

Vancouver Senate

**THE FIFTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2015/2016 ACADEMIC YEAR**

WEDNESDAY, 20 JANUARY 2016

6:00 P.M.

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

- 1. Minutes of the Meeting of 18 November 2015 – Dr Martha Piper**
(approval) (docket pages 3-20)
- 2. Business Arising from the Minutes – Dr Martha Piper**
- 3. Remarks from the Chair & Related Questions – Dr Martha Piper** (information)
- 4. Admissions Committee – Dr Robert Sparks**
 - a. Faculty of Science – B.Sc. Major in Computer Science – Removal of Direct-Entry Admission from Secondary School (approval) (docket pages 21, 23)
 - b. Faculty of Science – Admission Requirements for Aboriginal Transfer Partnership (approval) (docket pages 21, 24-25)
 - c. Faculty of Medicine – MD Admission Requirements (approval) (docket pages 22, 26-29)
 - d. Faculty of Education – Bachelor of Education Admission Requirements (approval) (docket pages 22, 30-35)
 - e. Faculty of Education – Dual Degree Program Options Admission Requirements (approval) (docket pages 22, 36-37)
 - f. Faculty of Applied Science – Bachelor of Applied Science Civil Engineering, Environmental Engineering Option: Suspension of Admission (approval) (docket pages 22, 38)
- 5. Agenda Committee – Dr Paul Harrison**
 - a. Senate Meeting Dates for 2016-2017 (information) (docket page 39)
 - b. Correction to April 2015 Senate Minutes (approval) (docket page 40)
- 6. Awards Committee – Dr Lawrence Burr**
 - a. New and Revised Awards (approval) (docket pages 41-50)
 - b. Lindsay and Elizabeth Gordon Awards (approval) (docket pages 50-53)

7. Tributes Committee – Dr Sally Thorne

- a. Revisions to Senate Policy V250 Emeritus Status (approval) (docket pages 54-59)
- b. Candidates for Emeritus Status (approval) (docket pages 59, 60)

8. Reports from the Provost – Dr Angela Redish

- a. Transfer of Administration of the Master of Data Science from the Faculty of Graduate & Postdoctoral Studies to the Faculty of Science (approval) (docket pages 61-63)
- b. Establishment of the Seaspan Shipyards Chair in Marine Systems Design (approval) (docket pages 64-71)
- c. Establishment of the Seaspan Shipyards Chair in Naval Architecture (approval) (docket pages 64-71)
- d. 2015-2016 Enrolment Report (information) (docket pages 72-92) – with Dr Pamela Ratner
- e. Annual Report on Student Evaluations on Teaching (information) (docket pages 93-99) – with Dr Eric Eich
- f. Annual Report on Reviews of Administrative Units (i.e. Academic Units) (information) (docket pages 100-146) – with Dr Eric Eich
- g. Update on Vantage College (information) – with Dr Joanne Fox

9. Report from the Registrar – Dr Kathleen Ross

Term Dates for 2016-2017 (information) (docket page 147)

10. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



VANCOUVER SENATE

MINUTES OF 18 NOVEMBER 2015

Attendance

Present: Dr M. Piper (Chair), Dr K. Ross (Secretary), Mr J. Abaki, Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dr K. Baimbridge, Dr L. Burr, Dean C. Dauvergne, Mr N. Dawson, Dr A. Dulay, Dr S. Forwell, Chancellor L. Gordon, Dr F. Granot, Mr S. Haffey, Dr P. Harrison, Ms M. Hatai, Dean R. Helsley, Dr A. Ivanov, Mrs C. Jaeger, Dr P. Keown, Dr S. Knight, Dr B. Lalli, Mr H. Leong, Ms J. Loveday, Dr B. MacDougall, Mr K. Madill, Ms A. Maleki, Dr C. Marshall, Dr W. McKee, Mr W. McNulty, Ms K. Melton, Mr D. Munro, Ms J. Omassi, Dean M. Parlange, Dean S. Peacock, Dr N. Perry, Dr G. Peterson, Dean S. Porter, Dr J. Plessis, Dean S. Porter, Dr A. Redish, Dr A. Riseman, Dr L. Rucker, Dr C. Ruitenbergh, Mr G. Sangha, Dr B. Sawatzky, Ms S. Simon, Dean C. Shuler, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Mr T. Tanaka, Dr R. Tees, Dr S. Thorne, Dr L. Walker, Dr D. Witt, Dean R. Yada, Mr E. Zhao.

Regrets: Dean G. Averill, Dr S. Avramidis, Mr A. Bailey, Ms E. Biddlecombe, Dr P. Choi, Dr A. Collier, Dean M. Coughtrie, Mr K. D'Souza, Dr W. Dunford, Dean B. Frank, Dr J. Gilbert, Dr D. Gillen, Dr C. Godwin, Prof B. Goold, Dean J. Innes, Dean D. Kelleher, Dr P. Loewen, Dr P. Marshall, Dr P. Meehan, Dr C. Naus, Dr C. Nislow, Dr I. Parent, Mr A. Rezaiean-Asel, Dr T. Schneider, Mr J. Tang, Dr R. Topping, Dr R. Wilson,

Recording Secretary: Mr C. Eaton.

Call to Order

The Chair of Senate, Dr Martha Piper, called the third regular meeting of the Vancouver Senate for the 2015/2016 academic year to order at 6:04 pm.

Senate Membership

The President introduced Ms Jolene Loveday, Student Representative for the Faculty of Education, to replace Ms Melanie Chartrand.

Minutes of the Previous Meeting

Marjan Hatai
Susan Forwell

}

That the Minutes of the Meeting of 21 October 2015 be adopted as corrected:

Corrections:

*Dr Lalli was present
Spelling of Mr Rezaiean-Asel's name on page 1.*

Approved

Remarks from the Chair

The President advised that she recently attended the Academic All-Canadian Breakfast of Champions, which honoured student athletes who achieved a first class (80%+) average. Around 30% (126) of our student athletes achieve this standard of excellence.

By general consent, the Senate resolved to issue letters of congratulations to the Academic All-Canadians.

Secondly, the President noted that in a week or so, the Fifth Estate will be issuing a documentary on sexual assault on campuses, and UBC would likely be featured. The President stated that she did not wish to prejudge any particular situation, but as President sexual assault would not be tolerated. She went on to remind Senate that proper and due process must be respected; however if a student is found to have committed sexual assault, they will be expelled, and if a faculty member does so, they will be terminated. She urged all members of the University community to report such situations if experienced or brought to their attention.

Presidential Search Update

The Chancellor updated the Senate on the progress of the presidential search. He advised that the Search Committee has now been formed and the Committee met for the first time last Sunday, with all 21 members attending. The Committee first reviewed its confidentiality and conduct expectations. Chancellor Gordon noted that the Committee would like to be as open as possible, but understood a requirement for strict confidentiality around its deliberations for its own discussions, particularly to protect the names of those being considered. The Chancellor noted that he spoke with his counterparts around the country and they all made clear the importance of confidentiality around names in ensuring the best possible candidates were willing to be considered. Mr Gordon further advised that the Committee discussed its respective role vis-à-vis the Board and the Senates, with the governing bodies having approved the search terms, the Committee will now proceed to find the best candidate possible. An important early step for the Committee was selecting a search consultant: 10 were shortlisted, 3 were interviewed, and 1 was selected: Perrett Laver, which does have a Vancouver office, and a co-founder of the firm, Dan Perrett will be the principal consultant for the search.

The Chancellor noted that the search consultants expected that a top issue would be questions around the departure of Dr Gupta as well as the expected higher scrutiny resulting. The Search firms opined that this was more than offset by UBC's stature and the inherent beauty of Vancouver. There is a close timeline but we must ensure that we get stakeholder input. Our June 30th deadline is achievable, with perhaps a few months needed before a selected candidate could fully assume the job.

Mr Gordon concluded by noting that the next meeting of the Search Committee would be in the first week of December, with three key goals: establishing clear timelines, developing a communications strategy, and finalizing stakeholder input plans.

Dr Anstee asked if further information regarding Dr Gupta's departure would be shared with the search committee.

The chancellor replied that further information could not be shared.

Dr Tees thanked the Chancellor for sharing this information with the Senate. He stated that Dr Piper being Interim President was of great credit to UBC, but that as this was a temporary arrangement, he reminded the Chancellor of the importance of establishing an ongoing policy on presidential appointments.

The Chancellor agreed.

Dr Singh asked how we would identify stakeholders for feedback.

The Chancellor replied that this would be done in 3 ways – there is a website, public forums, and a select group that will present to the committee, the last selected by the search committee.

Senator Haffey thanked the Chancellor for the transparency of process. He further suggested reaching to the broader community beyond the campuses as part of stakeholder engagement, noting UBC's importance for the prosperity of all of British Columbia.

Dr Singh applauded Dr Piper's comments on sexual assault and asked what the status was on a revised policy to address such situations.

The Provost *Pro Tem.*, Dr Redish agreed to consult with the Vice-President Students and advise at the next meeting..

From the Board of Governors

The President advised Senate that the Board of Governors had approved the material from the April, May and September 2015 meetings of Senate as follows:

April 2015

Curriculum: Proposals from the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Land and Food Systems and Science), Land and Food Systems and Science, and UBC Vantage College.

New Program Option: Master of Architecture (M.Arch.) / Master of Landscape Architecture (M.L.A.) dual degree program option.

Establishment of Chair: Reichwald Family UBC Southern Medical Program Chair in Preventative Medicine.

New and Revised Awards.

May 2015

Curriculum: Proposals from the faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, and Education), Land and Food Systems, Law, and Pharmaceutical Sciences.
New and Revised Awards.

September 2015

Affiliation: UBC-Langara Aboriginal Transfer Partnership Agreement
New and Revised Awards

Change of Name of Chair: Cheriton Family Chair in Computer Science.

New Programs: Doctor of Education in Literacies Education and Master of Geomatics for Environmental Management.

Curriculum: Proposals from faculties of Applied Science, Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Arts, Commerce and Business Administration and Medicine), Medicine and Pharmaceutical Sciences.

Candidates for Degrees

Frieda Granot
Lance Rucker

} *That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective November 2015, 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.
NB: 2/3rds Approval Required*

Approved

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

REVISED POLICY V-302.2: GRADUATE STUDENT LEAVES OF ABSENCE

Paul Harrison
Frieda Granot

} *That the revised policy and Calendar language for Policy V-302.2: Graduate Student Leaves of Absence be approved.*

Approved

REVISIONS TO REGULATIONS FOR DOCTORAL DISSERTATIONS

Paul Harrison
Susan Forwell

} *That the revised regulations on final oral examinations and dissertation defenses for doctoral*

students be approved.

Dr Harrison advised that current practices have improved in recent years around setting timings of exams, and well as practices around publicising examinations as giving students the ability to opt out if needed for personal safety reasons.

Senator Haffey thanked the Faculty of Graduate and Postdoctoral Studies for their work on revising and updating policies.

Approved

Admissions Committee

The Vice-Chair of the Senate Admissions Committee, Mrs Carol Jaeger, presented.

VANTAGE COLLEGE – CHANGES IN TRANSITION REQUIREMENTS

Carol Jaeger	}	<i>That Senate approve the changes to transition to degree program requirements for UBC Vantage College Students in the Arts stream, effective for the 2016 Winter Session and thereafter.</i>
William McNulty		

Approved

GRADUATE AND POSTDOCTORAL STUDIES – CHANGES IN ADMISSION REQUIREMENTS

Carol Jaeger	}	<i>That Senate approve the changes to admission requirements for applicants to Master's and Doctoral Degree Programs, effective for entry to the 2016 Winter Session and thereafter.</i>
Lawrence Walker		

Dr Jaeger noted that this would allow applicants to be conditionally admitted based on unofficial transcripts; if students were admitted, they would then need to profile formal transcripts for the decision to be confirmed.

Approved

LAND AND FOOD SYSTEMS – SUSPENSION OF ADMISSION – INTERNATIONAL NUTRITION MAJOR, BACHELOR OF SCIENCE IN FOOD, NUTRITION, AND HEALTH

Carol Jaeger	}	<i>That Senate approve the suspension of admission to the International Nutrition Major with the B.Sc. in Food, Nutrition, and Health, effective for the 2016 Winter Session and thereafter.</i>
Frieda Granot		

Dr Forwell asked why the Faculty was proposing to discontinue the program.

Dean Yada replied that it was for two primary reasons: unexpected loss of key academic staff and low applications.

Approved

LAND AND FOOD SYSTEMS – ADMISSION REQUIREMENTS

Carol Jaeger	}	<i>That Senate approve the admission requirements for applicants to the Faculty of Land and Food Systems through the UBC-Langara Aboriginal Transfer Partnership, effective for the 2016 Winter Session and thereafter.</i>
Bikkar Lalli		

Approved

Student Awards Committee

See Appendix A: Awards Report

The Committee Chair, Dr Lawrence Burr, presented.

Lawrence Burr	}	<i>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.</i>
Lance Rucker		

Approved

Joint Report of the Senate Admissions and Curriculum Committees

NEW PROGRAM: MASTER OF DATA SCIENCE

See Appendix B: Master of Data Science

Carol Jaeger	}	<i>That the new Master of Data Science (M.D.S.) degree program and its associated new course code (DSCI – Data Science) and courses be approved.</i>
Paul Harrison		

Dr Murphy, a represented of the program, presented with permission of Senate. He noted that the goal of this program was to give students a 10-month course based approach to “big data”.

