline

No changes recommended.

Senate Teaching & Learning Committee

Terms of reference

1. To advise Senate and its committees on such matters of teaching and learning as it may consider appropriate, or as may be referred to it from time to time.
2. To provide a leading forum for the discussion of the teaching and learning environment of the university.
3. To assume responsibility in the evaluation and assessment of the evidence (data) pertaining to teaching and learning practices at the University and provide recommendations for the betterment of such practices on the basis of such evidence.
2. 4. To promote both Senate and University-wide discussion regarding matters of teaching and learning inclusive of that arising in the research enterprise of the University.
3. 5. To make recommendations, as appropriate, on matters of teaching and learning.

Quorum: 6 voting members
Composition: 12 Senators (including 3 student members [preferably two undergraduate students and one graduate student] and 1 convocation member)
Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)
An associate vice-president academic, as designated by the Academic Vice-President (ex-officio) (voting)
Academic Director, Centre for Teaching, Learning and Technology (ex-officio) (voting)
(Senate minutes September 15, 2010)
One representative from among the University's 3M National Teaching Fellows (ex-officio) (voting) (Senate minutes October 17, 2012)
Managing Director, One representative from Student Development and Services, as designated by the Vice-President, Students (ex-officio) (voting)
One representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean (ex-officio) (voting) (Senate minutes November 19, 2014)
Senate Tributes Committee

No changes recommended
To: Vancouver Senate

From: Committee on Student Appeals on Academic Discipline

Re: Annual Report to Senate (1 May 2016 – 30 April 2017) (information)

Members of the Committee:

- Mr. Tariq Ahmed (Chair)
- Dr. Perry Adebar
- Ms. Erin Biddlecombe
- Ms. Melody Burton
- Mr. Nick Dawson
- Ms. Ho Yi Kwan
- Dr. Philip Loewen
- Dr. C. W. Marshall
- Dr. Glen Peterson
- Dr. Claudia Ruitenberg
- Mr. Steven Zbarsky

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the University Act, R.S.B.C. 1996, c. 468. The Senate Committee is the “standing committee in the final appeal for students in matters of academic discipline.” Under section 61(1) of the Act, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action of the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the Senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at https://senate.ubc.ca/vancouver/rules/discipline.

Appeals Heard:

During the period from 1 May 2016 to 30 April 2017, the Senate Committee heard five appeals involving students disciplined by the President upon the recommendation of one of the President’s Advisory Committees. Of the five appeals considered by the Senate Committee during the reporting period, one was allowed and four were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:
1. 27 May 2016

The student was disciplined for non-academic misconduct for physically assaulting a fellow student. The discipline imposed by the President was a formal written reprimand, probation for the remainder of the student’s PhD program, and a requirement to meet with a university representative to help the student to gain an understanding of appropriate responses to conflict and cultural misunderstandings with colleagues and fellow students.

The student raised three grounds for appeal:

1) That there was material evidence that was not available at the time of the President’s Committee hearing.

If the Senate Committee is satisfied that the material evidence was not reasonably available at the time of the President’s Committee hearing and there is a substantial likelihood that it would affect the outcome, the Senate Committee will send the matter back to the President’s Committee for re-hearing. The Senate Committee found that the evidence was reasonably available, and in any event would not likely have affected the outcome of the President’s Committee hearing.

2) That the procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for his decision.

The standard of review for this ground of appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to be unfair. The Senate Committee found that a reasonable person, knowledgeable about the facts, would perceive the process to be fair.

3) That the President erred in his assessment of the evidence in the President's Committee's report, including any factual inferences made by the President, or the credibility of the student or other witnesses.

The standard of review for this ground of appeal is reasonableness. The Senate Committee found that the President’s assessment of the evidence in the President’s Committee’s report was reasonable.

Appeal dismissed.
2. 10 June 2016

The student was disciplined for submitting two course assignments that were plagiarized from an online source. The discipline imposed by the President was mark of zero in the course, suspension from the university for a period of four months, and a notation of academic misconduct entered on the student’s transcript. The student raised several grounds for appeal, including that the procedure of the President’s Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President’s Committee, or the President’s Committee’s procedures were unfairly applied or breached, or that the President gave insufficient reasons for her decision.

The standard of review for this ground of appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to be unfair. If the Senate Committee finds this to be the case, it will refer the matter back to the President’s Committee for a re-hearing, or with the consent of the student and the Initiator, reverse or vary the President’s decision or substitute its own decision. The Senate Committee found that a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to be unfair. The student consented to the Senate Committee reversing or varying the President’s decision or substituting its own decision, but the Initiator did not. Therefore, the Senate Committee sent the matter back to the President’s Committee for a re-hearing.

The student also appealed on the grounds that the President erred in her assessment of the evidence in the President’s Committee’s report, that the student had material evidence not available at the time of the President’s Committee hearing, and that the discipline imposed by the President was excessive. Given the Senate Committee’s decision on the first ground of appeal and the relief granted as a result, the Senate Committee made no decision on these grounds of appeal.

Appeal Allowed.

3. 29 June 2017

The student was disciplined for submitting an essay that contained plagiarized material from online sources. The discipline imposed by the President was a mark of zero in the course and suspension from the university for a period of four months. The student raised one ground of appeal, namely that the discipline imposed by the President was excessive.

The standard of review for this ground of appeal is reasonableness. The majority of the Senate Committee found that the exercise of the President’s discretion with respect to the discipline imposed was not unreasonable. A minority of the Senate Committee would have allowed the appeal as both parties that appeared at the hearing submitted that the discipline imposed was excessive.

Appeal dismissed.
4. 12 September 2016

The student was disciplined for non-academic misconduct for physically assaulting a fellow student. The discipline imposed by the President was suspension from the university for a period of two years and a permanent (non-removable) record of the disciplinary action entered on the student’s transcript.

The student raised three grounds for appeal:

1) That there was material evidence that was not available at the time of the President’s Committee hearing.

If the Senate Committee is satisfied that the material evidence was not reasonably available at the time of the President’s Committee hearing and there is a substantial likelihood that it would affect the outcome, the Senate Committee will send the matter back to the President’s Committee for re-hearing. The Senate Committee found that the evidence was reasonably available at the time of the President’s Committee hearing and that there was not a substantial likelihood that the evidence would affect the outcome of the President’s Committee hearing.

2) That the procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for her decision.

The standard of review for this ground for appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to be unfair. The majority of the Senate Committee found that a reasonable person, knowledgeable about the facts, would perceive the process to be fair. A minority of the Senate Committee found the process before the President’s Committee’s to have been unfair.

3) That the discipline imposed by the President was excessive.

The standard of review for this ground for appeal is reasonableness. The Senate Committee found that the exercise of the President’s discretion with respect to the discipline imposed was not unreasonable.

Appeal dismissed.
5. 16 September 2016

The student was disciplined for cheating on a question on a midterm examination. The discipline imposed by the President was a mark of zero in the course, suspension from the university for a period of 12 months, and a notation of academic misconduct entered on the student’s academic transcript.

The student raised three grounds for appeal:

1) That there was a breach or unfair application of the university's procedure prior to the President's Committee hearing that was raised before the President's Committee but not adequately remedied through the President's Committee.

   The standard of review for this ground of appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President's Committee to be unfair. The Senate Committee did not find that a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to have been unfair.

2) That the procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for her decision.

   The standard of review for this ground of appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President's Committee to be unfair. The Senate Committee did not find that a reasonable person, knowledgeable about the facts, would perceive the process at or before the President’s Committee to have been unfair.

3) That the discipline imposed by the President was excessive.

   The standard of review for this ground of appeal is reasonableness. The Senate Committee found that the exercise of the President’s discretion with respect to the discipline imposed was not unreasonable.

Appeal dismissed.

General Comments:

The Senate Committee also provides general comments from its observations over the past year:

- Despite the fact that the Senate Committee is an appellate tribunal and does not re-hear matters, on some occasions it appears that the appellant may view the Senate Committee appeal hearing as an opportunity to have the matter heard anew. This is not the case, and
highlights the importance that should be accorded to the hearing before the President’s Advisory Committee by participants in the discipline process.

• Some appellants appear to have been confused about the grounds of appeal and the applicable standard of review, both of which are set out in the UBC Calendar.

• From the cases the Senate Committee has heard, it appears that practices for dealing with academic misconduct vary across academic units (including when referral to the President’s Advisory Committee on Student Discipline occurs). The Senate Committee as a whole does not hold a view on the propriety of these variances but some members of the Senate Committee wanted to note to the Senate that these differences appear to exist.

Respectfully submitted,

Tariq Ahmed, Chair
Senate Committee on Student Appeals on Academic Discipline
The Senate Teaching and Learning Committee concentrated most of the 2016-2017 academic year on consultations from Senate committees, as outlined in its Terms of Reference, “To advise Senate on such matters of teaching and learning as it may consider appropriate, or as may be referred to it”.

Presentation and consultation topics included:

- ‘UNIV 400’, an interdisciplinary course in development;
  
  *Presentation by Dr. Abel, Dr. Gick and Dr. Werker;*
  *Additionally discussed by the Curriculum Committee*

- On-line proctoring of exams;
  
  *Presentation by Dr. Schroeder;*
  *Consultation for Academic Policy Committee*

- Syllabi policy proposal;
  
  *Consultation for Academic Policy Committee*

- Student Evaluation of Teaching report; and
  
  *Presentation by Dr. Eich and Dr. Schroeder;*
  *Customary preview and discussion before presentation to Senate*

- Comprehensive Learning Record.
  