Senator Walker noted that in older documentation the degree was called the ‘Master of Science in Data Science’ but that it was being created as a ‘Master of Data Science’.

Senator Sawatzky noted that she has been on the ethics board for 14 years and she saw it as a flaw in the program to only have ethics and privacy as one course towards the very end. She asked if there was a way to integrate this within the whole program.

Dr Murphy replied that they wanted students to see and work with data first so that they know what kinds of data were considered when learning of ethical and privacy responsibilities.

Senator Knight agreed with Senator Sawatzky's comments, and asked that the program consider adding ethics to the course overview.

Approved

NEW PROGRAM: MASTER OF HIGH PERFORMANCE COACHING & TECHNICAL LEADERSHIP

Appendix C: Master of High Performance Coaching and Technical Leadership

Carol Jaeger	}	<i>That the new Master of High Performance Coaching and Technical Leadership (M.H.P.C.T.L.) degree program and its associated new courses be approved.</i>
Blye Frank		

With permission of Senate, the Director of the School of Kinesiology, Dr Robert Boushel spoke, noting that coaches around the country own the podium, and the Canadian Sport Institute had spoken to the need for such a program. This opens a whole new professional entity for future students and scholars.

Dr Knight expressed several concerns with the proposal: that coaching style was important, and there seemed to be a notion in the proposal that was agnostic to this; secondly a lack of referencing to doping; thirdly, he noted that winning seemed to have a higher emphasis than competing in the proposal; and finally that coaches or athletes with a history of drug violations could still be involved in this program.

Jenna Omassi thanked the administration for having tuition consultations completed prior to the proposals coming forward to Senate.

Senator Haffey asked how this program would impact upon the existing graduate certificate in the same field. He asked what the relationship would be between the two.

Senator Jaeger advised that at the present time, this would be a complete program that stands alone. The issues around admission/transition between the certificate and the degree are still being discussed around the faculties, the Faculty of Graduate and Postdoctoral Studies, and the Registrar's Office/Enrolment Services.

Approved

Curriculum Committee

See Appendix D: Curriculum Report

The Committee Vice-Chair, Mrs Carol Jaeger, presented.

Carol Jaeger	}	<i>That the new courses and revised program brought forward by the faculties of Commerce and Business Administration and Land and Food Systems be approved.</i>
Richard Tees		

Approved

Nominating Committee

The Committee Chair, Dr Richard Tees, presented.

APPOINTMENTS TO PRESIDENT'S ADVISORY COMMITTEES

Richard Tees	}	<i>That Dr Paul G Harrison and Mr Daniel Munro be appointed to the President's Advisory Committee for the Extension of the Appointment of the Vice-President Students; and</i>
Frieda Granot		

That Dr Kenneth Baimbridge be appointed to the President's Advisory Committee for the Extension of the Appointment of the Associate Vice-President Research & International.

Approved

ADJUSTMENTS TO COMMITTEE MEMBERSHIPS

Richard Tees	}	<i>That Senate make the following adjustments to the memberships of committees of Senate and the Council of Senates, effective until 31 March 2016 and thereafter until replaced:</i> <i>Senate Tributes Committee: Armin Rezaiean-Asel to replace Melanie Chartrand</i>
Jenna Omassi		

Senate Academic Building Needs Committee: Jolene Loveday to replace Armin Rezaeiean-Asel
Senate Library Committee: Jolene Loveday to replace Melanie Chartrand
Council Elections Committee: Jolene Loveday to replace Melanie Chartrand

Approved

Topics of Broad Academic Interest

UBC OPPORTUNITIES WITH THE EDX CONSORTIUM AND FLEXIBLE LEARNING

With permission of Senate, Dr Hugh Brock, Associate Provost for Academic Innovation, presented.

As background, Dr Brock advised that EdX was founded by Harvard and MIT three years ago as an online open source platform. It has around 90 platforms and UBC is a contributing charter member of the consortium. It has 700 courses and 5.5M learners. He also outlined five MOOCs offered by UBC to show the breadth available to be learned. Dr Brock advised that UBC now had nearly 20 EdX courses, and that he expected that this number will grow by 6 or so courses a year. Of particular interest of the Senate, he noted that content often flowed back and forth between MOOCs and credit courses. Dr Brock further noted that UBC was the third largest contributor to the source code for the EdX platform (After MIT and Harvard).

The Associate Provost noted that EdX and open learning was seeing boundaries blurring between credit and non-credit, and between free and paid. In terms of novel implementations, he observed that Arizona State University had put first year courses on EdX, and credit could be earned and students only paid if they passed; MIT was creating “micro masters” in areas such as supply chain management, where students could essentially “challenge” half of a masters-level degree; and Harvard business was selling its courses to other universities.

Dr Brock advised that we’re now at the end of the experimental stage with MOOCs and open learning, and need to grapple what this technology and approach mean to UBC.

Daniel Munro noted that as an open platform, EdX could be used in place of Connect. He questioned whether this is something we could see being encouraged?

Dr Brock replied that he expected we would see learning technology ecosystems. Disciplines do have their own needs and one size does not fit all, and Connect nor EdX does not do everything: Interoperability is the key.

Senator Knight noted that he was concerned with EdX, and asked what we were missing in our institution that calls for us to make a transition. He opined that we have very weak data from EdX students on their success and further noted how weak completion rates lay with online

courses. People come to universities to learn and to interact. How do we build that into EdX? Dr Knight concluded by reminding the Senate of the millions of dollars UBC lost with online learning and Universitas 21.

Dr Brock replied that it is possible to experience a bad course face to face too. Only two things dramatically affect the value of your university experience – interaction with a professor, and working on a complex problem for more than a few months. Students do need that interaction, and sometimes students self-organize into groups to experience that. One thing we will see is more deliberate ways to build learning communities. Completion rates are low, even for great courses, but this may be natural, and the real solution seems to be a combination of online and face to face interaction.

Senator Omassi agreed that EdX offered opportunities for students. She noted that beyond MOOCs there were other benefits of open source. She asked if in further development we would look at open pedagogy.

Dr Brock noted that the United States Chief Technology Officer had recently said that there are vast industries built on open source, such as GPS. We will see movement towards the best, regardless of where it is from. We already move towards the best textbooks, and MOOCs are closer to textbooks than courses.

Senator Abaki asked if we were working with other partners around the world to make information more available.

Dr Brock said that the University of Lausanne had realized that they taught in French, and only had 1 million French speakers in Switzerland, but there were 600 French speakers in Africa that represented a tremendous opportunity for growth and to share knowledge.

The Provost advised that the Jordanian Queen Rania Foundation for Education and Development was interested in translating MOOCs into Arabic to make their content available to that part of the world.

Senator Haffey asked if UBC was looking at moving towards credit, especially as we already have MOOCs tied to course development.

Dr Brock noted that schedules and other obligations could cause accessibility issues. Sauder is already moving courses online so that more students can take them. It is unclear how this would work, for example with exams. We would need to get more efficient at considering Prior Learning Assessment (PLA) or deciding if we could give credit or exemptions.

Senator Anstee noted that credit or exemption was a long standing practice in math, and we didn't need MOOCs to do this. Students are starting to show up who have already studied at least part of a class through MOOCs. He expected we would allow them for at least lower level courses such as we do with transfer credits.

Dr Brock replied that one way MIT deals with this is to use a common exam; the challenge would be for everyone to agree on common measures of competency.

IN CAMERA – Tributes Committee

Approved

Adjournment

There being no further business, the meeting was adjourned at 7:52 pm.

Appendix A: Awards Report

New Awards:

AQUILINI Family Aboriginal Awards in Business – Awards totaling \$40,000 are offered annually to students enrolled in the Ch’nook Aboriginal Management Program and Ch’nook Scholars Program at the Sauder School of Business. Consideration will be based on a combination of financial need, academic performance, life experience and extracurricular and community involvement. Preference will be given to First Nations students from Tsawwassen, Tsleil-Waututh, Sumas, Musqueam, and Squamish. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

COORDINATED International Experience Award – Awards valued up to \$1,000 each have been made available by the Faculty of Applied Science for students who have been accepted into the Coordinated International Exchange (CIE) program. The awards are available to third or fourth-year students in the Bachelor of Applied Science program to support their travel expenses. The awards are made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2015/2016 Winter Session)

CPABC Bill Johnson DAP Student Achievement Award – A \$1,750 award has been made available through an endowment established by the Chartered Professional Accountants of British Columbia (CPABC) and the Sauder School of Business to honour Bill Johnson, FCPA, FCGA, for his more than 35 years of service in support of accounting education and the accounting profession. The award is offered to a student enrolled in the Diploma in Accounting Program (DAP) who has achieved high academic standing in intermediate financial accounting courses, and has demonstrated both academic excellence throughout the Diploma and leadership through community service – each accomplishment is given equal weighting in selection. The award is made on the recommendation of the Sauder School of Business in consultation with the Diploma in Accounting Program. (First Award Available in the 2016/2017 Winter Session)

John M. S. LECKY Foundation Award in the Peter A. Allard School of Law – A \$2,000 award is offered annually by the John M. S. Lecky Foundation for students in their 2nd year in the JD program who have achieved a minimum percentage of 72% and are the best qualified in terms of academic merit and financial need. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

John M. S. LECKY Foundation Award in the Sauder School of Business – A \$2,000 award is offered annually by the John M. S. Lecky Foundation for students in their 2nd year in the Sauder School of Business who have achieved a minimum percentage of 72% and are the best qualified in terms of academic merit and financial need. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

John M.S. LECKY Foundation Masters of Health Science Award – A \$2,000 award is offered annually by the John M. S. Lecky Foundation for students in the Masters of Health Science program who have achieved a minimum percentage of 72% and are the best qualified in terms of academic merit and financial need. Recommendations are made by the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

MAHARAJ & Co. Award in Accounting – A \$2,000 award is offered annually by Maharaj & Co. and supported by the Chartered Professional Accountants' Education Foundation of BC for a student entering third or fourth year of the Accounting option in the Bachelor of Commerce Program in the Sauder School of Business. Preference is given to a student with demonstrated financial need and demonstrated community involvement who has expressed intention to become a Chartered Professional Accountant and to enter the CPA Western School of Business immediately after graduation. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

MAHARAJ & Co. Scholarship in Accounting – A \$2,000 scholarship is offered annually by Maharaj & Co. and supported by the Chartered Professional Accountants' Education Foundation of BC for a student entering third or fourth year of the Accounting option with excellent academic standing in the Bachelor of Commerce Program in the Sauder School of Business. Preference will be given to a student with demonstrated community involvement who has expressed intention to become a Chartered Professional Accountant and to enter the CPA Western School of Business immediately after graduation. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

NEW Coast Realty Award in Urban Land Economics and Real Estate – A \$5,000 award is offered annually by New Coast Realty to an outstanding undergraduate student who is enrolled in the Real Estate option in the Bachelor of Commerce Program at the Sauder School of Business and who demonstrates scholarship, leadership and community or student involvement. The award honours New Coast Realty's commitment to Real Estate education in British Columbia. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

NEW Coast Realty Prize in Urban Land Economics and Real Estate – A \$5,000 prize is offered annually by New Coast Realty to a graduating undergraduate student who has received the highest academic standing in the Real Estate option in the Bachelor of Commerce Program at the Sauder School of Business. The award honours New Coast Realty's commitment to Real Estate education in British Columbia. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

NEW Coast Realty Scholarship in Urban Land Economics and Real Estate – A \$5,000 scholarship is offered annually by New Coast Realty to an undergraduate student who has received the highest academic achievement in their 3rd year of the Real Estate option in the Bachelor of Commerce Program at the Sauder School of Business. The award honours New Coast Realty's commitment to Real Estate education in British Columbia. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

Science Co-op - International Work Term Award – Awards totaling \$15,000 are offered annually by the Faculty of Science for students undertaking work terms outside of Canada. The award is intended to encourage students to participate in international work terms or internship opportunities. The awards provide partial funding for relocation costs for work term students who are not paid relocation assistance by their employer and who earn a monthly salary below a threshold limit. Students must meet the eligibility criteria as determined by the Faculty of Science Co-op Program. Awards are made on the recommendation of the Faculty of Science. (First Award Available in the 2015/2016 Winter Session)

Robert Miles WEBSTER Annual Baseball Award – Awards totalling \$20,000, which range from a minimum value of \$500 each to the maximum allowable under athletic regulations, are offered annually through a bequest by the late Robert Miles Webster to outstanding members of the Thunderbird Baseball team in any year of study. The awards are offered in the name of Robert Miles Webster, a passionate baseball coach, fan and supporter of the Thunderbirds. The awards are made on the recommendation of the Athletic Awards Committee. (First Award Available in the 2015/2016 Winter Session)

Robert Miles WEBSTER Endowed Baseball Award – One or more awards, which range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by the late Robert Miles Webster for outstanding members of the Thunderbird Baseball Team in any year of study. The awards are offered in the name of Robert Miles Webster, a passionate baseball coach, fan and supporter of the Thunderbirds. The awards are made on the recommendation of the Athletic Awards Committee. (First Award Available in the 2015/2016 Winter Session)

Mo Lin YU Memorial Prize in the Faculty of Arts – A \$3,000 prize is offered annually by Simmon Yu, son of Mo Lin Yu, for the top academic student who has completed their second year in the Faculty of Arts at the University of British Columbia. This prize was created to honour the memory of Mo Ling Yu, the matriarch of the Yu family, who came to Canada in the 1980's. Mo Lin did not have the opportunity to study at UBC but always had a passion for learning and felt that young people should be encouraged in their endeavour to achieve academic excellence in higher education. The award is made on the recommendation of the Faculty of Arts. (First Award Available in the 2015/2016 Winter Session)

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

#441 Proposed Award Title and Description: John Snow Prize – A prize of \$100 is offered annually to commemorate the pioneering epidemiological research of Dr. John Snow in nineteenth century London, leading to the understanding and control of cholera. This prize is supported by donations from faculty members in the School of Population and Public Health, and is awarded to the student with the highest standing in the Epidemiology course SPPH502. The award is made on the recommendation of the School of Population and Public Health.