  *Presentation by Dr. Ross and Ms. Coulbourn,*
  *From the ad hoc Flexible Learning Committee;*
  *Discussion item before presentation to Senate*

Additionally, the Committee brought forward Dr. Janet Giltrow’s presentation to Senate about Program Outcomes in the Arts as part of its second area in the terms of reference.
“To promote both Senate and University-wide discussion regarding matters of teaching and learning”.

Lastly, within its third area in the Terms of Reference “To make recommendations, as appropriate, on matters of teaching and learning”, the Committee held an interactive workshop with President Ono regarding the emerging themes of UBC’s Strategic Plan.

As the current triennium comes to a close, the Committee discussed future planning for the 2017-2020 triennium. It has recommended updated Terms of Reference to the Nominating Committee to include research as it pertains to teaching and learning, mental health and wellbeing aspects of teaching and learning, and expanded language to reflect a more accurate definition of the high-level committee mandate, acting as a best practice discussion forum.

As agreed in a joint meeting with the ad hoc Committee for Student Mental Health and Wellbeing, the Committee encourages the Nominating Committee to assign current ad hoc Committee members to the Teaching and Learning Committee for the 2017-2020 triennium to continue support of mental health initiatives as they relate to teaching and learning.

Future topics for the Teaching and Learning Committee that have been suggested include continued flexible learning project discussions from the dissolved ad hoc Flexible Learning Committee, consultations with SASI project developments as it intersects with teaching and learning, and supporting the outcomes of UBC’s Strategic Plan priorities.

Respectfully submitted,

Dr. André Ivanov, Chair
Senate Teaching and Learning Committee
5 May 2017

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

**Motion:** That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Professor of Teaching Emeritus, Senior Instructor Emeritus, General Librarian Emeritus, Administrative Librarian Emeritus or Program Director Emeritus be added to the Roll of Convocation.

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee
## Faculty Members Eligible for Emeritus Status

**2017 May Meeting**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Rank</th>
<th>Faculty</th>
<th>Emeritus Title</th>
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<tr>
<td>Archibald</td>
<td>Jo-Ann</td>
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<td>Education</td>
<td>Professor Emeritus of Educational Studies</td>
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<td>Bai</td>
<td>Tony</td>
<td>Professor</td>
<td>Medicine</td>
<td>Professor Emeritus of Respiratory Medicine</td>
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<td>Kenneth</td>
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<td>Medicine</td>
<td>Professor Emeritus of Cellular and Physiological Sciences</td>
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<td>Barbara M</td>
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<td>Professor Emeritus of Audiology and Speech Sciences</td>
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<td>McDonald*</td>
<td>William</td>
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<td>White</td>
<td>Valerie</td>
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*Previously approved, adjustment in title
17 May 2017

To: Vancouver Senate
From: Senate Ad-hoc Committee on Student Mental Health and Wellbeing
Re: Final Report

Please find attached the Final Report of the activities of the Senate Ad-hoc Committee on Student Mental Health and Wellbeing.

If you have any questions, please contact Jason Speidel at jason.speidel@gmail.com

Respectfully submitted,

Mr. Jason Speidel, Chair
Senate Ad-hoc Committee on Student Mental Health and Wellbeing
Motivation

In April 2014, UBC Vancouver Senate received a report noting research showing a strong connection between student mental health and academic performance with evidence from student surveys demonstrating a link between academic pressures and student mental health [1]. The report further noted that UBC students described the academic environment as one of high pressure, competition, and rigid policies and regulations. It stated that this environment combined with the stage at which students are in their development, financial constraints and anxiety associated with career planning likely contribute to the observed trends in health and wellbeing among students, which in turn impact student academic success.

On the role of Senate, this report stated:

“The policies, procedures and academic environment of an institution have both direct and indirect impacts on student mental health and wellbeing, and therefore impacts our students’ capacity to be academically successful. As more universities recognize their roles in promoting student health and wellbeing, the most commonly accepted approaches build off a foundation where health and wellbeing is a core facet to decision-making, policy development, and planning. This process involves institutions acknowledging and addressing the roles their policies and processes play in negatively impacting student wellbeing.

Given the vital link between academics and student wellbeing, the Senate has an invaluable role in leading the institution’s systemic approach to addressing student mental health and wellbeing issues. The Senate is best positioned to take on this leadership role given the high level and wide reaching perspective which Senators possess and are responsible for. The Senate has the tools to be both pragmatic and aspirational in moving the university towards its vision of being the healthiest campus in the world. Additionally, the academic expertise within the Senate would allow a task force to gather wide ranges of qualitative and quantitative information to formulate and develop effective frameworks for action.”[2]

Following receipt of this report, Senate approved creation of an Ad-hoc Committee on Student Mental Health and Wellbeing and in November 2014, adopted the Framework for Student Mental Health and Wellbeing [3]. This Framework urged that an academic environment in which each student can flourish is essential to both the success of our students and the academic mission of UBC. Connecting UBC’s commitment to student mental health and wellbeing with its core values of academic integrity and a respectful and caring environment, this Framework highlighted university policies, procedures and the academic environment as having direct and indirect impacts on students, and their significant influence on students’ capacities to be academically successful and have a positive experience on campus.

Holding a central role in academic governance, this Framework states, Senate can strongly influence the campus as a whole and can foster student wellbeing through a commitment to considering mental health in its decision and policy making processes. We urge Senate to continue its role in advocating for and implementing what Keeling & Associates described as “a systematic infusion of an ethic of care” into Senate debates and discussions, policies and decisions [4].
In June 2015 UBC signed onto the Okanagan Charter, an international document to guide post-secondary institutions in their promotion and advancement of health and sustainability on campus. This Charter was developed as a direct result of UBC hosting the 2015 International Conference on Health Promoting Universities and Colleges which included relevant stakeholders from 45 countries. UBC’s President and Principal stated that “there can be no more important foundation for our graduates’ success than their understanding of their own health and wellbeing.”[5] One of the two calls to action that the Charter makes is to embed health into all aspects of campus culture, across the administration, operations and academic mandates. This requires UBC to “review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.”[6]

Evidence shows that health and wellbeing are essential to learning, retention, productivity, satisfaction and building a sense of community. Universities and colleges have a unique capacity and responsibility to promote wellbeing through education, research, policies and practices that can be developed on campuses but implemented beyond for the greater good of society. The Okanagan Charter provides a framework for campuses to lead this important charge.

The mental health and wellbeing landscape aligns with UBC’s commitment to the Okanagan Charter. According to the Charter, “health promoting universities and colleges transform the health and sustainability of our current and future societies, strengthen communities, and contribute to the wellbeing of people, places and the planet.” Through dissemination and use of the Charter in higher education, network building and future conferences, the intent is to advance health promotion internationally.

From singular interventions, to more substantial culture shifts, a number of faculties, administrative units, and student leadership bodies are working to embed wellbeing in their units. Moving forward, UBC must support and enhance the significant work that is already happening and unify it for greater impact and integration.

**Broad Campus Consultation and Work Being Done**

During the course of this committee’s term, many meetings were held and discussions had with groups and individuals from across the university (Appendix 1). Beyond shaping the Framework, these discussions helped elucidate the many different initiatives ongoing and informed areas for potential collaboration. A major point that was raised in many discussions was the importance of information flow and open discussion. With the size of UBC and the number of groups working towards improving the wellbeing of our students, unifying the work being done and consolidating information have been identified as important priorities.

While this committee was well poised in time to help begin this process and to circulate information between groups, upon completion of its three-year term, it is vital that this work continues. UBC Wellbeing, under the guidance of a steering committee made up of senior faculty, staff, and students, has the potential to continue and advance much of the work of this committee.

It is important to emphasize that UBC Wellbeing is designed to be a shared university-wide priority and does not have the capacity to act across all corners of our campuses, but rather is positioned to give central leadership and strategic support in the promotion of wellbeing. This requires other bodies,
including Student Development and Services, Enrolment Services, and Campus and Community Planning, amongst others, to act proactively in their own pursuit of mental health and wellbeing promotion while reaching out for support and collaboration. This link can be strengthened through communication and authentic dialogue between these groups, UBC Wellbeing, Senate as a whole, Senate Committees, students, and all other important stakeholders.

Keeping student mental health and wellbeing on the agenda of Senate is the responsibility of all members of Senate, with work being enhanced by the commitment and engagement of Senate and Committee Chairs.

Committee Response to Framework

Since adoption of this Framework, much work has been done by the committees of the Senate to ensure this commitment turns into actions and that appropriate discussion is taking place. This is a summary of some of the steps that committees have taken to ensure the adoption of the Framework, the use of its principles, and the continued discussion of student mental health and wellbeing.

Many of these actions and discussions are ongoing, and will require the support of Senators going forward to continue.

Academic Building Needs

The Academic Building Needs Committee has broadly committed to working student mental health and wellbeing concerns into their discussion and processes as well as taking action towards promotion

Process and Discussion

- Met with Campus and Community Planning to discuss social sustainability and wellbeing in building design
- Incorporated student mental health and wellbeing and campus health and wellness in the committee’s evaluation scheme for reviewing university capital projects and priorities, alongside sustainability and accessibility
- Met with Associate Vice-President Academic Affairs and CTLT to consult about flexible learning and flexible classroom design, including implications for health and wellbeing
- Met with UBC Sustainability and Centre for Interactive Research on Sustainability on the subject of ‘campus as a living lab’, including discussion of incorporation of wellness into the University’s sustainability initiative, potentially through the incorporation of the new WELL building standard
- Discussed the use of gymnasiums for final examinations and the impact of the resulting loss of recreational space on student mental health and wellbeing
- Discussion on adding Informal Learning Spaces into Terms of Reference
Actions Taken Towards Promoting Wellbeing

- Invited Topic of Broad Interest at fall 2017 Senate meeting – “Supporting Mental Health and Wellbeing through Campus Architecture, Landscape Architecture and Community Engagement”

- Formed working group which included student consultation regarding new building proposals

Items Identified for Continued Work

- Explore the committee’s role on informal learning spaces and their impact on students, including the availability of after-hours study space

- Consider evidence based research on impact of space on wellbeing

- Discuss needs of commuter students

Academic Policy

The Academic Policy Committee has used the Framework as motivation to review specific policies with the aim of creating an academic environment supportive of student mental health and wellbeing.

Actions Taken Towards Promoting Wellbeing

- Initial work done on standardized syllabi policy including widespread campus consultation

Items Identified for Continued Work

- Change to policy on “attendance” to one on “participation” is under consideration

- Academic Concession policy and practice is the subject of a special project

- A review of the Academic Year (how all activities are scheduled), with a focus on the issue of a fall “midterm” break, is underway

Admissions

The Admissions Committee has committed to ensuring that the admissions process to UBC follows the principles outlined in the Framework. A commitment to continuing ongoing discussions regarding mental health and wellbeing has been made.

Process and Discussion/Items Identified for Continued Work

- Discussed transparency in the admissions process

- Discussed additional information such as examples of relevant grounds to be given to students filing admissions appeals
- Discussion on providing advice to faculties on their admissions policies
- Identified need for training and information on student mental health and wellbeing and formal student judicial affairs training during Committee orientation for committee members/Senators who review appeals
- Discussed reviewing Graduate admissions, including whether principles of admission similar to Senate-approved “Principles of Effective Undergraduate Admission” should be developed
- Discussed closing the feedback loop on applications to better understand and improve process with regards to wellbeing of applicants

**Appeals on Academic Standing**

The Committee has been using the Framework during discussions of specific cases. In addition, the Committee carefully consults with Access and Diversity when an appeal presents elements of student mental health and wellbeing, relying on Access and Diversity to provide a full assessment of issues around this area which may have impacted the student’s academic performance at UBC.

**Budget**

- Information was requested and a discussion was held about the additional funding that is being targeted to student mental health and wellbeing

**Curriculum**

- Discussed how the Committee could be involved in implementing the recommendations of the President’s Task Force on Gender-Based Violence and Aboriginal Stereotypes by requiring that course-content related to inclusivity be tracked
- Discussed the impact of flexible learning on the credit-hour and student workload and the role of the committee and the Faculty curriculum committees in regulating student workload

**Library**

The Library committee has expressed great support for work supporting student mental health and wellbeing

**Process and Discussion**

- Discussed ways to support and allow individuals working in the libraries to recognize students who are at risk
- Discussed incorporation of student wellness into the new Library Strategic Plan.
- Discussed and provided advice to the Library regarding the wellness services currently available in the Irving K. Barber Learning Centre, expansion of wellness services and training of library staff outside of the IKBLC, and the identification of a staff member as a primary
contact for mental health and wellness in each branch of the Library. These discussions have resulted in training for library staff outside of the IKBL, availability of health and wellness resources and services in other branches.

- Discussed the health and wellness implications of opening the IKBL 24 hours per day during exam periods

- Discussed adding the social environment of the Library into Terms of Reference

**Items Identified for Continued Work**

- Discuss ways in which the library’s physical environment can impact the wellbeing of its patrons

- There is a need for collaboration between the library and other campus service providers surrounding the best practices for offering support to students. This includes areas such as stress relief activities, use of learning spaces, and staff supports. The goal of such collaboration would be to have a unified university effort around evidence based practices

- Discuss library policies and the social environment of the library

**Student Awards**

The Student Awards committee has expressed support for work relating to student mental health and wellbeing. In addition, they will continue to work on creating best practices for awards recognizing the need for a better student information system in order to fully implement best policy. This is an ongoing commitment to work alongside the Student Academic Systems Initiative (SASI).

**Process and Discussion**

- Discuss ways in which students are impacted by awards criteria

**Items Identified or Continued Work**

- Implement more comprehensive evaluation of students including factors which may prevent access to financial supports

- Work alongside the Student Academic Systems Initiative (SASI) and review policy V-200 to ensure the goals of the policy are beneficial to students and being met.

**Student Appeals on Academic Discipline**

Student mental health has taken a prominent position in committee deliberations

**Teaching and Learning**

**Process and Discussion**
- Discussed adapting the Framework to serve the specific needs of the Committee and having it available at every meeting

- Discussed assessments and graduate student supervision

- Recommended to the Academic Policy Committee that a policy on syllabi be created. Mental health was in the foreground when discussing which resources should be included

- Drafted a one-page resource list to be included at the end of all syllabi, to be considered along with the formal policy on syllabi

- Created a working group around assessment. Mental health issues around assessment is one of the topics

**Items Identified for Continued Work**

- University wide discussion on Supervisory Excellence involving all relevant stakeholders, possibly involving the creation of a working group.

- Discuss how the teaching and learning environment at UBC impacts student mental health and wellbeing

- Work on assessment and testing as a means for learning

**Tributes**

Identified areas of focus for moving forward under the Framework including encouraging honorary degree nominations for people who have taken a stand for mental health.

**Recommendations**

While this Committee has reviewed a host of actions that can be taken by various bodies across UBC, these recommendations reflect what Senate can continue to do, and do not reflect the comprehensive suite of activities that exist in the wider context of the University. It is important for Senators to be constantly aware of how their roles are positioned in the context of the University and to look for opportunities to extend the impact of their actions by reaching out beyond Senate. For example, the Chair of Senate, also holds the role of President and Vice-Chancellor of the University, and is well positioned to link the work of the Senate with bodies across our campuses.

The Senate *Ad Hoc* Committee on Mental Health and Wellbeing recommends to Senate the following to address the aims of the Framework and to sustain the movement towards fostering a healthy campus community.

**The Role of Senate**

In order to achieve successful integration, we believe Senators should be given opportunities to revisit and update Senate’s responsibility to the Framework. To ensure the sustainability of the Framework,
we recommend the following to structurally build in awareness and discussion around student mental health and wellbeing.

- An Orientation for all new Senators which includes training on mental health, including the Senate Framework on Student Mental Health and Wellbeing;

- Training for all Senators involved in student appeals regarding Student Mental Health and Wellbeing;

- The Senate Chair meets regularly with Student Senators to better understand student concerns and support student initiatives;

- The designation of two spots for Senators on the UBC Wellbeing Steering Committee – One for a student senator and the other a non-student senator;

- The Senate Chair to share the Framework with the Executive of the Board of Governors to inform the work happening at the academic governance level in order to maximize the positive impact on student mental health and wellbeing; and

- Updates from the Vice President Students and Provost and Vice President Academic in order to establish a forum for discussion regarding student mental health and wellbeing including:
  
  o An annual update near the beginning of the winter session regarding the University Student Mental Health and Wellbeing Strategy
  
  o An annual update near the end of the winter session on work done with respect to the academic environment of the University and Student Mental Health and Wellbeing

- The progress of Senate on the recommendations and committee work identified in this report be evaluated annually to measure progress with the possibility of re-introducing a committee on student mental health and wellbeing if needed. This evaluation shall be led by the Chair of Senate.

[2] Ibid.

Appendix - Consultations and Meetings with Stakeholders

July 24, 2014: UBC Data and Overall Strategy – Patricia Mirwaldt (Director, Health Services), Cheryl Washburn (Director, Counselling Services)
Focus was on surveys that had already been done on student wellbeing (e.g., New to UBC, Undergraduate Experience Survey; National Survey of Student Engagement.)

**July 24, 2014: Issues and Practices for Graduate and Undergraduate Students – Jenny Phelps (Associate Registrar & Director, Transformation), Cheryl Dumaresq (Director, Go Global) Susanne Goodison (Acting Director, Arts Academic Advising Services)**

**Graduate and Postdoctoral Studies**

Focus was on the risk factors of mental health and students succeeding in their program including financial pressures and current guidelines on supervision.

**Arts Academic Advising**

Focus on more opportunities to support students before they have to do a drastic call to help through cheating including whether policies are causing further stress to students.

**July 24, 2014: Systemically Improving Mental Health and Wellbeing - Michael Krausz (Professor, Centre for Health Evaluation and Outcome Sciences)**

Focus was on research around e-mental health and services for young people.

**August 5, 2014: Elizabeth Dunn (Associate Professor, UBC Psychology)**

Focus was on the factors that shape happiness and the role social relationships play - important when looking at classroom enjoyment and sense of belonging in students.

**August 5, 2014: Amori Yee Mikami (Associate Professor, UBC Psychology)**

Focus was on interventions and how severity and culture are implications to be considered.