Rationale for Proposed Changes – Type of Action: upon request from the Faculty of Medicine Development team, we have changed the calendar description to reflect the name of the new recommending body and relevant course; we added “offered annually” to comply with standard awards language for annual awards.

#2613 Proposed Award Title and Description: Graduating Class of Law 1967 Award - Awards totalling \$2,200 have been made available through an endowment established by the Class of Law 1967 for students in the Faculty of Law. Selection is based on academic achievement, athletic achievement, and contributions to the university and community. Financial need may be considered. The awards are made on the recommendation of the Faculty.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in order to comply with the original donor's intention, when this award was set up in 2003, we have changed the award description to add reference to financial need.

#2922 Proposed Award Title and Description: Harold Naugler Memorial Prize – A \$1750 prize has been made available through an endowment established by friends and family in memory of

Harold Naugler. The award will be given to a student in the Masters of Archival Studies Program in the School of Library, Archival and Information Studies who has achieved excellence in the study of electronic records through academic and research work. The award is made on the recommendation of the School of Library, Archival and Information Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: we have added reference to the Masters of Archival Studies Program in the School of Library, Archival and Information Studies to comply with the terms established by the Endowment Deed; we have specified the means by which students are supposed to show excellence in the study of electronic records – we have done so to meet the donor’s request to reward those students who have gone above and beyond by including research in their education and thus have better prepared themselves for the job market.

#3944 Proposed Award Title and Description: Sidoo Family Thunderbird Athletic Award -

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered annually to outstanding members of a Thunderbird Varsity Team in any year of study. Preference will be given to members of the Varsity Football team. Awards are made on the recommendation of the President’s Athletic Awards Committee.

Rationale for Proposed Changes – Type of Action: upon request from the Faculty Development Office, we have changed the award description to add the preference language; we have also edited the description to comply with the current award description standard language.

Appendix B: Master of Data Science

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New program, course code, and courses

Science

DSCI Data Science Course Code; Graduate and Postdoctoral Studies>Degree Programs>Data Science>Master of Data Science; DSCI 511 (1) Programming for Data Science; DSCI 512 (1) Algorithms and Data Structures; DSCI 513 (1) Databases and Data Retrieval; DSCI 521 (1) Computing Platforms for Data Science; DSCI 522 (1) Data Science Workflows; DSCI 523 (1) Data Wrangling; DSCI 524 (1) Collaborative Software Development; DSCI 525 (1) Web and Cloud Computing; DSCI 531 (1) Data Visualization I; DSCI 532 (1) Data Visualization II; DSCI 541 (1) Privacy, Ethics, and Security; DSCI 542 (1) Communication and Argumentation; DSCI 551 (1) Exploratory Data Analysis for Data Science; DSCI 552 (1) Statistical Inference and Computation I; DSCI 553 (1) Statistical Inference and Computation II; DSCI 554 (1) Experimentation and Causal Inference; DSCI 561 (1) Regression I; DSCI 562 (1) Regression II; DSCI 563 (1) Unsupervised Learning; DSCI 571 (1) Supervised Learning I; DSCI 572 (1) Supervised Learning II; DSCI 573 (1) Feature and Model Selection; DSCI 574 (1) Spatial and Temporal Models; DSCI 575 (1) Advanced Machine Learning; DSCI 591 (6) Capstone Project; Science>Professional Master's Degrees

Appendix C: Master of High Performance Coaching and Technical Leadership

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New program and courses

Education

Graduate and Postdoctoral Studies>Degree Programs>Kinesiology>Master of High Performance Coaching and Technical Leadership; KIN 516 (3) Psychology of Leadership and Group Processes; KIN 517 (3) Business of High Performance Sport in Canada; KIN 572 (3) Research Methods in Sports Coaching; KIN 596 (6) High Performance Sport Inquiry

Appendix D: Curriculum Report

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New course and revised programs

BUSI 352 (3) Case Studies in Residential Valuation; Commerce and Business Administration>Bachelor of Business in Real Estate>Degree Requirements; Commerce and Business Administration>Professional and Diploma Courses>Certificate in Residential Valuation

FACULTY OF LAND AND FOOD SYSTEMS

New course

APBI 412 (3) Belowground Ecosystems



8 January 2016

To: Vancouver Senate

From: Admissions Committee

Re:

- a) **Faculty of Science – B.Sc. Major in Computer Science – Removal of Direct-Entry Admission from Secondary School**
- b) **Faculty of Science – Admission Requirements for Aboriginal Transfer Partnership**
- c) **Faculty of Medicine – MD Admission Requirements**
- d) **Faculty of Education – Bachelor of Education Admission Requirements**
- e) **Faculty of Education – Dual Degree Program Options Admission Requirements**
- f) **Faculty of Applied Science – Bachelor of Applied Science Civil Engineering, Environmental Engineering Option: Suspension of Admissions**

a) Faculty of Science – B.Sc. Major in Computer Science – Removal of Direct-Entry Admission from Secondary School

The Committee has reviewed and recommends to Senate for approval the proposed removal of direct-entry admission from high school to the Bachelor of Science, Major in Computer Science program. Effective for the 2016 Winter Session and thereafter, students can enter the Bachelor of Science program and apply to the Major for entry into second-year. The competitive standard for proceeding into Year 2 of the Major remains the same for all first year students.

Motion: *That Senate approve the removal of the direct-entry admission from high school for the Bachelor of Science Major in Computer Science program, effective for the 2016 Winter Session and thereafter.*

b) Faculty of Science – Admission Requirements for the Aboriginal Transfer Partnership

The Committee has reviewed and recommends to Senate for approval the admission requirements for applicants to the Faculty of Science through the UBC-Langara Aboriginal Transfer Partnership. Effective for the 2016 Winter Session and thereafter, Aboriginal students who meet the requirements will be eligible to transfer to UBC from Langara.

Motion: *That Senate approve the admission requirements for applicants to the Faculty of Science through the UBC-Langara Aboriginal Transfer Partnership, effective for the 2016 Winter Session and thereafter.*



c) Faculty of Medicine – MD Admissions Requirements Revisions

The Committee has reviewed and recommends to Senate for approval the proposed changes to the admission requirements for the Doctor of Medicine Program. In order to enhance diversity within the program and remove barriers to the study of Medicine, Science pre-requisites have been removed and will instead be strongly recommended. Removal of the Science pre-requisites will allow applicants from non-traditional backgrounds the opportunity to study Medicine. These students tend to choose primary care, including family care, which is currently underserved in the community. The only strict requirement will be 6 credits of English.

Motion: *That Senate approve the changes to the admission requirements for the Doctor of Medicine Program, effective for the 2016 Winter Session and thereafter.*

d) Faculty of Education – Bachelor of Education Admission Requirements

The Committee has reviewed and recommends to Senate for approval the proposed changes to the admission requirements for the Bachelor of Education Program options. Changes have been made toward a more consistent approach of using more general requirements for all program options, and to remove majors/concentrations designations for incoming students to the Secondary Teacher Education option.

Motion: *That Senate approve the admission requirements for applicants to the Bachelor of Education program, effective for entry to the 2017 Winter Session and thereafter.*

e) Faculty of Applied Science – Bachelor of Applied Science Civil Engineering, Environmental Engineering Option: Suspension of Admissions

The Committee has reviewed and recommends to Senate for approval the suspension of admission to the Bachelor of Applied Science in Civil Engineering, Environmental Engineering option. Prospective students have been consulted on this change. The Environmental option within the Civil Engineering program is undersubscribed; therefore the Department has elected to discontinue the option. Courses associated with the option will still be available.

Motion: *That Senate approve the suspension of admission to the Bachelor of Applied Science in Civil Engineering, Environmental Engineering Option, effective for entry to the 2016 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Admissions Committee

Contact: Dr. Norm Hutchinson Phone: 822-8818 Effective Session for Change: 16S		Faculty Approval Date: Nov. 5, 2015 Email: norm@cs.ubc.ca	
COMPUTER SCIENCE			
Proposed Calendar Entry: Computer Science The <u>Department of Computer Science</u> offers opportunities for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts in Computer Science, see the Computer Science entry in the Arts section. For information on advanced degrees, see graduate <u>Computer Science</u> . All students who intend to take honours in Computer Science must consult the head of the Department.		http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,421 Present Calendar Entry: Computer Science The <u>Department of Computer Science</u> offers opportunities for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts in Computer Science, see the Computer Science entry in the Arts section. For information on advanced degrees, see graduate <u>Computer Science</u> . All students who intend to take honours in Computer Science must consult the head of the Department. High school or college transfer students can apply directly to the Computer Science specialization when they apply for admission to UBC by selecting the Bachelor of Science, Computer Science Major as their choice of program and specialization on the UBC application form.	
Students...		Students... . Action: Remove the paragraph about direct admissions to the department from high school. Rationale: The option to apply to the Computer Science Major directly from high school does not align with other Faculty of Science Majors, which students declare in second year. The direct-entry option was implemented at a time when there was a need to encourage enrolment in this program. Now, applications to Computer Science specializations are exceeding the Department's capacity to accommodate students. The proposed changes will align the Computer Science Major with other Faculty of Science programs and allow us to better predict and control enrolment for the Major.	



UBC Admission Proposal Form Change to Course or Program

Category: 1

Faculty: Science Department: Dean's Office Faculty Approval Date: Nov. 5, 2015 Effective Session (W or S): S Effective Academic Year: 2016	Date: Nov. 5, 2015 Contact Person: Dr. Norm Hutchinson Phone: 2-8818 Email: norm@cs.ubc.ca
<p>Proposed Calendar Entry:</p> <p>Admission and Transfer ... UBC-Langara Aboriginal Transfer Partnership (ATP)</p> <p>To be eligible to transfer to UBC through this partnership, Aboriginal students must meet the general requirements for admission as a post-secondary transfer student (above) as well as the following specific requirements:</p> <ul style="list-style-type: none"> • Successful completion of at least 48 (and no more than 60) credits transferable to UBC at Langara (within the last five years) including the courses required for admission at the third-year level (see Promotion Requirements). • An overall average of B⁻ or higher (2.67 on the Langara grade scale) on the most recent 30 credits of transferable courses attempted, including failed and retaken courses. If in a particular year the competitive admission criterion is lower than 2.67, then the applicants in that year will be evaluated against the lower admission criterion. For more information, see transfer.aboriginal.ubc.ca. <p>Note that entry into some</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,406#21083</p> <p>Present Calendar Entry:</p> <p>Admission and Transfer ... UBC Langara Aboriginal Transfer Program</p> <p>To be eligible to transfer to UBC through this program, Aboriginal students must meet the general requirements for admission as a post-secondary transfer student (above) as well as the following specific requirements:</p> <ul style="list-style-type: none"> • Successful completion of at least 48 (and no more than 60) credits transferable to UBC at Langara (within the last five years) including the courses required for admission at the third-year level (see Promotion Requirements). • An overall average of B⁻ or higher (2.67 on the Langara grade scale) on the most recent 30 credits of transferable courses attempted, including failed and retaken courses. Note that some specializations may require a higher average.



specializations may require a higher average.

- Successful completion of the **ATP Transition Plan** offered by Langara in collaboration with UBC.

Students who do not meet the program's requirements, for example, who qualify for second-year standing but not third, may **be considered** for admission as a transfer student and can be considered through UBC's Aboriginal Admissions Policy.

Transfer from Another UBC Program

...

- Successful completion of the ~~Langara Aboriginal Plus Program~~ offered by Langara in collaboration with UBC.

Students who do not meet the program's requirements, for example, who qualify for second-year standing but not third, may ~~apply~~ for admission as a transfer student and can be considered through UBC's Aboriginal Admissions Policy.

Transfer from Another UBC Program

...

Action: Update language. Clarify the admission standard.

Rationale: The UBC Vancouver Senate has recently approved a new partnership with participation by most direct-entry UBC Vancouver programs. The language of the new agreement is being incorporated into the Science statement of participation, which was first introduced as a pilot.

The intention of the partnership is to ensure that Aboriginal students are well prepared to succeed when they enter UBC. The Transition Plan, a program that introduces students to the culture of academic learning and provides degree planning and other advising services, is a joint initiative of UBC and Langara. The additional language about the admission cutoff is to ensure that, should the competitive cutoff for Science drop below the traditional level (3.0-3.3), these students would not be held to a higher standard than other applicants.

UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Medicine Department: MD Undergraduate Faculty Approval Date: Effective Session: 2016W Year for Change: 2016</p>	<p>Date: July 8, 2015 Contact Person: Seanna Martin Phone: 604-875-4111 ext 68923 Email: seanna.martin@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Proposed Calendar Entry:</p> <p>Selection of a Program of Pre-Medical Studies</p> <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform to the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds are considered desirable.</p> <p>Students who have completed programs and who then enroll in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisite Requirements and Recommended Courses</p> <p>Candidates for admission must be Canadian Citizens or Permanent Residents and must have completed a minimum of 90 graded credits of university-level study (e.g., excluding</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Present Calendar Entry:</p> <p>Selection of a Program of Pre-Medical Studies</p> <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform to the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds is considered desirable.</p> <p>Students who have completed programs that include all the prerequisites and who then enroll in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisites</p> <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year</p>

pass/fail credits). These, including the required university-level prerequisite course **work** (or their equivalents) must be completed by April 30 of the year for which admission is sought.

A full year of English (minimum of 6 credits) is the only prerequisite coursework required for entry into the Doctor of Medicine program. However, courses in biology, general/inorganic chemistry, organic chemistry and biochemistry are strongly recommended. Further information on recommended courses can be found at [M.D. Undergraduate Admissions](#).

...

Required Academic Standards

Applications for admission will be considered from candidates who **are Canadian Citizens or Permanent Residents and who** will have completed all prerequisite courses prior to April 30 of the year for which admission is sought, have achieved the minimum required MCAT scores, and who have attained a minimum overall academic average of 70% based on all university-level courses attempted.

There is an overall [academic threshold](#) below which a full file review will not be performed.

All supporting documentation (including transcripts, AP/IB transcripts, foreign transcripts, exchange program or study abroad transcripts, etc.) that arrive in the Admissions Office after the posted application deadline will not be accepted and will result in the application being

for which admission is sought.

~~The following prerequisite courses are required for entry into the Doctor of Medicine program: a full year (minimum of 6 credits) in English, biology, general/inorganic chemistry, organic chemistry and biochemistry. Specific course requirements are listed at [M.D. Undergraduate Admissions](#).~~

~~Students completing [Science One](#) at UBC meet the first year Biology and Chemistry requirements. Courses in behavioural sciences, biometrics and statistics, and physics are recommended, but not required.~~

...

Required Academic Standards

Applications for admission will be considered from candidates who will have completed all prerequisite courses prior to April 30 of the year for which admission is sought, have achieved the minimum required MCAT scores, and who have attained a minimum overall academic average of 70% based on all university-level courses attempted.

There is an overall threshold [academic average](#) below which full file review will not be performed.

All supporting documentation (including transcripts, ~~citizenship documentation~~, AP/IB transcripts, ~~high school transcripts~~, foreign transcripts, exchange program or study abroad transcripts, etc.) that arrive in the Admissions Office after the posted application deadline will not be accepted and will result in the application being rendered ineligible.

rendered ineligible.

Persons who have been required to withdraw from another medical school for academic reasons are **not** eligible to apply.

Selection Process

The entering class is limited to 288 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria:

- **An** academic evaluation **is** calculated **as follows**:
 1. Overall academic average, based on all university-level courses **with grades** attempted (including summer courses **taken prior to the year of application and graduate courses with grades**). **The academic year** (September -August) with the lowest academic average will be dropped (if applicable). At most, 30 credits can be dropped. If more than 30 credits are presented in one academic year, the 30 credits with the lowest grades will be removed. In order to have the academic year with the lowest academic average dropped, applicants must have 90 credits with grades remaining by the application

Persons who have been required to withdraw from another medical school for academic reasons are **not** eligible to apply.

Selection Process

The entering class is limited to 288 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enrol the most highly qualified applicants who will be evaluated on the following criteria:

- ~~Two~~ academic evaluations ~~are~~ calculated:
 1. Overall academic average, based on all university-level courses attempted (including summer courses ~~and graduate courses~~ with grades). The academic year (September - August) with the lowest academic average will be dropped (if applicable). At most, 30 credits can be dropped. If more than 30 credits are presented in one academic year, the 30 credits with the lowest grades will be removed. In order to have the academic year with the lowest academic average dropped, applicants must have 90 credits with grades remaining by the application deadline.
 - ~~2. Prerequisite courses~~

THE UNIVERSITY OF BRITISH COLUMBIA

<p>deadline.</p> <ul style="list-style-type: none"> • MCAT scores. • The evaluation of non-academic criteria based on the following: <ol style="list-style-type: none"> 1. A list of extracurricular activities prepared by the applicant. 2. A report of non-academic experiences and a rural interest statement. 3. Interview, if granted. 4. Three references, when requested. 5. Rural/remote suitability (if applicable). 6. Essay by Aboriginal (First Nations, Métis, or Inuit) candidates who are applying to the Aboriginal Stream. <p>...</p>	<p>average.</p> <ul style="list-style-type: none"> • MCAT scores. • The evaluation of non-academic criteria based on the following: <ol style="list-style-type: none"> 1. A list of extracurricular activities prepared by the applicant. 2. A report of non-academic experiences and a rural interest statement. 3. Interview, if granted. 4. Three references, when requested. 5. Rural/remote suitability (if applicable). 6. Essay by Aboriginal (First Nations, Métis, or Inuit) candidates who are applying to the Aboriginal Stream. <p>Type of Action: Deleted and amended wording re: prerequisite courses.</p> <p>Rationale: As of the 2016-17 application cycle, the current science prerequisite courses will no longer be mandatory, but instead will be “strongly recommended.” A full year of English will continue to be required. Other wording changes improve the calendar language to ensure better clarity regarding policies</p> <p>Citizenship documentation is removed as a requirement from this section is because it is required for verification of an applicant’s identity and status at time of interview instead of the initial application deadline. Applicants who do not provide citizenship documentation by time of application will not be rendered ineligible. This change in process is necessary because it is too easy to falsify these documents and we have the opportunity to review originals during the interview event.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Education Department: Teacher Education Office Faculty Approval Date: Effective Session: Winter Term 1 Effective Academic year: 2016</p>	<p>Date: October 27, 2015 Contact Person: John Yamamoto Phone: 2-5222 Email: john.yamamoto@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Admission</i></p> <p>The Faculty admits students on the basis of merit and is committed to admitting qualified candidates who reflect the ethnic, cultural, and social diversity of British Columbia. Applications are encouraged from persons of Aboriginal ancestry (see Canadian Aboriginal Students), visible minorities, persons with disabilities, women in subject areas in which they are under-represented, and men interested in primary school teaching. All qualified applicants are encouraged to apply.</p> <p>A criminal records check will be required of all teacher candidates admitted to the B.Ed. program.</p> <p>Elementary Teacher Education</p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants must have completed a minimum three-year degree (academic</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157</p> <p>Present Calendar Entry:</p> <p><i>Admission</i></p> <p>The Faculty admits students on the basis of merit and is committed to admitting qualified candidates who reflect the ethnic, cultural, and social diversity of British Columbia. Applications are encouraged from persons of Aboriginal ancestry (see Canadian Aboriginal Students), visible minorities, persons with disabilities, women in subject areas in which they are under-represented, and men interested in primary school teaching. All qualified applicants are encouraged to apply.</p> <p>The Faculty recommends that all applicants have completed a course focussing on Aboriginal peoples before the commencement of the program. A course may be completed in any discipline at any university level.</p> <p>A criminal records check will be required of all teacher candidates admitted to the B.Ed. program.</p> <p>Elementary Teacher Education</p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants to the 12-month option must have completed a minimum</p>



equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. The applicant must present the following **30 credits of** specific course work, which may be included within the initial degree.

- 6 credits of English literature and composition or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition.
- 3 credits (minimum) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics).
- 3 credits (minimum) of mathematics (not statistics or business mathematics).
- 6 credits of Canadian content of which at least 3 credits must be Canadian history or geography.
- 12 senior-level credits (third- or fourth-year level) from non-Education coursework.

In addition, applicants must present a minimum average of 65% on the most recently completed 60 credits.

Applicants to the French Immersion or Core French program options must pass an oral and written French diagnostic test at an appropriate level prior to admission. Applicants are strongly encouraged to have taken university-level coursework in French grammar and composition.

In addition, applicants must have **a minimum of 75 hours of practical experience (volunteer or paid)** working with young people, preferably at the age range they are proposing to teach.

three-year degree (academic equivalent to a UBC Bachelor's degree) at an accredited post-secondary institution. The applicant must present the following specific course work, which may be included within the initial degree.

Admission Requirements

Part I

1. 6 credits of English literature and composition ~~or UBC Arts One~~, or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition.
2. 3 credits (minimum) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics).
3. 3 credits (minimum) of mathematics (**not** statistics or business mathematics).
- ~~4. 3 credits of Canadian history or Canadian geography.~~
- ~~5. 3 credits of Canadian studies (additional courses in Canadian history/geography or a course in Canadian literature, Canadian society, or any social studies course with specific Canadian content).~~

Part II

~~12 senior-level credits (third- or fourth-year level) from non-Education coursework.~~

Part III

~~Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution.~~

~~A minimum average of 65% is required on the last 60 credits.~~

Applicants to the ~~12-month~~ French Immersion or Core French program options must pass an oral and written French diagnostic test at an appropriate level prior to admission. Applicants are strongly



Middle Years Teacher Education

The Middle Years Education option prepares students to teach Grades 6 through 8. Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. The applicant must present the following specific coursework, which may be included within the initial degree.

1. 6 credits of English literature and composition or equivalent;
2. 3 credits (**minimum**) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics).
3. **3 credits of mathematics (not statistics or business mathematics).**
4. 6 credits of Canadian content of which at least 3 credits must be Canadian history or geography;
5. Specialization: Applicants must choose one from English, physical education, science (one of or any combination of biological sciences, chemistry, earth science and physics) and social studies (history or geography or the combination of the two). Applicants must complete 24 to 33 credits of specific coursework within given fields as defined on self-assessment worksheets ([Teacher Education Office](#)). Students wishing to teach subjects other than the above listed should apply for the secondary option;
6. A minimum average of 65% on the pre-admission studies specified in points 1 to **5** above.

encouraged to have taken university-level coursework in French grammar and composition.

In addition, applicants ~~to all program options~~ must have ~~volunteer or other experience in~~ working with young people, preferably at the age range they are proposing to teach.

Middle Years Teacher Education

Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. The applicant must present the following specific coursework, which may be included within the initial degree.

1. 6 credits of English literature and composition or equivalent;
2. 3 credits ~~in each~~ of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, geology, astronomy, or physics), ~~and mathematics (not statistics);~~
3. Specialization: Applicants must choose one from English, physical education, science (one of or any combination of biological sciences, chemistry, earth science and physics) and social studies (history or geography or the combination of the two). Applicants must complete 24 to 33 credits of specific coursework within given fields as defined on self-assessment worksheets ([Teacher Education Office](#)). Students wishing to teach subject ~~areas~~ other than the above listed should apply for the secondary option;
4. 6 credits of Canadian content of which at least 3 credits must be Canadian history or geography; and
5. A minimum average of 65% on the pre-admission studies specified in points 1 to **4** above.

In addition, applicants must have ~~volunteer~~



addition, applicants must have a **minimum of 75 hours of practical experience (volunteer or paid)** working with young people, preferably at the age range they are proposing to teach.

Middle years teachers normally teach more than one subject area. It is recommended that applicants have completed a wide range of courses relevant to teaching in middle schools.

Secondary Teacher Education

The Secondary Teacher Education option prepares students to teach Grades 8 through 12. Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. **In addition to the requirements noted below,** the applicant must present required coursework **in specific teachable subjects** as stipulated in the Teachable Subject Requirements below, which may be included within the initial degree. For additional information please refer to **the self-assessment worksheets provided on the Teacher Education website (Teacher Education Office).**

1. 6 credits of English literature and composition or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition;
2. Specific credits as defined on self-assessment worksheets ([Teacher Education Office](#)) within at least one widely taught teachable subject (see table below).
3. A **minimum** average of 65% on the senior courses, normally numbered 300 or higher, **as defined on the self-assessment worksheets.**

Applicants to the French Immersion Option **for teachable subjects other than French** must have completed, in addition to the

~~or other experience in~~ working with young people, preferably at the age range they are proposing to teach.

Middle years teachers normally teach more than one subject area. It is recommended that applicants have completed a wide range of courses relevant to teaching in middle schools.

Secondary Teacher Education

Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. ~~The applicant must present required coursework as stipulated in Secondary Teacher Field Requirements below,~~ which may be included within the initial degree.

1. 6 credits of English literature and composition or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition;
2. ~~One of the following:~~
 - ~~1- one teaching major;~~
 - ~~2- two teaching concentrations; or~~
 - ~~3- one teaching major and one teaching concentration; and~~
3. ~~An~~ average of 65% on the senior courses, normally numbered 300 or higher, ~~is required for each teaching field.~~

Applicants to the French Immersion Option must have completed, in addition to the above requirements, a minimum of 9 credits (or equivalent) of French at the second-year level, including 3 credits in each of French literature, French grammar, and French composition. Applicants to the French Immersion Option and applicants



ive requirements, a minimum of 9 credits (or equivalent) of French at the second-year level, including 3 credits in each of French literature, French grammar, and French composition. Applicants to the French Immersion Option and applicants presenting French as their **teachable** subject must also **demonstrate** oral and written French **proficiency** at an appropriate level prior to admission. If applicants pass at the highest level, the required 9 credits of French may be waived. An interview may be required. Please contact the Teacher Education Office for further information.

In addition, applicants must have **a minimum of 75 hours of practical experience (volunteer or paid)** working with young people, preferably at the age range they are proposing to teach.

Secondary Teachable Subject Requirements

The following is a list of secondary teachable subjects. At least one must be a subject widely taught in BC secondary schools. Because certain subjects are not widely taught in BC secondary schools, students preparing to teach a subject marked with an asterisk (*) must prepare to teach at least one without an asterisk.

Field

Art
Biological Sciences
Business Education
Career Preparation (CHEF Education)
Chemistry
Mandarin Chinese*
Computer Science*
Earth Science

presenting French as their ~~teaching~~ subject must also ~~pass the~~ oral and written French ~~test~~ at an appropriate level prior to admission. If applicants pass at the highest level, the required 9 credits of French may be waived. An interview may be required. Please contact the Teacher Education Office for further information.

In addition, applicants must ~~have volunteer or other experience in~~ working with young people, preferably at the age range they are proposing to teach.



English

English Language Learner Education*

French

Geography

German*

History

Home Economics

Italian*

Japanese*

Korean*

Mathematics

Music

Physical Education

Physics

Punjabi*

Russian*

Social Science*¹

Spanish*

Technology Education

Theatre

¹ A social science other than history or geography.

The teachable subject requirements for admission to the B.Ed. (Secondary) are listed below. A teachable subject normally consists of 18 credits of senior courses (numbered 300 or higher and taken in years three and four) in addition to specified junior courses (numbered below 300). Students preparing for secondary teaching should have completed all junior and senior requirements for their intended teachable subjects(s) before seeking admission to the teacher education program.

As indicated below, a number of schools and departments of the University have designed undergraduate degree programs for prospective secondary teachers; the detailed requirements of such programs are listed in the faculty and school entries. Graduates of equivalent programs at other recognized universities are, of course,

Dual Degrees

Dual degrees are not open to students with a previous degree.

All students will initially be accepted on a provisional basis. Admission will be confirmed only after successful completion of both Year 2 and the in-school practicum in May following the second year of their undergraduate program.

~~B.Ed. (Secondary) and B.Sc. (Mathematics and Physics)~~

~~Application for admission to the program is made through the Science Information Centre in the Fall of the second year of their undergraduate program after gaining admission to the appropriate major program in Science and must receive approval from the Faculties of Science and Education.~~

~~For detailed descriptions of program~~



gible for consideration.

Art Education

[...]

Theatre Education

For Theatre as a teachable subject, students must have completed a minimum of 12 credits of junior theatre courses and 18 credits at the third and fourth-year level. The total concentration or major might include a variety of courses in the following areas: acting, directing, theatrical production, history of theatre, theatre education and theatre studies.

Dual Degrees

Dual degrees are not open to students with a previous degree. **Students have the opportunity to begin teacher education at the secondary level while concurrently enrolled in specific Bachelor degree studies at UBC in**

- **Food, Nutrition and Health**
- **Kinesiology**
- **Mathematics**
- **Music**
- **Physics**

All students will initially be accepted on a provisional basis. Admission will be confirmed only after successful completion of both Year 2 and the in-school practicum in May following the second year of their undergraduate program.

For more details please see information posted on the [Pre-Admission Advising page](#) of the Calendar.

~~requirements consult the [Mathematics](#) or [Physics](#) program listings in the Faculty of Science.~~

~~**B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)**~~

~~Application for admission to the program is made through the [Land and Food Systems website](#) by January 31 of the second year of their undergraduate program and must receive approval from the Faculties of Land and Food Systems and Education.~~

~~**B.Ed. (Secondary) and B.Kin.**~~

~~Application for admission to the program is made through the School of Kinesiology [website](#) or at the Kinesiology Advising Office. Students apply in January of the second year of their undergraduate program and must receive approval from the School of Kinesiology and the Faculty of Education. All students whose applications are successful will be admitted to the Faculty of Education beginning Summer Session, Year 2.~~

~~**B.Ed. (Secondary) and B.Mus.**~~

~~Application for admission to the program option is made through the Faculty of Arts' [School of Music website](#) or at the School of Music Advising Office. Students apply in January of the second year of their undergraduate program after completion of EDCP 210 and must receive approval from the Faculty of Arts (School of Music) and the Faculty of Education. All students whose applications are successful will be admitted to the Faculty of Education beginning Summer Session, Year 2.~~

~~**Career Preparation (Chef Education)**~~

~~See [Path 1 The Concurrent Path for Career Education CHEF Teachers](#).~~



	<p>Action:</p> <ol style="list-style-type: none"> 1. Use consistent formatting/language for more general requirements for all program options. 2. Move Dual Degree information to end after Secondary teachable subject information. <p>Rationale:</p> <ol style="list-style-type: none"> 1. As the revised program now includes a mandatory Aboriginal education course, it is no longer necessary to recommend that students take such a course prior to entering. 2. Changes to reflect recent revisions to remove major/concentration designations for incoming secondary students. 3. Removal of certain information not required under Education, specifically that which is more suitable for inclusion in the calendar under different faculties.



UBC Admissions Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Nov. 5, 2015 Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: October 5, 2015 Contact Person: Michael Isaacson Phone: 604-822-4338 Email: isaacson@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Civil Engineering</p> <p>The Department of Civil Engineering offers a program leading to the Bachelor of Applied Science in Civil Engineering. Interested students should apply for the Civil Engineering program after completing first year engineering, or after second year if applying from another institution. Within the Civil Engineering program, students may register in an Environmental Engineering Option that begins in third year. This is a modification of the regular Civil Engineering program in which environmental engineering courses replace some regular program courses in the third and fourth years of study.</p> <p>Prospective students should be aware that an enrolment limit may apply to the program, and to the option. For further information Visit Civil Engineering</p> <p>NOTE: The intake of students into the Environmental Engineering Option has been suspended effective 2016.</p> <p>Environmental Engineering Option (enrollment suspended)</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,37</p> <p>Present Calendar Entry:</p> <p>Civil Engineering</p> <p>The Department of Civil Engineering offers a program leading to the Bachelor of Applied Science in Civil Engineering. Interested students should apply for the Civil Engineering program after completing first year engineering, or after second year if applying from another institution. Within the Civil Engineering program, students may register in an Environmental Engineering Option that begins in third year. This is a modification of the regular Civil Engineering program in which environmental engineering courses replace some regular program courses in the third and fourth years of study.</p> <p>Prospective students should be aware that an enrolment limit may apply to the program, and to the option. For further information Visit Civil Engineering</p> <p>Environmental Engineering Option</p> <p>...</p> <p>Type of Action: Program change</p> <p>Rationale for Proposed Change: Modifications to program to reflect suspension of entry into the Environmental Engineering option; prospective students in the Option have been consulted on this change. Engineering accreditation rules require that options within a program be sufficiently distinct from each other. The Environmental option within the Civil Engineering program is undersubscribed; therefore the department has elected to discontinue the option. The courses previously restricted to this option will become available to all students in the Civil Engineering program.</p>



8 January, 2016

To: Senate
From: Agenda Committee
Subject: Senate Meeting Schedule 2016-2017

Please be advised that pursuant to Rule 17 (a) of the *Rules and Procedures of Senate*, the Senate meeting schedule for 2016-2017 will be as follows:

September 14, 2016
October 19, 2016
November 16, 2016
December 14, 2016
January 18, 2017
February 15, 2017
March 15, 2017
April 19, 2017
May 17, 2017*

All meetings will be from 6:00 pm to 8:30 pm, and at the Victoria Theatre (IKBLC 182) unless another location is determined by the Senate Agenda committee.

*Last regularly scheduled meeting of this triennium



7 January 2016

To: Senate

From: Senate Agenda Committee

Re: Correction to 15 April 2015 Senate Minutes

Senator Knight has advised the Secretary of an error in the April 2015 minutes of Senate: the senator made an oral correction to the notice of motion he made at the previous meeting and this was not reflected in the minutes. The Agenda Committee would recommend:

That the Minutes of 15 April 2015 reflect a correction made on the floor to the Notice of Motion given at the previous meeting correcting “VP Legal” to read “University Counsel”.

4 December 2015

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (November 2015)

The 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:

BACHELOR of Commerce International Student Bursary – Bursaries valued at up to \$20,000 each are offered annually by the Sauder School of Business to continuing international undergraduate students who were previously awarded the Bachelor of Commerce International Entrance Scholarship and demonstrate financial need but do not meet the Senate’s academic criteria for retaining an award. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2016/2017 Winter Session)

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. (First Award Available in the 2016/2017 Winter Session)

Norman EPSTEIN Award in Chemical Engineering – A \$1,050 award has been made available through an endowment established by Henry Wakabayashi to honor Dr. Norman Epstein, who was his Professor in 1958, to support a fourth year undergraduate student in Chemical Engineering who shows diligence in the fundamentals of Chemical Engineering demonstrated through their projects and courses. Dr. Epstein connected, engaged and taught his students in a positive and impactful way that added significant value to his students’ respective careers. Henry Wakabayashi, his wife Yvonne and his two daughters Beth and Wendy have established this award in appreciation of Dr. Epstein’s influence, encouragement and support.

The award is made on the recommendation of the Department of Chemical Engineering. (First Award Available in the 2016/2017 Winter Session)

Sara HODSON Kinesiology Co-op Student of the Year Award – A \$1,000 award is offered annually to a student in the School of Kinesiology's Co-op Program, by alumna Sara Hodson, Founder & President of Live Well Exercise Clinic and a leader in advocating for physician-prescribed exercise by designing supervised clinical exercise programs that specialize in prevention of obesity, diabetes, and heart disease. The award recognizes outstanding achievement in all aspects of the co-op student's performance, including academics, the workplace, and professional/community involvement. The award is made on the recommendation of the School of Kinesiology Co-op Advisory Committee. (First Award Available in the 2015/2016 Winter Session)

HOEGG Family MBA Scholarship – A \$10,000 scholarship is offered annually by the Hoegg Family to the top female Canadian student entering the Masters of Business Administration program at the Sauder School of Business. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2016/2017 Winter Session)

Brigitte RAUDZUS Memorial Award in Physical Therapy – A \$1,000 award is offered annually by Dietmar Raudzus in memory of his wife Brigitte Raudzus for physical therapy students with an interest in working with children with developmental or neurologic disorders. Brigitte was an involved UBC alumna (BSc Rehab 1966) and physiotherapist, and was also very active in her community as a volunteer and philanthropist. The award will be made on the recommendation of the Department of Physical Therapy in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

SAUDER School of Business Aboriginal Scholarship – Scholarships valued at up to \$10,000 each are offered annually by the Sauder School of Business to continuing Bachelor of Commerce students who were previously awarded the Major Entrance Aboriginal Scholarship. Subject to continued scholarship standing, the scholarship may be renewed for up to two additional years of undergraduate study or to degree completion, whichever is the shorter period. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2016/2017 Winter Session)

Zoltan TALLAN Bursary for Medical Residents in Physical Medicine and Rehabilitation – Bursaries totaling \$7,800 are offered annually by the Tallan Foundation to UBC medical residents enrolled in UBC's Division of Physical Medicine and Rehabilitation. Dr. Zoltan Tallan (MD University of Budapest 1941) was a physiatrist who practiced for much of his career in Victoria. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2015/2016 Winter Session)

UNDERGRADUATE Enrichment Scholarship – One or more scholarships totalling \$1,225 have been made available through an endowment established by Peter and Debra Simmons to support scholarship(s) for undergraduate students who have completed at least one year of study and are proceeding to a higher undergraduate year. Peter Simmons, who served at UBC as Professor, and later Professor Emeritus, and his wife Debra, believe their lives were greatly enriched by their university educations. They hope these scholarships will help others to similarly acquire foundations for their lives. The awards are made on the recommendation of Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

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. (First Award Available in the 2015/2016 Winter Session)

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

#616

Present Award Title and Description: William G. Black Memorial Prize – A prize of \$1,550 has ~~endowed~~ by the late Dr. William G. Black, B.A. 1922, who retired from the ~~Faculty~~ in 1963 after many years of service. The award is made for ~~an~~ essay ~~to be written at a specified time, on a topic related to some aspect of~~ Canadian citizenship. ~~The topic is established and the winner selected by a committee consisting of representatives of the Faculty of Law and the Departments of Anthropology and Sociology, History, and Political Science. The competition is open to students who are enrolled full-time at UBC and who do not already possess a graduate degree. The University reserves the right to withhold the award in any given year if there are no essays submitted of an appropriate calibre. The decision of the judges is final. The competition is normally held in late October. Details will appear in various university publications. For further information contact the Office of Awards and Financial Aid.~~

Proposed Award Title and Description: William G. Black Memorial Prize - A \$1,550 prize has **been made available through an endowment established** by the late Dr. William G. Black, B.A. 1922, who retired from the **University** in 1963 after many years of service. **The prize is for the best essay** on Canadian citizenship, **and it is offered** to students who are enrolled full-time at UBC and who do not already possess a graduate degree. **The award is offered on a rotating basis on the recommendation of the departments of Sociology, History, and Political Science, in the Faculty of Arts, and of the Faculty of Law. The recommendation process will be administered by the Office of the Dean in the Faculty of Arts. In the case of graduate students, the recommendation is made in consultation with the Faculty of Graduate and Postdoctoral Studies.**

Rationale for Proposed Changes – Type of Action: this prize has been awarded only twice in the last 18 years because the original recommendation process, based on a yearly competition, has become impractical. Following the terms of the trust, we have changed the calendar description in collaboration with the Faculty of Arts and the Faculty of Law. The prize will be given out on a rotating basis by the three relevant departments in the Faculty of Arts, and by the Faculty of Law. In order to make sure that the rotation is operating correctly, the recommendation process will be administered by the Office of the Dean in the Faculty of Arts.