**August 5, 2014 Michael Lee (Senior Instructor, UBC Department of Occupational Science and Occupational Therapy), Patty Hambler (Associate Director, Strategic Initiatives and Special Projects, Student Development and Services)**

Focus on the findings from the Mental Health Needs Assessment project which involved staff, faculty, and students from across disciplines.

Focus was on the priorities of the AMS and their work with the Mental Health Network (MHN). Many areas were raised including: WE Standings, Policy 73, and Graduate students.

**April 7, 2015: Susan Porter (Dean, Faculty of Graduate and Postdoctoral Studies), Theresa Rogers (Associate Dean, Faculty of Graduate and Postdoctoral Studies), Neal Yonson (GSS Representative), and Chris Roach (GSS President)**

Focus on Graduate Student Supervision and results of surveys on supervision
May 6, 2015: Matt Dolf (Director, Wellbeing Initiative), Patty Hambler (Associate Director, Strategic Initiatives and Special Projects, Student Development and Services), and Cheryl Washburn (Director, Counselling Services)

Focus on UBC Mental Health and Wellbeing Strategy (MHWS), UBC Wellbeing Initiative

July 21, 2015: Sara-Jane Finlay (Associate Vice-President Equity and Inclusion)

Focus on intersection of equity and mental health.

July 21, 2015: Debra Martel (Associate Director First Nations House of Learning) and Kristen Harvey (Associate Director, Strategic Aboriginal Enrolment Initiatives, Enrolment Services)

Focus on Aboriginal Strategic Plan and Mental Health and Wellness.

October 30, 2015: Rich Keeling and Kyle Hutchison (Keeling and Associates)

Focus on Report from Keeling and Associates.

April 15, 2016: Patty Hambler (Associate Director, Strategic Initiatives and Special Projects, Student Development and Services), Janet Mee (Director, Access and Diversity)

Focus on collaborative care model and implementing recommendations from Keeling Report.

August 19, 2016: Chair met with Samantha So (Vice President Academic, AMS) and Ava Nasiri (President, AMS)

Focus on how to best support students and AMS goals for student mental health and wellbeing.

September 27, 2016: Patty Hambler (Associate Director, Strategic Initiatives and Special Projects, Student Development and Services)

Focus on Student Wellbeing Promotion and Teaching and Learning Enhancement Fund Proposal.

October 25, 2016: Joint Meeting with Senate Academic Building Needs Committee

Focus on the work already done by SABNC and identifying priorities.

December 14, 2016: Chair attended Senate Admissions Committee Meeting

Focus on current policies and identifying priorities for Admissions Committee.

January 17, 2017: Ali Mojdehi (Operations Manager, Campus Security)

Focus on how campus security handles mental health and wellbeing issues.

January 19, 2017: Chair met with Louise Cowin (VP Students) and Matt Dolf (Director, Strategic Support, UBC Wellbeing)
Focus on ways to ensure ongoing Senate Commitment to student mental health and wellbeing and collaboration with VPS Office.

January 23, 2017: Chair met with Gen Cruz (President, GSS)

Focus on priorities for Graduate Students including supervision, funding, and sexual assault.

February 16, 2017: Chair attended Senate Library Committee Meeting

Focus on Library impacts to student mental health and wellbeing and identifying priorities.

February 27, 2017: Chair presented at Wellbeing Steering Committee Meeting

Focus on Senate role on student mental health and wellbeing and collaboration with UBC Wellbeing.

February 28, 2017: Presentation by VPS Office - Operations (Janet Teasdale, Patty Hambler, and Cheryl Washburn)

Focus on operation model for student mental health and wellbeing services offered at UBC.

March 21, 2017: Chair met with Shira Sneg (Chair, UBC Okanagan Student Senate Caucus)

Focus on how student mental health and wellbeing are discussed on both Vancouver and Okanagan campuses.

March 28, 2017: Theresa Rogers (Associate Dean, Faculty of Graduate and Postdoctoral Studies), Natalie Marshall (GSS), and Mahshid Ghaffartehrani (GSS)

Focus on Graduate Supervisory Excellence.

March 29, 2017: Chair attended Senate Student Awards Committee Meeting

Focus on awards policies and identifying future priorities.

April 5, 2017: Joint meeting with Teaching and Learning Committee

Focus on how the learning environment affects student mental health and wellbeing and identifying priorities.

April 11, 2017: Chair met with Prof. Ono (President and Vice-Chancellor, UBC) and Chris Eaton (Associate Registrar and Director, UBC Senate)

Focus on updates on work done and ensuring mental health and wellbeing stay a Senate priority.
MEMORANDUM

To: UBC Vancouver Senate
From: Angela Redish, Provost and Vice-President Academic pro tem
Date: May 10, 2017

Recommendation: That Senate approve and recommend to the Board of Governors the establishment of President’s Excellence Chairs in Brain Health and Precision Oncology in the Faculty of Medicine, Forest Bio-products in the Faculties of Applied Science and Forestry, Global Development Policy in the School for Public Policy and Global Affairs, Biodiversity Studies in the Faculty of Science, and Media Studies in the Faculty of Arts, as set out in the attached proposals.

Request: Senate approval of the program for the President’s Excellence Chairs. The material presented includes: a) An overview of the rationale of the program including funding source and process by which these chairs were identified; and b) a brief profile of each of the chairs.

UBC President’s Excellence Chairs Program

At the very edge of human knowledge are the people that will change the world

In January 2016, the UBC Board of Governors approved the creation of the Vancouver and Okanagan Strategic Funds to support the University’s ‘excellence’ goals. From the previously approved increase in international student tuition, a share of the revenue will be allocated to the UBC Excellence Fund which will support initiatives that will ensure

1) the recruitment and retention of exemplary faculty members and students,
2) the conduct of innovative, cutting-edge research, and
3) an excellent student learning experience.

The Terms of Reference for the UBC Excellence Fund state:

“Excellence is one characteristic among the factors that could be considered that inarguably distinguishes world-class universities from all the others: having outstanding students, researchers and teachers, and staff. To achieve our ambitions, we must create an environment that draws the very best undergraduate and graduate students from across the country, and internationally. These are the leaders, the discoverers, the creators of tomorrow, and they will come to UBC if we provide an outstanding learning environment – one that employs pedagogy that research has shown to be most effective and that supports learners to realize their full potential. Similarly, we must attract, support and retain outstanding faculty members – those researchers, teachers, scholars, and artists who by never failing to question, analyze and create, change lives and society for the better.”
The President’s Excellence Chairs are proposed to attract great faculty members who will enable cutting-edge research and an excellent student learning experience to appeal to top students. The recruitment of outstanding faculty members to areas in which UBC already has tremendous strength will also attract increased levels of research funding, and draw in further outstanding faculty members and the best students. UBC will have the privilege to yield a diverse class of exceptional graduate and undergraduate students who are intellectually curious, academically gifted, and socially engaged.

The Vice-President Research and the Provost and Vice-President Academic selected the six theme areas based on the cross-campus consultations that were undertaken to identify areas for possible CERC nominations and a subsequent competition to identify areas of focal strength in the Social Sciences, Humanities and Creative and Performing Arts with the objective being to determine where these Chairs could have the most impact and raise the reputation of these programs. Each program submitted a proposal outlining more specifically the research area that they feel would enhance the current program. The areas that were selected are: Biodiversity Studies; Brain Health; Forest Bio-Products; Global Development Policy; Media Studies; and Precision Oncology.

Recruitment ads are being planned for publication starting summer 2017. Appointment dates are being targeted for either January 1, 2018 (Precision Oncology) or July 1, 2018.
President’s Excellence Chair in Brain Health

The UBC Faculty of Medicine’s Djavad Mowafaghian Centre for Brain Health (DMCBH) is leading a strategic effort to increase our understanding of the brain and neurological and mental health diseases. This strategy addresses these diseases in novel ways, by building upon existing strengths, and by partnering with new leadership and initiatives that are expanding research efforts to translate that knowledge into new treatments. Ultimately, it will be through knowledge creation, translation and exchange that we gain insights into brain health and promote improved outcomes in patient and public health. The neuroscience community at UBC has extensive research pre-eminence; however, to excel further in this area of prominence, the funding for the President’s Excellence Chair in Brain Health will enable the Faculty and the University to deepen and extend our contributions to shaping our health system and being socially accountable to our society.

The Centre for Brain Health aims to build upon the strengths in our research environment by integrating the most promising areas of fundamental and early translational research at UBC, including advances in research in the following complementary areas: neuroinflammation, synaptic function and brain circuitry, and the linkages with brain imaging. These are all key areas of research that will create transformational impact by advancing our understanding of the brain in health and disease, and for suggesting novel targets and biomarkers for clinical trials. Insights into rational therapies for treating neurodegeneration and other disease of the brain including mental health are likely to come from transformational research in these complementary areas.

The Chair is open to an outstanding individual within the neurosciences research community who brings a fresh dimension to the study of brain health coupled with the capability of providing leadership and direction within the DMCBH. The ultimate goal of this research cluster is to translate these novel approaches into the clinic in the form of new therapies, the identification of novel biomarkers to test the effects of such therapies, and to identify populations at increased risk of future neurological and psychiatric disease, as well as to bridge links and rapidly mobilize through collaborations between basic biomedical and clinical research programs. Collectively, this goal will have a significant impact by providing a better quality of life for patients through targeted therapies and early detection, and ultimately contributing to decreased healthcare costs due to effective management of brain illnesses.

The successful candidate should be a senior basic or clinician-scientist with a proven track record of excellence in creative approaches to neuroscience, generating peer-reviewed funding and leading interdisciplinary groups in addition to possessing the leadership capabilities for directing the research cluster and for potential leadership of the DMCBH. It is anticipated that the individual will be an international leader in their own area of brain health research with a track record in securing large scale research funding.
President’s Excellence Chair in Precision Oncology

Precision Oncology is a major multidisciplinary driver for cancer researchers at University of British Columbia (UBC) and the BC Cancer Agency (BCCA), in partnership with other affiliated institutions, notably the Children & Women’s Health Centre, Vancouver Coastal Health, and collaborators at the Life Sciences Centre and Centre for Drug Research and Development.

The role of the Chair will be to enhance UBC and BCCA’s capacity in precision oncology clinical trials, and facilitate the translation of new genomic assays and other biomarkers to improve our understanding of currently incurable metastatic cancers, with an interest in the use of e.g. whole genome and single cell sequencing technologies and proteomics to study treatment resistance. The Chair will work closely within a rich environment of cancer researchers at the BCCA’s Research Centre, including Canada’s largest cancer genomics facility (Canada’s Michael Smith Genome Sciences Centre), UBC, and other affiliated institutions.

The Chair will be expected to lead and coordinate a program focused on Precision Oncology at UBC and the BC Cancer Agency, and will combine world-class research with focused and specialized clinical activities at the BC Cancer Agency’s Vancouver Centre. The role is empowered by dedicated, protected time for academic activities. The successful candidate will hold an academic appointment at UBC, a clinical appointment at the BC Cancer Agency, and a Scientist appointment at the BC Cancer Agency’s Research Centre.

The successful candidate will be a clinician scientist with established expertise in relevant areas including e.g. oncology, genomics, clinical trials, novel drug evaluation and/or development, and practical experience in working in, and implementing precision oncology platforms and clinical trials. The Chair is open to an outstanding individual who is a leader in genomics and precision oncology, and will provide medical leadership to support growing needs in precision oncology at UBC and BCCA, enabling a structured approach to integrate cancer genomics in clinical trials and generate high quality knowledge that will ultimately lead to improved outcomes for cancer patients. Integration across genomics, bioinformatics, clinical oncology, biomarkers, and novel drug development are required to support many disease site programs at the BCCA, as well as successful growth of umbrella trials that are now being developed and led across the country by BCCA and other academic partners.

The successful candidate will have a MD, MD/PhD or equivalent degree with specialty training in oncology and additional training in health or basic research. The candidate should hold a valid practice license in medical or radiation oncology or other relevant specialty in his/her current jurisdiction. The candidate will have a successful track record of outstanding academic achievements, evidenced by high impact publications, success in attracting peer-reviewed research funding, and demonstrated results in translational research activities. The successful candidate must be eligible for registration by the College of Physicians and Surgeons of British Columbia, through the full or academic registration programs.
President’s Excellence Chair in Forest Bio-Products

Background
The UBC Forest Bio-products research cluster is an internationally recognised, multi-disciplinary research team comprised of scientists, engineers, and market and policy experts. It brings together the five UBC strategic research centres in support of bio-economy research and education. The research team is accelerating the development of high-value products including bio-materials, bio-energy and bio-chemicals from Canada’s renewable bio-resources.

The vision of the Cluster is to develop a deeper understanding of the biosynthesis of forest and agricultural biomass and its transformation, to unlock Nature’s infinite biocatalytic potential. This fundamental knowledge will then be applied, together with leading-edge catalytic polymer chemistry, to create molecular-engineered and functionalized nano-, fibre and polymeric composite materials as well as high value chemicals and biofuels that are at the vanguard of a dynamically changing global commodities market. Unleashing this technology will revolutionize products from biomedicine to chemical feedstocks to clean fuels for the transportation sector. This research vision is uniquely positioned to provide revolutionary science combined with strong economic impact to the Canada's urban and rural communities served by Canada’s agro-forest sector, while providing clear climate change solutions as society transitions to renewable materials, chemicals and fuels. UBC is the ideal environment to meet this exciting potential with its world-leading researchers that span plant and microbial genomics, to catalysts, to polymers, to material science, and collectively are well positioned to become a clear global leader.

How the Presidents Excellence Chair will catalyze research and innovation in the cluster
This comprehensive research program requires the ability to integrate advanced enzyme / catalysis discovery and design with nanotechnology from renewable materials. Catalysis and bio-catalysis are at the heart of our ability to deconstruct the complex polymeric structures derived from biomass and to reconstruct and functionalize these nanostructures and polymers into advanced materials and chemicals, including liquid crystalline films and supercapacitors, to mention only a few.

Expertise in the emerging field of nanotechnology and synthetic biology would bring together UBC’s existing excellence in bio-catalysis discovery and design with its prominence in materials science that is essential to propelling UBC to the global forefront of forest bio-products innovation.

Potential for UBC to demonstrate global research leadership:
The research program’s ‘Genomics to Forest Bio-products’ strategy, leverages the team’s multi-disciplinary global excellence in biotechnology, plant and microbial genomics, chemistry and material science to position UBC as the global leader in both groundbreaking fundamental science and bio-product innovation. UBC is uniquely positioned to deliver this highly original research cluster, as no other Canadian or international University has all the world-leading components of forest-relevant genomics, biochemistry, chemistry and materials science expertise, and capacity to address the objectives and deliver the outcomes.
Potential to provide breakthrough impact on a global scale:
The integration of functionalized fibres, polymers and bio-chemicals into molecular functional advanced composites has the potential for global impact by revolutionizing common-day products and enabling disruptive innovation, such as, 3D printed bio-compatible implants and scaffolds for wound dressing, drug delivery platforms and synthetic organs; lightweight, high-strength composites in ultra-efficient cars and airplanes; to carbon neutral jet fuel and chemicals that are integral to ameliorating climate change. These made-at-UBC technologies will cement the university’s global reputation as a science, innovation and environmental powerhouse, while ensuring economic prosperity for Canada.

These goals will be realized via an integrated fundamental and translational research program that will enable:
(i) deeper understanding of the biosynthesis of constituent polymers and biochemicals, significantly advancing our understanding of Nature’s design;
(ii) the discovery of new classes of enzymes and the creation of new-to-nature biocatalysts and small molecules through cutting-edge techniques like directed evolution, implemented through synthetic biology;
(iii) the discovery of new classes of chemicals with the capacity to selectively deconstruct classical and emerging agro-forestry derived, renewable biomass,
(iv) the discovery, design and application of advanced molecular-engineered, highly-selective novel catalysts enabling biomass conversion for green bio-fuels and the creation of uniquely functionalization of materials,
(v) the foundations for bottom-up design of materials using highly functional renewable building blocks.

Position description
The position would be at the late-stage Associate Professor or early Full Professor position and be appointed jointly in the Departments of Wood Science (Forestry) and Chemical and Biological Engineering (APSC). This position will be one of the important building blocks (which is a function of the successful candidate) to UBC’s overall strategy for this research cluster.
CHAIR IN GLOBAL DEVELOPMENT POLICY

Global Development

Although our world is more prosperous than ever in human history, poverty and insecurity remain urgent global concerns. Almost 800 million people in the developing world still live in extreme poverty. While international trade, global institutions, improved governance, and technological change have contributed to significant progress, globalization and international institutions are facing a backlash by those who have been left behind. Continued improvements in public health, gender equality, and life expectancy, among other development goals, are challenged by factors such as economic shock, global warming, food insecurity, democratic failure, rapid urbanization, and violent conflict. Concurrently, efforts to promote development, long the bastion of nation-states and international organizations, have been transformed and increasingly decentralized.

Opportunity for a Development Policy Research Cluster

It is essential that the new UBC School for Public Policy and Global Affairs engage in this rapidly shifting and critically important policy space. A research chair in Global Development Policy will catalyze emergence of a UBC cluster that informs policy and contributes to solving global problems. The Chair also will strengthen teaching in the existing development stream of the MPPGA.

There is opportunity to build on an emerging development policy cluster among faculty several of whom are expected to move to the Policy School, and to extend research collaborations beyond the Policy School. Development policy touches on the research expertise at the Liu Institute, the Institute of Asian Research, the Vancouver School of Economics, and the Institute for Resources, Environment and Sustainability, all founding partners in the MPPGA. Current research includes study of rural communities’ uptake of energy through solar technology, small farmers’ adaptability to climate change stressors, efficacy of technology and food distribution, and the politics of development. Faculty within the Law, SCARP, Political Science, and Geography, among others, also work on questions related to development policy, or closely-related questions of democratization, human rights, and conflict in the developing world.

Research Excellence Chair in Global Development Policy: Position description

We envision the Global Development Policy Chair as a 100% appointment in the UBC Policy School. However, it is critical to engage colleagues from cognate units in the search process, given the goal of promoting interdisciplinary collaboration beyond the Policy School. Our expectation is that the Chair will have a faculty associate appointment in a disciplinary department, thus facilitating ongoing engagement with colleagues from their own discipline as well.
We will be seeking a candidate who meets the following criteria:

1. **Research Excellence**: The successful candidate must have a record of internationally recognized academic scholarship of the highest quality.

2. **Policy Engagement and Innovation**: The successful candidate will have a record of engagement in public policy development, either as a practitioner or advisor. They will be motivated by the desire to apply research to improve policy decisions and solve social problems.