#1023

Present Award Title and Description: Greene Innovation Award – Awards totaling \$3,900 have been ~~endowed~~ by the family of Virginia Greene, the Business Council of British Columbia, and the Sauder School of Business in recognition of Virginia Greene and her dedication to community and lifetime of achievements. The awards recognize MBA candidates who ~~have completed~~ an internship in the not-for-profit and/or social enterprise sector. These internships will give promising MBA students a unique learning experience that will tap and further develop their potential while providing benefit to the non-profit and social enterprise sector. The award(s) are made on the recommendation of the Sauder School of Business.

Proposed Award Title and Description: Greene Innovation Award - Awards totaling \$3,900 have been **made available through an endowment established** by the family of Virginia Greene, the Business Council of British Columbia, and the Sauder School of Business in recognition of Virginia Greene and her dedication to community and lifetime of achievements. The awards recognize MBA candidates who **are entering** an internship in the not-for-profit and/or social enterprise sector. These internships will give promising MBA students a unique learning experience that will tap and further develop their potential while providing benefit to the non-profit and social enterprise sector. The awards are made on the recommendation of the Sauder School of Business.

Rationale for Proposed Changes – Type of Action: upon request from the Development Office of the Sauder School of Business, we have changed the calendar description so that the award criterion is more consistent with the purpose of the endowment fund that supports the award.

#1452

Present Award Title and Description: Reginald L. Clarkson Memorial Award in Athletics – One or more awards with a minimum value of \$500 each ~~have been established by Reginald L. Clarkson's family and friends, in recognition of Reg's impact on UBC Athletics and the community. The awards are available~~ for outstanding student-athletes who have demonstrated excellent leadership skills ~~and maintained good academic standing. In the spirit of Reg's lifelong passion for participation in team sports and for lending a helping hand to others who needed it, preference will be given to student athletes who~~ have a financial need that is not being met by

other means. Awards are made on the recommendation of the ~~Varsity Athletic Awards Committee.~~

Proposed Award Title and Description: Reginald L. Clarkson Memorial Award in Athletics – In recognition of his impact on UBC Athletics and the community, the Estate of Mrs. Peggy Clarkson has endowed a permanent fund to provide one or more awards with a minimum value of \$500 each in memory of Reginald Clarkson. While at UBC, Reginald starred on UBC's great 1945-46 Hall of Fame basketball team, led the Thunderbird football team to the 1945 Hardy Cup and after his career at UBC, moved on to play professional basketball, baseball and football. Peggy and Reginald Clarkson were married for over 59 years. Awards are made on the recommendation of the Department of Athletics and Recreation for outstanding students who have demonstrated excellent leadership skills and have financial need that is not being met by other means. Preference will be given to: student athletes who have participated in more than one sport in high school, leading to their chosen sport in university, or who are currently participating in more than one varsity sport; student athletes who have overcome a financial, academic, physical or other barrier; and student athletes who are actively involved in their community to improve the lives of others.

Rationale for Proposed Changes – Type of Action: we have revised the award description so as to comply with the instructions as contained in the first codicil attached to the donor's last will and testament. These instructions include changing the award from annually funded to endowed, embed financial need as a main award criterion, and add a new list of criteria under a "preference" language.

#1821

Present Award Title and Description: Carlos Carrillo Community Service Award – A ~~\$3,600 service award is endowed~~ by friends and family in honour of Dr. Carlos Carrillo who was a tremendous advocate for donating his time and talent in providing oral health care worldwide. This award will recognize ~~an~~ outstanding student who demonstrates leadership, interest and passion in community oral health care outreach both locally and internationally. Recommendations are made by the Faculty of Dentistry and, in the case of graduate students, in consultation with the Faculty of Graduate Studies.

Proposed Award Title and Description: Carlos Carrillo Community Service Award – Two service awards totalling \$3,600 have been made available through an endowment established by friends and family in honour of Dr. Carlos Carrillo who was a tremendous advocate for donating his time and talent in providing oral health care worldwide. This award will recognize two outstanding students who demonstrate leadership, interest and passion in community oral health care outreach both locally and internationally. Recommendations are made by the Faculty of Dentistry and, in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: As requested by the donor representative, in collaboration with the Development Office of the Faculty of Dentistry, we have increased the number of awards available and, subsequently, reduced the dollar value of the awards. The request, and resulting change of the calendar description, are in compliance with the terms governing the endowment fund supporting the award.

#1971

Present Award Title and Description: Leon Tuey Scholarship in Art Education – Scholarships totalling \$13,350 have been ~~endowed~~ by Leon and Joan Tuey for students in Art Education. The awards are offered to students in ~~Secondary School~~ Education concentrating ~~or~~ ~~majoring~~ in Art Education and are made on the recommendation of the Faculty of Education.

Proposed Award Title and Description: Leon Tuey Scholarship in Art Education – Scholarships totalling \$13,350 have been **made available through an endowment established** by Leon and Joan Tuey for students in Art Education. The awards are offered to students in **the Bachelor of Education** concentrating in Art Education and are made on the recommendation of the Faculty of Education.

Rationale for Proposed Changes – Type of Action: we have changed the calendar description in collaboration with the donors, upon a request of the Faculty of Education to widen the pool of candidates.

#3787

Present Award Title and Description: Pharmaceutical Sciences Travel Abroad Award – A \$1,000 award has been ~~endowed~~ by generous supporters of the Faculty of Pharmaceutical Sciences for an undergraduate student who has volunteered their time and efforts in a developing country. To be eligible for the award, candidates must ~~have finished their travels within the year prior to the award being given out and~~ have demonstrated their volunteer outcomes as required by the Faculty of Pharmaceutical Sciences. The award is made on the recommendation of the Faculty.

Proposed Award Title and Description: Pharmaceutical Sciences Travel Abroad Award – A \$1,000 award has been **made available through an endowment established** by generous supporters of the Faculty of Pharmaceutical Sciences for an undergraduate student who has volunteered their time and efforts in a developing country. To be eligible for the award, candidates must have demonstrated their volunteer outcomes as required by the Faculty of Pharmaceutical Sciences. **Preference will be given to students who have finished their travels within the year prior to the award being given out.** The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

Rationale for Proposed Changes – Type of Action: in collaboration with Jennifer Chatterton, Director of Student Services in the Faculty of Pharmaceutical Sciences, we have introduced a preference language that would help ensure that this award is given out every year.

#4407

Present Award Title and Description: Association of Professional Engineers and Geoscientists Achievement Award in Geoscience – ~~An engraved plaque is~~ offered by the Association of Professional Engineers and Geoscientists of B.C. to students ~~completing the fourth year or a Bachelor of Science program~~ who have taken courses leading towards registration as professional geoscientists. ~~One plaque~~ is awarded in each branch of Geoscience, specifically Geology, ~~Geophysies~~, Geochemistry ~~and Environmental Geoscience (Geotechnics)~~, to students who show great promise. ~~The awards are made on the recommendation of the Faculty of Science.~~

Proposed Award Title and Description: Association of Professional Engineers and Geoscientists Achievement Prize in Geoscience – **Certificates and a monetary prize are** offered **annually** by the Association of Professional Engineers and Geoscientists of British Columbia **to graduating Bachelor of Science** students who have taken courses leading towards registration as professional geoscientists. **On the recommendation of the Department of Earth, Ocean and Atmospheric Sciences at UBC, one certificate** is awarded in each branch of geoscience, specifically geology and geochemistry, to a student who shows great promise.

Rationale for Proposed Changes – Type of Action: upon donor's request, replaced engraved plaques with certificates, and removed Environmental Science students from the award pool of candidates.

#4888

Present Award Title and Description: St. John's College Charles C.C. Wong Memorial Fellowship – Fellowships totalling \$18,000 have been ~~endowed~~ by family and friends in memory of Charles C.C. Wong for students in the Faculty of Graduate and Postdoctoral Studies who are residents of St. John's College ~~and is made on the recommendation of the Faculty~~. Recipients are known as St. John's Scholars.

Proposed Award Title and Description: St. John's College Charles C.C. & Sophia Wong Memorial Fellowship – Fellowships totalling **up to** \$18,000 have been **made available through an endowment established** by family members in memory of Charles C. C. **and his wife, Sophia Wong**, for students in the Faculty of Graduate and Postdoctoral Studies who are residents of St. John's College. **Fellowship** recipients are known as St. John's Scholars. **The award is made on the recommendation of St. John's College in consultation with the Faculty of Graduate and Postdoctoral Studies.**

Rationale for Proposed Changes – Type of Action: upon donor's request, and in consultation with St. John's College, we have changed the award title to honour the memory of Charles Wong's wife, Sophia Wong, and we have included language to allow internal flexibility in the determination of the award value.

#7928

Present Award Title and Description: Dorothy M. Wallis Memorial Bursary – One or more bursaries totaling \$1,650 have been ~~endowed~~ by family and friends of the late Dorothy M. Wallis (MEd UBC 1981). The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program.

Proposed Award Title and Description: John H and Dorothy M Wallis Memorial Bursary – One or more bursaries totalling \$1,650 have been **made available through an endowment established** by family and friends of the late **John H and (BA 1955, MA 1961) and** Dorothy M. Wallis (MEd, 1981). The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program. **The award is adjudicated by Enrolment Services.**

Rationale for Proposed Changes – Type of Action: upon request by the original donor's family, we have included the donor's name in the title and reference to the donor's education history in the calendar description.

ISI Award Amendments: These awards were initially created in 2012, and the award amount has not changed since then. As international student tuition has increased and is likely to continue to do so, ISI would like to increase the award amount of the International Major Entrance Scholarship (Vancouver) to allow us the flexibility to increase our award offers in step with increasing tuition rates.

For the rest of the awards, ISI would like to increase the maximum to allow us to make larger award offers as tuition increases. **(Submitted by Karen Waugh and Ella Wong, International Student Initiative)**

#4667 INTERNATIONAL Major Entrance Scholarship (Vancouver) – Renewable scholarships totalling up to ~~\$28,000~~ \$40,000, payable at ~~\$7,000~~ up to \$10,000 per year over four years, are available to outstanding international students entering undergraduate programs at the University of British Columbia Vancouver campus. International students selected for these scholarships demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period),

provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office.

#5379 FACULTY of Applied Science International Student Scholarship - Scholarships of amounts of up to ~~\$5,000~~ \$10,000 each are offered to continuing international students in the Faculty of Applied Science, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Applied Science.

#1392 FACULTY of Arts International Student Scholarship - Scholarships of amounts of up to ~~\$5,000~~ \$10,000 each are offered to continuing international students in the Faculty of Arts, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Arts.

#2408 FACULTY of Forestry International Student Scholarship – Scholarships of amounts of up to ~~\$5,000~~ \$10,000 each are offered to continuing international students in the Faculty of Forestry. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Forestry.

#4000 SCHOOL of Kinesiology International Student Scholarship – Scholarships of amounts of up to ~~\$5,000~~ \$10,000 each are offered to continuing international students in the School of Kinesiology, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the School, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the School of Kinesiology.

#809 FACULTY of Land and Food Systems International Student Scholarship – Scholarships of amounts of up to ~~\$5,000~~ \$10,000 each are offered to continuing international students in the Faculty of Land and Food Systems. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in

the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Land and Food Systems.

#3383 SCHOOL of Music International Student Scholarship – Scholarships of amounts of up to **\$5,000** \$10,000 each are offered to continuing international students in the School of Music. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the School, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the School of Music.

#1014 SAUDER School of Business International Student Scholarship – Scholarships of amounts of up to **\$5,000** \$10,000 each are offered to continuing international students in the Sauder School of Business. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in their faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Sauder School of Business.

#4451 FACULTY of Science International Student Scholarship - Scholarships of amounts of up to **\$5,000** \$10,000 each are offered to continuing international students in the Faculty of Science, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Science.



6 January 2016

To: Vancouver Senate

From: Awards Committee

Re: Lindsay and Elizabeth Gordon Awards

With gratitude to the generosity of the Gordon family, the Senate Awards Committee is pleased to present the attached four awards for consideration. These awards are unique in that they are open to students from both campuses for consideration in the same adjudication pool. This requires approval of these same descriptions of the awards by both Senates. The Admissions and Awards Committee of the Okanagan Senate has reviewed and approved the attached award descriptions, which the Okanagan Senate will review on January 27th, 2016.

Motion: *“That Senate approve and forward to the Board for approval, the descriptions for the four Lindsey and Elizabeth Gordon awards as attached, subject to the concurrent approval of these by the Okanagan Senate.”*

These awards are funded on an annual basis for four years by the Chancellor, Lindsay Gordon with the intent of recognizing and increasing participation of Aboriginal students in health-related programs. The awards will be administered by the Centre for Excellence in Indigenous Health. Proponents from the Centre have explained to the Committees that these awards have been purposefully constructed with broad criteria to be inclusive of the diverse Aboriginal student population. There is an understanding that with the anticipated success of these awards, adjustments to award criteria may be required in the funding program's later years, should the number of applications reach a level that requires a more competitive selection process. In the initial years of the program, the intention is for the criteria to remain broad to allow adjudicators latitude in funding deserving applicants.

The four awards are designed to support Aboriginal students at various points in their educational trajectory to encourage them to both pursue and continue training in the health sciences. While preference will be given to applicants pursuing degrees in the health sciences, the awards are broad in scope so that they remain available to people who are interested in all health-related disciplines. Some awards also have a financial need consideration and adjudicators will use information collected as part of the application process for these purposes. However, financial need will only be considered if



needed to differentiate between finalists who are equally outstanding. The primary goal of these awards is to recognize and encourage continuing excellence.

The award descriptions attached were originally submitted with a wealth of supporting documentation, including draft application forms, selection criteria, and the proposed membership of a cross-campus adjudication committee. Upon review of this documentation, both campuses' Committees agreed that while the broad criteria of these awards will make for a more challenging adjudication process, they have confidence in the Centre and the adjudication committee it has proposed to carry out these processes in a fair and equitable manner.

Respectfully submitted,

Dr. Lawrence H. Burr, Chair, Senate Awards Committee

Lindsay and Elizabeth Gordon Award for Future Health Professionals

Awards totaling \$10,000 are made available for Aboriginal students in an undergraduate program who are interested in pursuing future training in the health professions. Eligible students from both the Okanagan and Vancouver campus are considered. The awards are open to students with demonstrated interest in improving the health of Aboriginal people. Financial need may be considered. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health.

Lindsay and Elizabeth Gordon Award in Health Sciences

Awards totaling \$60,000 are made available for Aboriginal students pursuing a degree in any area of health sciences, broadly defined. Eligible students from both the Okanagan and Vancouver campus are considered. The awards are open to students in any year of study in either undergraduate or graduate programs with demonstrated interest in improving the health of Aboriginal people. Financial need may also be considered. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate and Postdoctoral Studies (Vancouver Programs) or the College of Graduate Studies (Okanagan Programs).

Lindsay and Elizabeth Gordon Graduate Health Research Award

Awards totaling \$25,000 are made available for Aboriginal students pursuing health-related research in either academic or community settings in British Columbia. Eligible students from both the Okanagan and Vancouver campus are considered. The awards are adjudicated based on the students' potential to make a valuable contribution to health services and research and their interest in improving the health of Aboriginal people. Financial need may also be considered. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health in consultation with the Faculty of Graduate and Postdoctoral Studies (Vancouver Programs) or the College of Graduate Studies (Okanagan Programs).

Lindsay and Elizabeth Gordon Entrance Award for Community Health Scholars

Awards totaling \$5,000 are made available for Aboriginal students who have not yet pursued formal post-secondary education or who are returning to post-secondary education after a significant gap, typically at least three years. These students must demonstrate interest in improving the health of Aboriginal people and the potential to make a valuable contribution to health services and/or research. Financial need may also be considered. The awards are open to students entering an undergraduate or graduate program on the Okanagan or Vancouver campus. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. In the case of graduate student application, the award is made in consultation with the Faculty of Graduate and Postdoctoral Studies (Vancouver programs) or the College of Graduate Studies (Okanagan Programs).



4 November 2015

To: Vancouver Senate

From: Tributes Committee

Re: 1) Senate Policy V250 *Emeritus Status* – Revision
2) Candidates for Emeritus Status

- 1) The Committee has reviewed and recommends to Senate for approval the proposed changes to Senate Policy V250 *Emeritus Status*. This change is to clarify that the traditional benefits of tuition waivers for Emeriti under age 65 and tuition waivers for dependent children are only applicable for those Emeriti who were eligible to receive those benefits prior to retirement.

Motion: That Senate approve the changes to Senate Policy V-250: Emeritus Status.

- 2) The Tributes Committee recommends approval of the following motion:

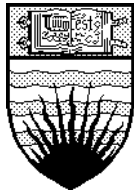
Motion: That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY:

V- 250.2

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-250.2: *Emeritus Status*

Effective Date:

16 December 2015

Approval Date:

Proposed for consideration by the *Vancouver Senate* on 16 December 2015.

Review Date:

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

Responsible Committee:

Tributes Committee of the Vancouver Senate

Authority:

University Act,
S. 5(1)

“The convocation of a university is composed of the following persons:

- (f) all persons whose names are added to the roll of the convocation by the senate;*

S. 9

- (1) The senate is to make rules governing procedure for the transaction of business by the convocation.*
- (2) The senate may add names to the roll of the convocation under section 5.*

*S. 37(1)*

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

- (b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine*

Purpose and Goals:

This policy outlines the criteria for granting or revoking emeritus status.

Applicability:

This policy is applicable to employees of the *University* who retire or resign while holding tenured appointment as a Professor, Professor of Teaching, Associate Professor, Assistant Professor, Senior Instructor or a confirmed appointment as a General Librarian, Administrative Librarian, Program Director, Clinical Professor, or Clinical Associate Professor.

Exclusions:

None.

Definitions:

None.

Policy:

(1) To be eligible for emeritus status, an individual must:

- a. Have a combined age at retirement/resignation plus years of full-time service to the *University* of 70 or more;
- b. Have held a full-time tenured position at the rank of Professor, Professor of Teaching, Associate Professor, Assistant Professor or Senior Instructor. Librarians and Program Directors must have held a Confirmed appointment; and
- c. Not be retiring or resigning from the *University* in order to take up a faculty appointment in another university. If an individual is retiring or resigning from the *University* in order to take up such appointment, he or she may be considered for emeritus status once he or she has retired or resigned from that or any other such subsequent appointment.



- (2) Individuals holding confirmed Clinical appointments in the Faculty of Medicine, and those holding Clinical or equivalent Honorary or Adjunct appointments in other faculties, may be eligible for emeritus status at the time of retirement/resignation from active *University* service if they are recommended by their Dean and Department and meet the following criteria:
- a. A minimum of 15 years of continuous service;
 - b. Hold the rank of Clinical Associate Professor or Clinical Professor or demonstrate a scholarly record that has been reviewed at the department and faculty levels according to established *University* procedures for equivalent level; and
 - c. Demonstrate service that is strongly identified with the *University* and deemed worthy of continuing recognition.
- (3) Emeritus status shall generally result in a title that corresponds with a person's rank and appointment at the time of retirement or resignation with the word "Emeritus" or "Emerita" (at the individual's preference) added thereafter; however, a retiring or resigning employee may specify a previously-held appointment (e.g., in another department or discipline) if he or she views it as more appropriate.
- (4) Should a person eligible for emeritus status have also held an administrative position as a President, Vice-President, Registrar, or Dean of the *University*, they shall have the option of specifying this title as the basis of their emeritus title in lieu of the title corresponding to their academic appointment at the time of retirement or resignation.
- (5) At the completion of their final term of office, a former chancellor shall automatically be granted emeritus status and the rank of Chancellor Emeritus.
- (6) Individuals who did not meet the meet the eligibility for emeritus status set out in Section 1 at the time of their retirement or resignation, but who subsequently do so may apply for the status to be granted.
- (7) Senate, at its discretion, may decide under exceptional circumstances, not to grant emeritus status or to revoke emeritus status from an individual.
- (8) The *responsible committee* shall establish procedures under this policy for the recommendation and consideration of emeritus status and for appealing a negative recommendation.

Calendar Statement:



There are no calendar statements under this policy.

Consultations

The following groups have been consulted during the development of this policy:

Faculty Relations

History:

This is the third version of this policy. Changes in this version cover:

1. Applicability of the traditional benefits, Procedures, s.6(c) Tuition waivers for Emeriti under age 65, and (d) Tuition waivers for dependent children.
2. Policy: the traditional benefits of tuition waivers for Emeriti under age 65 and tuition waivers for dependent children are only applicable for those Emeriti who were eligible to receive those benefits prior to retirement.

Related Policies:

None

Appendix:

There is no appendix to this policy.

Procedures:

1. In May and December of each year, Faculty Relations will forward a list to the *responsible committee* via the Registrar of retiring or resigning faculty members who meet the combined age and service requirement set out in Section 1 of the Policy.
2. In May and December of each year, a list of individuals holding clinical appointments in the Faculty of Medicine or other faculties and who would be eligible for emeritus status under Section 2 of this Policy shall be forwarded to *responsible committee* by Faculties. The *responsible committee* will verify with Faculty Relations that individuals satisfy the criteria for emeritus status for Clinical faculty.
3. Upon *responsible committee* recommendation, a list of individuals eligible for emeritus status will be forwarded to *Senate* for approval.



4. Following *Senate* approval, the Registrar shall notify individuals of their emeritus status by letter and add all emeriti to the Roll of Convocation.
5. Should a faculty or the *responsible committee* decide not to recommend an individual for emeritus status – or recommend their status at a rank or title they do not consider appropriate – they may appeal that recommendation to the Provost who shall review the matter and make whatever recommendation to the *Senate* he or she considers appropriate.
6. The *University* is not obliged to offer any privilege or benefit to those with emeritus status; however, it recognizes the following traditional benefits:
 - a. Free parking on campus
 - b. Free library card
 - c. Tuition waivers for Emeriti under age 65 (any BC resident age 65 or older is eligible for free tuition)*
 - d. Tuition waivers for dependent children*
 - e. Internet and email services
 - f. Membership in the Association of Professors Emeriti

*applicable only for those individuals described in section (1) of this policy

Faculty Members Eligible for Emeritus Status				
Last Name	First Name	Rank	Faculty	Emeritus Title
Andrew	Francis	Program Director	Continuing Studies	Program Director Emeritus of Continuing Studies
Atkins	Derek R	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Brunette	Donald M	Professor	Dentistry	Professor Emeritus of Oral Biological and Medical Sciences
Chow	Garland	Associate Professor	Commerce and Business Administration	Associate Professor Emeritus of Commerce and Business Administration
Corbet	Rene	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Occupational Science and Occupational Therapy
Fryer	Christopher	Clinical Professor	Medicine	Professor Emeritus of Pediatrics
Garrey	Matthew	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Obstetrics and Gynaecology
Grimm	Kurt Andrew	Associate Professor	Science	Associate Professor Emeritus of Earth and Ocean Sciences
Halparin	Lawrence	Clinical Professor	Medicine	Clinical Professor Emeritus of Gastroenterology
Isaac-Renton	Judith L	Professor	Medicine	Professor Emeritus of Pathology
Juriloff	Diana M	Professor	Medicine	Professor Emeritus of Medical Genetics
Koty	William	Program Director	Continuing Studies	Program Director Emeritus of Continuing Studies
Maberley	Alan	Clinical Professor	Medicine	Clinical Professor Emeritus of Ophthalmology and Visual Sciences
Mauk	Grant	Professor	Medicine	Professor Emeritus of Biochemistry and Molecular Biology
Poole	Gary	Professor	Medicine	Professor Emeritus of Population and Public Health
Rajamahendran	Rajadurai	Professor	Land and Food Systems	Professor Emeritus of Applied Biology
Riggs	Kenneth Wayne	Professor	Pharmaceutical Sciences	Professor Emeritus of Pharmaceutical Sciences
Rose	Anna M	Professor	Medicine	Professor Emeritus of Medical Genetics
Simons	Richard	Professor	Medicine	Professor Emeritus of Surgery
Spencer	Barbara	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration



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THE UNIVERSITY OF BRITISH COLUMBIA

MEMORANDUM

January 15, 2016

To: Vancouver Senate

From: Angela Redish, Provost and Vice-President Academic, *pro tem*

Re: Motion to transfer of responsibility for the Master of Data Science
from the Faculty of Graduate and Postdoctoral Studies to the Faculty of Science

I recommend that Senate approve the transfer of responsibility for the Master of Data Science from the Faculty of Graduate and Postdoctoral Studies to the Faculty of Science."

A handwritten signature in black ink, appearing to be 'Angela Redish', written in a cursive style.



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THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library
651 - 1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 1261
Fax 604 822 3134

November 23, 2015

MEMORANDUM

To: Senate Academic Policy Committee
c/o, Lindsay Kovacevic, Academic Governance Officer,
Senate and Curriculum Services

From: Hugh Brock
Associate-Provost, Academic Innovation

A handwritten signature in black ink, appearing to be 'H. Brock'.

Re: Administration of the Master of Data Science program

The Senate Academic Policy Committee is in receipt of a memo from the Provost dated October 21, 2015 indicating provostial approval of the Faculty of Science administering the proposed new Master of Data Science program. This memo is meant to augment and update that communication.

A meeting was held on November 20, 2015 to discuss administration of the Master of Data Science program. There were representatives from the Faculty of Science, the Faculty of Graduate Studies, and the Provost's Office in attendance. The meeting is detailed in a November 20 email from Dr. Hugh Brock to Dr. Paul Harrison, Chair, Senate Academic Policy Committee (attached).

In summary, the meeting concluded by Provost confirming her approval for this program to be administered in the Faculty of Science. This approval applies only to this program as the Provost noted she did not have enough information at this time to establish a general set of principles governing administration of professional masters degree programs. Work on a set of principles will continue in due course.



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THE UNIVERSITY OF BRITISH COLUMBIA

Provost and Vice President Academic
Walter C. Koerner Library
1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 4948
Fax 604 822 3134

October 21, 2015

MEMORANDUM

To: Senate Academic Policy Committee
c/o, Lindsay Kovacevic, Academic Governance Officer,
Senate and Curriculum Services

From: Angela Redish
Provost and Vice-President Academic *pro tem*

Re: Administration of the Master of Data Science program

I support the Faculty of Science handling the administration of the proposed new Master of Data Science program. A full complement of support staff and other infrastructure has been included in the program budget. The Faculty of Science is well positioned to handle the administration of this professional graduate program and given the specialized needs of these students and the market-based tuition they will be paying, there are benefits to having program administration in the Faculty of Science.