3. **Public Scholarship**: The successful candidate will have a record of broad and meaningful public engagement in their area of research, including communication of research in diverse written and oral forms.

4. **Collaboration**: The successful candidate will be comfortable with collaboration in a multi-disciplinary research environment and be intellectually nimble in looking at challenging global development policy issues.

5. **Institution Building and Leadership**: We are seeking a candidate who has a record of institution building, who will catalyse a substantial research cluster in policy innovation and be a leader within it.

6. **Excellence in Teaching**: The candidate should have a demonstrated track record in teaching public policy at the graduate level, with experience in new learning technologies and innovative learning environments.
President’s Excellence Chair in Biodiversity Studies

The most remarkable feature of our planet is the diversity of its life forms, which include about 1.8 million described species and up to 30 million species that remain to be discovered. This biological diversity is key to a healthy and productive world, offering services ranging from nutrient cycling and carbon uptake, to the provisioning of food, fibre, and medicine, to purifying water and air.

Understanding biodiversity – its origins, maintenance, interactions, and temporal and geographic distributions – is a major focus of biologists and has been so for the past two centuries. However, with the increasing pace of extinction due to anthropogenic impacts, and a further acceleration of extinction rates anticipated under climate change, this focus has expanded to include threats to biodiversity and the development of strategies to mitigate these threats. UBC’s Biodiversity Research Centre (BRC) is home to one of the world’s strongest groups studying biodiversity, identifying global change impacts, and providing solutions to challenges associated with these changes.

Members of the BRC employ a diverse array of approaches, ranging from theory to ecology to genomics to study organisms across all of the domains of life and to address real world issues in Ocean & Fisheries, Forest & Agricultural Genetics, and Microbial Systems. Uniting scientists working on different systems, and with different disciplinary perspectives and expertise, offers the best hope for solutions to large-scale problems. The President’s Excellence Chair in Biodiversity Studies is expected to establish UBC as a global leader for research and graduate training in this field.

The Biodiversity Research Centre at the University of British Columbia, in Vancouver, Canada, invites applications for a President’s Excellence Chair in Biodiversity Studies. We welcome applications from candidates working in any area of biodiversity research, and on any organisms or ecosystems. Candidates are expected to have an innovative and integrative research program that would extend and complement existing faculty strengths in conservation biology, ecology, evolutionary biology, microbial evolution, physiology, and systematics. We are especially interested in candidates with a track record of effective societal engagement. While the appointment is expected to be at the rank of Professor, more junior applicants of exceptional qualifications will be considered. Applicants must have a Ph.D. degree, postdoctoral experience, and an outstanding research program, as well as demonstrated excellence in teaching at the graduate and undergraduate level. UBC is close to marine, freshwater, temperate rainforest, grassland, alpine and boreal habitats. On-campus facilities include greenhouses, aquatic facilities, the UBC Farm and Botanical Garden, and the Beaty Biodiversity Museum. The appointment will begin no earlier than July 1, 2018.

The successful applicant will join the Biodiversity Research Centre, which provides exceptional opportunities to interact with an outstanding and collegial research community, develop strengths in research and graduate teaching, study and contribute to the Beaty Biodiversity Museum’s collections http://beatymuseum.ubc.ca/, and participate in the Museum’s outreach efforts. The Chairholder also will become a member of the academic Department(s) most closely associated with their research interests.
President’s Excellence Chair in Media Studies

The Faculty of Arts at the University of British Columbia (UBC), Vancouver Campus, invites applications for a President’s Excellence Chair in Media Studies, a full-time tenured appointment at the rank of Associate Professor or Professor. We are seeking a senior scholar with expertise in Media Studies and the ability to build on growing momentum in this area at UBC and provide intellectual and institutional leadership. The successful candidate will be an outstanding researcher whose scholarship has made a major international impact in the Humanities; be a recognized leader in the field of Media Studies; have a strong record of attracting and supervising graduate students; and be pursuing an original and innovative research program in Media Studies.

Media Studies considers the mediation of human arts, culture and communications over time and in diverse cultural contexts and addresses important epistemological and ontological questions in the context of a rapidly evolving and increasingly global media landscape. Since Media Studies represents an interdisciplinary cluster at UBC, the successful candidate will be appointed to an appropriate department or interdisciplinary unit. The successful candidate will be responsible for teaching in the undergraduate Bachelor of Media Studies degree program. In addition, they will be expected to participate in the development of the Bachelor of Media Studies degree and the research cluster associated with it. The candidate will also teach in their home department as well as supervise undergraduates, graduate students, and postdoctoral fellows, and contribute to service at the departmental level and beyond.
04 May 2017

Memo To: Members of the UBC Senate and Board of Governors

From: Dr. Blye Frank, Dean – Faculty of Education

Subject: Affiliation Between Aga Khan Educational Services and UBC

In April of 2016, the Aga Khan Academy in Mombasa, Kenya and the Faculty of Education, UBC, entered into a memorandum of understanding. Included in the MOU as a “potential area of collaboration” was the following:

UBC external assessment and quality monitoring services for AKA school-based teacher PD programmes.

Following extensive collaboration between the two parties, I am pleased to recommend the following:

That UBC enter into an affiliation with Aga Khan Educational Services SA for the purposes of the Joint Teacher Preparation Program as set out in the attached draft partnership agreement.

Upon ratification, the International Baccalaureate Organization will conduct a site visit to the Mombasa Academy campus with the overarching goal of awarding IB Educator Certificates to the cohort of certified domestic Kenyan teachers in it, typically six or seven in number. The award is based on two factors: 1. The quality of the academy program 2. The recommendation of UBC’s IB adjunct faculty.

Not only does this affiliation mark an important and exciting step for UBC but also it marks the first occasion in the history of IB where qualified teachers from developing countries can earn the IBEC within their own country, and as part of a financial framework that makes it feasible for them.

If you require information on International Baccalaureate Educator Certificates please use the following link:

http://www.ibo.org/professional-development/professional-certificates/ib-educator-certificates/
Partnership Agreement

THIS PARTNERSHIP AGREEMENT (the “Agreement”) is made as of and with effect from August 1, 2017 (the “Effective Date”).

BETWEEN:

1. Aga Khan Education Services SA (“AKES”), a non-profit company established under the laws of Switzerland, whose scope of activities includes assisting in the implementation of the Aga Khan Academies (“AKA”), a programme of the Aga Khan Development Network (“AKDN”) being developed in numerous developing countries, including in East and Southern Africa, and in South and Central Asia (collectively, AKES and AKDN may be referred to as “AKA”); and

2. The University of British Columbia (“UBC”), is a corporation continued under the University Act, R.S.B.C. 1996, c.468;

(together, UBC and AKA will be referred to herein as the “Parties” or “parties”).

A. WHEREAS

The Parties have entered into a Memorandum of Understanding dated April 22, 2016, attached hereto as Schedule “A” and now wish to enter into a specific agreement with respect to the joint Teacher Preparation Program of AKA and the International Baccalaureate Certificate of Teaching and Learning program of the UBC.

B. WHEREAS

The Teacher Preparation Program (the “AKA TP Program”) is an 18 month certificate program offered to AKA teacher interns.

C. WHEREAS

The UBC Bachelor or Education prepares teacher candidates to be recommended for the International Baccalaureate Certificate in Teaching and Learning (“IBCTL”).

D. WHEREAS

In order to gain program recognition from the International Baccalaureate (“IB”) for the
AKA TP Program and to qualify participating interns in such AKA TP Program for the IBCTL, UBC and AKA wish to collaborate so that certain expertise and other elements of the UBC Bachelor of Education Program (IB Stream) may be made available to and applied for purposes of assessment and quality assurance within the AKA TP Program (such collaboration hereinafter called the “Partnership Program”), including by having UBC evaluate the performance of the candidates of the TP Program (“Candidates”), as set forth in further detail within this Agreement.

The Parties therefore wish to enter into this Partnership Agreement to further develop and lay out the collaboration between them.

NOW IT IS HEREBY AGREED AS FOLLOWS:

1 Obligations of UBC

1.1 As of the Effective Date UBC shall provide AKA with the following services for assessing the Candidates for the IBCTL as authorized by the IB and set forth in this Agreement. In particular, UBC shall:

1.1.1 Evaluate the Candidate’s submitted work which shall consist of:
   • A reflective journal including thought piece;
   • Artifacts of the Candidate’s teaching practice and reflections; and
   • An academically-focused paper.

1.1.2 Assess the evidence presented by the Candidates during their evaluations under Section 1.1.1 against the agreed-upon Partnership Program assessment rubrics, as prepared by AKA and UBC and authorized by the IB;

1.1.3 Provide appropriate feedback to each Candidate and to AKA on the results of the evaluations;

1.1.4 Select and recommend Candidates who successfully complete the Partnership Program to the IB for receipt from the IB of the IBCTL;

1.1.5 Assist AKA periodically with carrying out an evaluative review of the Partnership Program and providing feedback on how to improve it;

1.1.6 Maintaining the security of the Candidate data with respect to the Section 1.1.1 evaluations; maintaining such personal information of such Candidates in accordance with British Columbia’s Freedom of Information & Protection of Privacy laws, including not storing any personal information outside of Canada;

1.1.7 Recruit, manage and remunerate suitably qualified assessors for the Section 1.1.1 Candidates evaluations for the Partnership Program; and

1.1.8 Ensure quality control of the external assessment process through assessor training and coordination for the Partnership Program as set forth under this Section.
2 Obligations of the AKA

2.1 As of the Effective Date, the AKA shall initiate its performance hereunder in respect of the Partnership Program, which shall include as follows:

2.1.1 Administer and ensure that relevant elements of the AKA TP Program are available for purposes of the Partnership Program as contemplated hereunder;

2.1.2 Select, enroll, support and supervise suitably qualified and experienced Candidates to be in the Partnership Program;

2.1.3 Engage in a periodic review and proposing revision (subject to Steering Group oversight) of all Partnership Program elements;

2.1.4 Report all Partnership Program developments and revisions, as relevant, to either or both of UBC and the IB;

2.1.5 Allocate and manage the Partnership Program’s operational budget;

2.1.6 Maintain and keep records of Candidates in the Partnership Program;

2.1.7 Ensure quality control of the Partnership Program through continuous monitoring of teaching staff, feedback from Candidates, and communication with UBC on evaluations of individual Candidates;

2.1.8 Undertake a Midpoint Review (as defined in Section 5.4) with UBC;

2.1.9 Promote the Partnership Program to its constituents and any other appropriate parties;

2.1.10 Manage the logistics and the running of the Partnership Program (subject to Steering Group oversight) and coordinate the Candidates for purposes of their involvement in the Partnership Program;

2.1.11 Train, organise and support mentor teachers for the Partnership Program; and

2.1.12 Continue to revise and develop, with advice from UBC, appropriate supporting documents, resources and materials for the Partnership Program.

3 Term of the Agreement:

This Agreement commences as of the Effective Date and shall continue for a term of five years from such Effective Date unless terminated in accordance with Section 12 herein.

4 Obligations of both parties

4.1 The Parties shall collaborate in such additional activities as may be further
identified and agreed in writing between the Parties.

4.2 Unless otherwise agreed in writing each Party shall be responsible for its own staff and costs (including travel costs) for those staff.

5 Coordination

5.1 Arrangements under this Agreement will be coordinated by liaison officers designated by each Party:

5.1.1 The initial liaison officer for UBC is Gary Little; and,

5.1.2 The initial liaison officer for AKA is Jonathon Marsh.

5.2 The management and ongoing development of the Partnership Program will be overseen by a Steering Group of 6 members, comprising 3 representatives from each Party. The chair of the Steering Group will be the person who is nominated and selected by the other 6 members of the Steering Group, to hold a two year position as the chair of the Steering Group, such chair shall manage the meetings of the Steering Group and act as a tie breaker for any unresolved issue between the 6 members.

5.3 The Parties shall hold an annual meeting of the Steering Group to discuss the following:

5.3.1 The annual deployment plan for the Partnership Program;

5.3.2 Targets for growth in number of Candidates;

5.3.3 Any proposed changes to assessment and evaluation and fees paid by the AKA to UBC;

5.3.4 The recruitment plan for prospective Candidates; and

5.3.5 Any proposed substantial changes to the Partnership Program.

5.4 The Parties shall hold a review 24 months after the Effective Date (the "Midpoint Review"); this review will consider progress of the Partnership Program and shall include a review of the Partnership Program against achievement of targets agreed between the Parties.

6 Fees

6.1 As of the Effective Date, the per candidate assessment fee, charged to AKA by UBC will be set at CAD $2,000 (the "Assessment Fee") and will cover the approximately 18-month period during which the Candidate will be involved in the Partnership Program. This fee shall be fixed for the first three years of the agreement. Thereafter, by December 1st each year the Parties will mutually agree on the amount of Assessment Fee per candidate to be applicable the following year.
6.2 If a Candidate appeals against a result of a UBC assessment under Section 1, then UBC will assign a review of the Candidate portfolio to an IB-trained UBC adjunct faculty member who has not been associated with the original assessment of the Candidate and the decision of the reviewer shall be final. An additional fee of CAD $500 shall be charged for this service.

6.3 The fees described in Clauses 6.1 and 6.2 shall be charged by UBC directly to AKA (not directly to the Candidates), who may then recharge the Candidates.

6.4 UBC shall invoice the AKA Unit on November 1 of each year of the Term for the fees due for all Candidates who have:

6.4.1 Had related work assessed by UBC in accordance with Section 1; or

6.4.2 After an appeal, have resubmitted work and had it assessed by UBC in accordance with Section 6.2.

6.5 Unless otherwise agreed by both Parties, all payments shall be made by AKA to UBC in Canadian Dollars.

7 Intellectual Property

7.1 The Parties agree that:

7.1.1 UBC’s name, logo and coat of arms are the intellectual property of UBC, and may not be used without UBC’s expressed prior written permission.

7.1.2 As between AKA and UBC (or its third party licensors), UBC owns all right, title, and interest in and to any and all pre-existing records, software and any other materials, whether complete or not, that as a result of this Agreement are provided by UBC to AKA or otherwise used by UBC in connection with the Partnership Program or its obligations under this Agreement (collectively, the “UBC Material”). AKA agrees and acknowledges that UBC (or its third party licensors) owns and shall own all intellectual property rights related to the UBC Material. For greater certainty, the UBC Material shall not include the AKA Materials (defined below).

7.1.3 Subject to the terms of this Agreement, UBC hereby grants to AKA, a limited, world-wide, royalty-free, non-exclusive, non-sublicenseable and non-transferable license to use and reproduce the UBC Material only for the purposes outlined in the Agreement. This license does not survive the Agreement.

7.1.4 As between the Parties, AKES owns all right, title, and interest in and to any and all pre-existing records, software and any other materials, whether complete or not, that as a result of this Agreement, are provided by AKA to UBC (the “AKA Material”). UBC agrees and acknowledges that AKA owns and shall own all intellectual rights
related to the AKA Material. For greater certainty, the AKA Materials shall not include the UBC Materials.

7.1.5 Subject to the terms of this Agreement, AKA hereby grants to UBC a limited, world-wide, royalty-free, non-exclusive, non-sublicenseable and non-transferable license to use and reproduce the AKA Material only for the purposes outlined in the Agreement. This license does not survive the Agreement.

7.1.6 As between the Parties (or their respective third party licensors), each Party owns all right, title, and interest in and to anything conceived, developed, made by such Party (or its respective third party licensors), or otherwise arising from the delivery of the Program pursuant to this Agreement, including any information, data, works of authorship or other materials delivered in text, photograph, audio, visual or audio visual format, including video lectures and course materials and syllabi, online and offline learning materials, learning research materials, learning activities, performance assessment tools, assignments, curriculum, program designs, analyses, trade secrets, know-how, designs, case files, inventions or discoveries (whether patentable or not), techniques, processes, software, data and databases, and any and all improvements related to any of the foregoing, and any and all records and copies of records relating to any of the foregoing, and all intellectual property rights associated therewith including, but not limited to, patent rights, copyrights, trademark rights, design rights, know-how and trade secrets, and any other analogous intangible rights, whether registered or unregistered, which may subsist anywhere in the world (the “Program Materials”).

7.1.7 Unless otherwise agreed, both Parties will have the right to freely use and reproduce jointly developed material.

7.1.8 Each Party hereby agrees to assign to the other Party a limited, world-wide, royalty-free, non-exclusive, non-sublicenseable and non-transferable license to use the Program Materials attributed to such Party, only for the expressed purposes required for such other Party to perform its respective obligations under this Agreement.

8 Confidentiality Provision

8.1 Each Party agrees that all information and/or data of a confidential nature or purpose in any medium or form (whether marked "confidential" or not) which one party receives (“receiving party”) from the other Party either directly or indirectly and which concerns, without limitation, personal data (i.e., information relating to an identified or identifiable individual(s)), as well as the business, operations or students of the other party (“disclosing party”) shall be treated by the receiving party, as confidential (including after the term or termination of this Agreement) and shall neither be used nor disclosed to third parties without the prior written consent of the disclosing party, except for information which:
(a) Falls into the public domain or is publicly available or becomes publicly available otherwise than through a breach of this MOU;

(b) Is subsequently lawfully obtained by the receiving party from a third party, who is not under a known confidentiality restriction;

(c) Was known to the receiving party prior to such disclosure or is independently developed; or

(d) Is required to be disclosed by the receiving party by applicable law, regulation or court order in which event the receiving party shall promptly notify the disclosing party of the requirement for such disclosure.

9 Liabilities

9.1 Each Party shall indemnify and hold harmless the other Party, its subsidiaries and affiliates, and any respective officers, directors, employees, representatives, agents and any other person for whom it is in law responsible (each an “Indemnified Party”) from and against any and all third party claims (threatened or actual), suits, losses, actions, judgments, liabilities and costs whatsoever (including reasonable legal fees) directly arising out of, connected with, or resulting from any breach of any covenant or obligation to be performed under this Agreement by such Party, its subsidiaries and affiliates, and their respective officers, directors, employees, representatives, agents and any other person for whom it is in law responsible, other than any liability arising directly from any negligent act or willful omission of the Indemnified Party or as prohibited by applicable law.

9.2 Neither Party will be liable to the other Party for any indirect, consequential, incidental, punitive or special damages of the other including damages for loss of profits or revenue, however derived. Notwithstanding anything hereunder to the contrary, neither party shall be liable for any amounts in excess of any invoices paid by AKA to UBC as follows:

9.2.1 Within the twelve (12) months prior to the date of the claim; or,

9.2.2 If this Agreement is terminated prior to the date of the claim, within twelve (12) months prior to the date of termination; or,

9.2.3 If less than twelve (12) months of the duration of this Agreement has expired, the period from the Effective Date to the date of the claim.

10 Force Majeure

10.1 If either party fails to meet its obligations under this Agreement within the time prescribed and such failure is caused or materially contributed to by a Force Majeure Event, such failure will be deemed not to be a breach of the obligations of such party but such party will use all commercially reasonable efforts to avoid or minimize the effect of the Force Majeure Event and put itself in a position to carry out its obligations. Such party shall promptly, upon
learning of such Force Majeure Event, give written notice to the other party stating the nature of the Force Majeure Event, its anticipated duration, the effect upon the performance of the party’s obligations and any course of action which the Party proposes to minimize the effect. For the purposes of this Agreement, “Force Majeure Event” means an event beyond the control of the applicable party, including any act of God, strikes, lockouts or other labour disruptions, any law, order, proclamation, regulation, ordinance, demand or requirement of any governmental authority, war, terrorist act, civil unrest, rebellion, or interference by civil or military authorities.

11 Dispute Resolution

11.1 In the event of any dispute or disagreement between the Parties as to the interpretation or implementation of the terms of this Agreement, the Parties agree to endeavor to resolve such difference or disagreement by informal discussions between the personnel responsible for administering this Agreement. If such discussions are not sufficient to promptly resolve the disagreement, the matter shall be referred to an Executive Vice President (or person at similar such level of management or governance responsibility) of each Party who shall make every reasonable attempt to resolve the dispute among themselves in good faith within 10 days of the escalation of the matter to either Party’s Executive Vice President. If the dispute cannot be settled in this manner then either Party may proceed as necessary under Section 12.

11.2 Notwithstanding any statement to the contrary under this Section 11, if either Party causes any irreparable and continuing damage to the other Party which is directly related to any intellectual property infringement matter, for which there will be no adequate remedy at law, the other Party shall be entitled to seek injunctive relief and/or a decree for specific performance and/or damages in accordance with Section 15.1 regardless of any dispute resolution provision herein.

12 Duration and Termination

12.1 This Agreement shall come into effect on the Effective Date specified herein, and shall continue to be in force for a period of 5 years thereafter unless or until terminated in accordance with this Section 12. Without prejudice to the second paragraph of this section 12.1, after five years this Agreement will automatically be renewed for another term of five years, unless either party moves to not renew it by serving written notice to the other party at least three months prior to the end of the then-current term of the Agreement.

12.2 In addition to the foregoing, any Party may terminate this Agreement at any time by giving 6 months’ notice in writing to the other Party, setting out the decision to terminate and the reason for such decision. There may be a new intake of students up to three months after receipt of a termination notice after which no new students may be registered. Both parties remain obliged to complete the process for all interns registered in the program prior to that date.

12.3 Any Party shall be entitled to terminate this Agreement immediately by
written notice to the other Party if the other Party commits any material breach of any of the provisions of this Agreement and, in the case of a breach capable of remedy, fails to remedy the same within 30 days after receipt of a written notice from the other Party giving full particulars of the breach and requiring it to be remedied.

13 **Consequences of Termination**

13.1 Upon termination of this Agreement for any reason:

13.1.1 Both parties shall cease to make use of the other party’s Intellectual Property Rights;

13.1.2 Each Party shall honour any outstanding services due to the other at the date of termination;

13.1.3 All licences granted under Section 7 shall terminate;

13.1.4 All materials supplied by either Party to the other shall be returned upon written request; and,

13.1.5 Subject as otherwise provided herein and to any rights or obligations which may have accrued prior to termination, and other than ongoing confidentiality obligations under Section 8, no Party shall have any further obligation to the other Party under this Agreement.

14 **General**

14.1 Neither Party shall be entitled to perform any of its obligations through any other company or entity or to assign, mortgage, charge or dispose of any of its rights hereunder, or sub-contract or otherwise delegate any of its obligations hereunder save and except to any wholly owned subsidiary of the other Party,

14.2 This Agreement contains the entire agreement between the Parties with respect to the subject matter hereof and supersedes all previous agreements and understandings between the Parties with respect thereto, and may not be modified except by an instrument in writing signed by the duly authorised representatives of the Parties,

14.3 Each Party acknowledges that in entering into this Agreement, it does not do so on the basis of, and does not rely on, any representation or warranty or other provision except as expressly provided herein. However, nothing in this Agreement purports to exclude liability for any fraudulent statement or act

14.4 Nothing contained in this Agreement shall be construed to imply an employer and employee or principal and agent relationship between the Parties and none of the Parties shall have any right, power or authority to create any obligations, express or implied on behalf of the other.
14.5 Each Party warrants to the other Parties that it has full power and authority to enter into this Agreement.

14.6 The failure to exercise or delay in exercising a right or remedy provided by this Agreement or by law does not constitute a waiver of the right or remedy or a waiver of other rights or remedies. A waiver of a breach of any of the terms of this Agreement or of a default under this Agreement does not constitute a waiver of any other breach or default and shall not affect the other terms of this Agreement. A waiver of a breach of any of the terms of this Agreement or of a default under this Agreement will not prevent a Party from subsequently requiring compliance with the waived obligation.

14.7 If any provision of this Agreement shall be held to be unlawful, invalid or unenforceable, in whole or in part, under any enactment or rule of law, such provision or part shall to that extent be severed from this Agreement and rendered ineffective as far as possible without modifying or affecting the legality, validity or enforceability of the remaining provisions of this Agreement which will remain in full force and effect.

14.8 This Agreement may be entered into by the Parties on separate counterparts, each of which so executed and delivered shall be an original, but all the counterparts shall together constitute one and the same instrument. This Agreement will not take effect until each Party has signed one counterpart and each Party has receipt of a signed counterpart from the other Party.

15 Applicable Law

15.1 This Agreement shall be governed by, and construed in accordance with the laws of the Province of British Columbia and the laws of Canada applicable therein. Any and all disputes in respect of this Agreement that are not resolved in accordance with Section 11 herein shall be resolved through private and confidential arbitration, in the English language, pursuant to the rules of arbitration of the International Chamber of Commerce, before three arbitrators selected in accordance with such rules and with seat and location of arbitration being in Vancouver in referred to and be under the exclusive jurisdiction of the Province of British Columbia.

16 Notices

16.1 Any notice or other communication given under this Agreement shall be in writing and signed by or on behalf of the Party giving it to the following addresses:

AKA

Address: The Aga Khan Academies Unit, The French Delegation of the AKDN, Aiglemont, 60270, Gouvieux, France

For the attention of: Director
Fax number: 00 33 (0)3 44 58 39 69

UBC

Address: The University of British Columbia, Vancouver
Campus Dean’s Office, Faculty of Education
1303 E – 2125 Main Mall, Neville Scarfe Building
Vancouver B.C. Canada, V6T 1Z4

For the attention of: DEAN, Faculty of Education

Fax number: Phone +1 604 827 2108

or such other address or fax number as may be notified in writing from time to time by the relevant Party to the other Party.

**THIS AGREEMENT** has been entered into as of the Effective Date.

Signed by:

Mrs. Jane Piacentini-Moore
Director
Aga Khan Education Services S.A.

Prof. Blye Frank
Dean, Faculty of Education
The University of British Columbia

Mr. Salim Bhatia
Director
Aga Khan Academies

Name:
Title:
The University of British Columbia

Name:
Title:
The University of British Columbia
5 May 2017

To:      Vancouver Senate
From:    Dr. Kate Ross, Registrar
Re:      Election Results

Representative of the Professional Librarians to Senate

An election took place between April 11th and 25th, 2017 and the results are as follows:

Elected
   Kevin Madill          17 votes

Not elected:
   George Tsiakos     16 votes

Representatives of the Faculties to Senate

Two calls for nominations were issued for faculty members to represent their specific faculties: the first closed on March 22nd and the second closed on April 25th, 2017. Pursuant to Section 15 of the University Act the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on September 1st, 2017 and ending August 31st, 2020 and thereafter until successors are elected:

Arts
   • Dr. Merje Kuus, Professor
   • Dr. C.W. Marshall, Professor

Commerce and Business Administration
   • Dr. Adlai Fisher, Professor
   • Dr. Kin Lo, Professor

Dentistry
   • Dr. David MacDonald, Associate Professor

Forestry
   • Dr. Peter Marshall, Professor
Graduate and Postdoctoral Studies

- Dr. Theresa Rogers, Professor, Faculty of Education
- Dr. Thomas Schneider, Professor, Faculty of Arts

Medicine

- Dr. Claudia Krebs, Professor
- Dr. Mieke Koehoorn, Professor

Pharmaceutical Sciences

- Dr. Corey Nislow, Associate Professor
- Dr. Abby Collier, Associate Professor

Science

- Dr. Philip Loewen, Professor,
- Dr. Mark Thachuk, Associate Professor,

Vacancies remain for the Faculties of Education (2), Land and Forestry Systems (2), Dentistry (1), Forestry (1) and the Allard School of Law (2). For these vacancies a third and final call for nominations has been issued. An election to decide among three candidates who have put their name forward to represent the Faculty of Applied Science is currently underway.