A handwritten signature in black ink, appearing to read 'Anji Redish'.

per Anji Redish

INTEROFFICE MEMORANDUM

To: Dr. Angela Redish, Provost pro tem
From: Dr. Marc Parlange, Dean, Faculty of Applied Science
Subject: Request for Senate and Board of Governors approval of two named Chairs in Naval Architecture and Marine Systems Engineering
Date: January 6, 2016
Cc: Debbie Woo, Acting Director, Development, Faculty of Applied Science
Hillary Gosselin, Managing Director, CBF Development

Recommendations:

I recommend that Senate approve the establishment of the Seaspan Shipyards Chair in Marine Systems Design at UBC, in the Faculty of Applied Science.

I recommend that Senate approve the establishment of the Seaspan Shipyards Chair in Naval Architecture at UBC, in the Faculty of Applied Science.

Rationale:

Seaspan Shipyards has financially committed to establishing two Chairs at UBC in order to help meet the human resource, research and development and technology innovation needs of the Canadian marine sector expected to result from the Government of Canada's National Shipbuilding and Procurement Strategy. These Term Chairs will be held within one or more of the departments of Mechanical Engineering, Civil Engineering or Materials Engineering. The Chairs will enable the Faculty to expand teaching and a graduate research program in its Naval Architecture and Marine Engineering program, thereby providing more skilled engineers and innovative technological advances to the Canadian ship design and construction sector.

Named honorifics provide great prestige within the industry for both faculty members and industry; both parties feel that this recognition will help them advance their goals and leverage the relationship moving forward. The Faculty of Applied Science would like to begin recruiting for both chairs in early 2016. Seaspan will begin funding of the first Chair upon recruitment, and will begin funding the second Chair in 2018. The Faculty will provide bridge funding for the second Chair in the meantime.

As per UBC Policy #47 Section 3.1, the establishment of a Chair requires the approval of the Board of Governors upon the recommendation of the Senate. Therefore, I am writing to you today to request that you submit these two named Chairs for approval by the Senate and Board of Governors. Seaspan and UBC have both signed gift agreements for each chair, outlining Seaspan's commitment of a total of \$2 million – \$1 million per Chair – over a five year term. We anticipate that renewed five-year commitments, again totaling \$2 million, to support both term Chairs will be confirmed upon completion of the initial terms. Given the current strength of the partnership, we have confidence that UBC's relationship with Seaspan will continue.

Once approval is given, we will follow UBC Policy #47 Section 4.3 regarding the decision to confer an Honorific on an Eligible Individual, and I will submit my recommendations to you for a final decision once the Faculty identifies two suitable candidates.

I would be pleased to answer any questions about the Seaspans Shipyards Chairs that you may have. Thank you in advance for your consideration of this request.

Best regards,



Marc Parlange, PhD, PEng
Dean, Faculty of Applied Science
Professor, Civil Engineering



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THE UNIVERSITY OF BRITISH COLUMBIA

MEMORANDUM

January 7, 2016

To: Vancouver Senate

From: Angela Redish, Provost and Vice-President Academic, *pro tem*

Re: Support for the establishment of the Seaspan Shipyards Chair in Marine Systems Design at UBC

Seaspan Shipyards and UBC have signed gift agreements for two named chairs, this one in Marine Systems Design and another in Naval Architecture. I agree with Dean Parlange regarding the benefits the establishment of these named chairs brings to the Faculty of Applied Science and to UBC (see attached memo from Dean Parlange dated January 6, 2016). Therefore, I am pleased to support the establishment of the Seaspan Shipyards Chair in Marine Systems Design at UBC.

INTEROFFICE MEMORANDUM

To: Dr. Angela Redish, Provost pro tem
From: Dr. Marc Parlange, Dean, Faculty of Applied Science
Subject: Request for Senate and Board of Governors approval of two named Chairs in Naval Architecture and Marine Systems Engineering
Date: January 6, 2016
Cc: Debbie Woo, Acting Director, Development, Faculty of Applied Science
Hillary Gosselin, Managing Director, CBF Development

Dear Dr. Redish,

The Faculty of Applied Science is seeking Senate approval to establish two named chairs, the Seaspan Shipyards Chair in Naval Architecture at UBC and the Seaspan Shipyards Chair in Marine Systems Design at UBC.

Seaspan Shipyards has financially committed to establishing two Chairs at UBC in order to help meet the human resource, research and development and technology innovation needs of the Canadian marine sector expected to result from the Government of Canada's National Shipbuilding and Procurement Strategy. These Term Chairs will be held within one or more of the departments of Mechanical Engineering, Civil Engineering or Materials Engineering. The Chairs will enable the Faculty to expand teaching and a graduate research program in its Naval Architecture and Marine Engineering program, thereby providing more skilled engineers and innovative technological advances to the Canadian ship design and construction sector.

Named honorifics provide great prestige within the industry for both faculty members and industry; both parties feel that this recognition will help them advance their goals and leverage the relationship moving forward. The Faculty of Applied Science would like to begin recruiting for both chairs in early 2016. Seaspan will begin funding of the first Chair upon recruitment, and will begin funding the second Chair in 2018. The Faculty will provide bridge funding for the second Chair in the meantime.

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Once approval is given, we will follow UBC Policy #47 Section 4.3 regarding the decision to confer an Honorific on an Eligible Individual, and I will submit my recommendations to you for a final decision once the Faculty identifies two suitable candidates.

I would be pleased to answer any questions about the Seaspans Shipyard Chairs that you may have. Thank you in advance for your consideration of this request.

Best regards,

A handwritten signature in blue ink that reads "Marc Parlange". The signature is fluid and cursive, with the first name "Marc" and last name "Parlange" clearly distinguishable.

Marc Parlange, PhD, PEng
Dean, Faculty of Applied Science
Professor, Civil Engineering



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Phone 604 822 1261
Fax 604 822 3134

MEMORANDUM

January 7, 2016

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Re: Support for the establishment of the Seaspan Shipyards Chair in Naval Architecture at UBC

Seaspan Shipyards and UBC have signed gift agreements for two named chairs, this one in Naval Architecture and another in Marine Systems Engineering. I agree with Dean Parlange regarding the benefits the establishment of these named chairs brings to the Faculty of Applied Science and to UBC (see attached memo from Dean Parlange dated January 6, 2016). Therefore, I am pleased to support the establishment of the Seaspan Shipyards Chair in Naval Architecture at UBC.

INTEROFFICE MEMORANDUM

To: Dr. Angela Redish, Provost pro tem
From: Dr. Marc Parlange, Dean, Faculty of Applied Science
Subject: Request for Senate and Board of Governors approval of two named Chairs in Naval Architecture and Marine Systems Engineering
Date: January 6, 2016
Cc: Debbie Woo, Acting Director, Development, Faculty of Applied Science
Hillary Gosselin, Managing Director, CBF Development

Dear Dr. Redish,

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Seaspan Shipyards has financially committed to establishing two Chairs at UBC in order to help meet the human resource, research and development and technology innovation needs of the Canadian marine sector expected to result from the Government of Canada's National Shipbuilding and Procurement Strategy. These Term Chairs will be held within one or more of the departments of Mechanical Engineering, Civil Engineering or Materials Engineering. The Chairs will enable the Faculty to expand teaching and a graduate research program in its Naval Architecture and Marine Engineering program, thereby providing more skilled engineers and innovative technological advances to the Canadian ship design and construction sector.

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Once approval is given, we will follow UBC Policy #47 Section 4.3 regarding the decision to confer an Honorific on an Eligible Individual, and I will submit my recommendations to you for a final decision once the Faculty identifies two suitable candidates.

I would be pleased to answer any questions about the Seaspan Shipyards Chairs that you may have. Thank you in advance for your consideration of this request.

Best regards,

A handwritten signature in blue ink that reads "Marc Parlange". The signature is fluid and cursive, with the first name "Marc" and last name "Parlange" clearly distinguishable.

Marc Parlange, PhD, PEng
Dean, Faculty of Applied Science
Professor, Civil Engineering



University of British Columbia

2015 Annual Report on
Enrolment:

Vancouver Campus

Dr. Angela Redish
Provost and Vice-President Academic, *pro tem*
UBC Vancouver

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INTRODUCTION

The UBC Vancouver Annual Enrolment Report provides information related to enrolment in undergraduate programs offered on the Vancouver campus. The campus's key enrolment objectives include the following: (a) slightly surpass the government-funded number of domestic undergraduate students, (b) maintain a healthy enrolment of a diverse international student body, (c) ensure a strong national representation in the incoming class, and (d) increase the enrolment of Aboriginal students.

To achieve these goals, the Provost and Deans work in conjunction with the staff of Enrolment Services, Planning and Institutional Research, and the International Student Initiative to develop undergraduate enrolment targets. These targets are input variables for a model that projects, based on current trends and retention rates, the number of undergraduate students that will be enrolled at UBC Vancouver in the coming years. UBC does not set specific targets for graduate students (graduate student admissions are managed at the departmental level). However, some information about graduate students' enrolment is included in this report.

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans and government funding decisions determine the overall goals and strategies. They are developed to support UBC's reputation as a globally recognized research-intensive university, to operationalize UBC's strong belief in the value and importance of intercultural understanding and international engagement, to address the needs of qualified underserved populations, and to align enrolment with the resources needed to provide an outstanding educational experience for all of UBC's students.

HOW MANY UNDERGRADUATE APPLICATIONS ARE RECEIVED BY THE VANCOUVER CAMPUS?

A competitive university such as UBC receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus; the admissions process is designed to ensure this occurs in a strategic and fair manner. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, the qualities, and the size of the incoming class.

The process of converting the large number of applicants to registered students is known as the "enrolment funnel." Students apply, complete their applications, gain admission, and ultimately register. Each stage of the funnel contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes.

Students may apply to two programs, ranked in order of choice, offered by one or both campuses. Figures 1 through 3 and Figures 7 through 9 describe the undergraduate students whose first choice was a program at the Vancouver campus, while Figures 4 through 6 describe all Vancouver campus applicants.

In 2015-16, the new-to-UBC domestic applicant pool increased slightly by about 2% over 2014-15 (see Figure 5), although recent years have seen a declining trend. This is a very favourable outcome, given the decline of BC's school-age population. Secondary school enrolment is projected to continue to decline for the next few years and then start to increase by 2018. UBC's strong reputation as a highly desirable post-secondary institution and our concerted recruitment efforts will help shield the University from the effects of a declining local population of prospective students.

The international applicant pool in 2015-16 grew by 18% from 2014-15 (see Figure 6). UBC attracts applications from a considerable number of international students, and these numbers have been increasing over time. International students contribute to UBC's commitments to international engagement and intercultural understanding. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats. UBC's enrolment of domestic students exceeds the number of government-funded spaces.

HOW MANY UNDERGRADUATE STUDENTS APPLY, ARE ADMITTED, AND ULTIMATELY REGISTER IN THEIR FIRST CHOICE PROGRAM AT UBC VANCOUVER?

The Enrolment Funnel displayed below describes students who applied to a program at UBC's Vancouver campus as their first choice (Figures 1 through 3 provide the funnel for the total undergraduate applicant pool, the domestic applicant pool, and the international applicant pool, respectively). Each funnel shows the number of completed applications, admitted students, and subsequent registrations for 2011 through 2015.

The number of applicants has increased over time, as has the number of admitted and registered students.

Figure 1: UBC Vancouver Overall Undergraduate Students' First Choice Enrolment Funnel

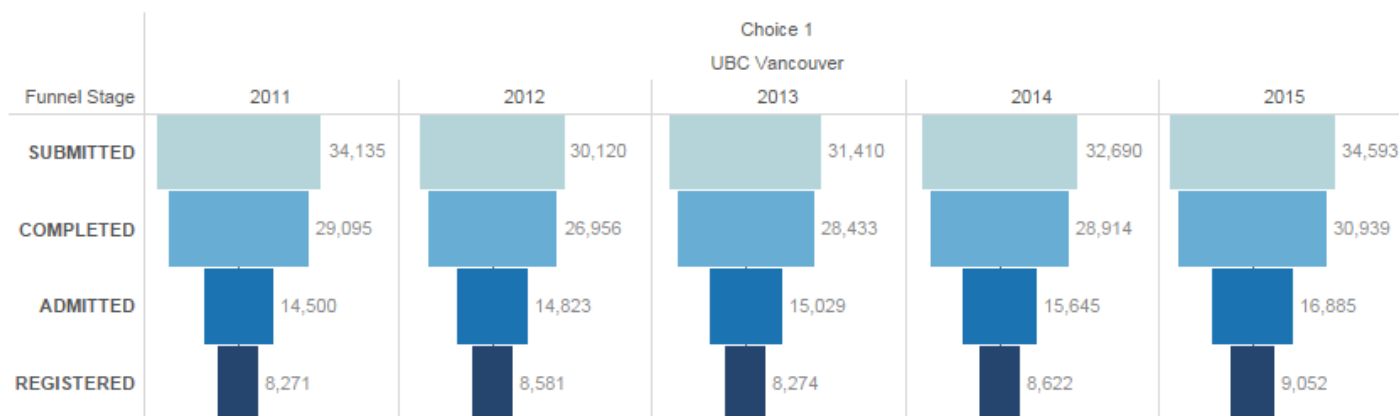


Figure 2: UBC Vancouver Domestic Undergraduate Students' First Choice Enrolment Funnel

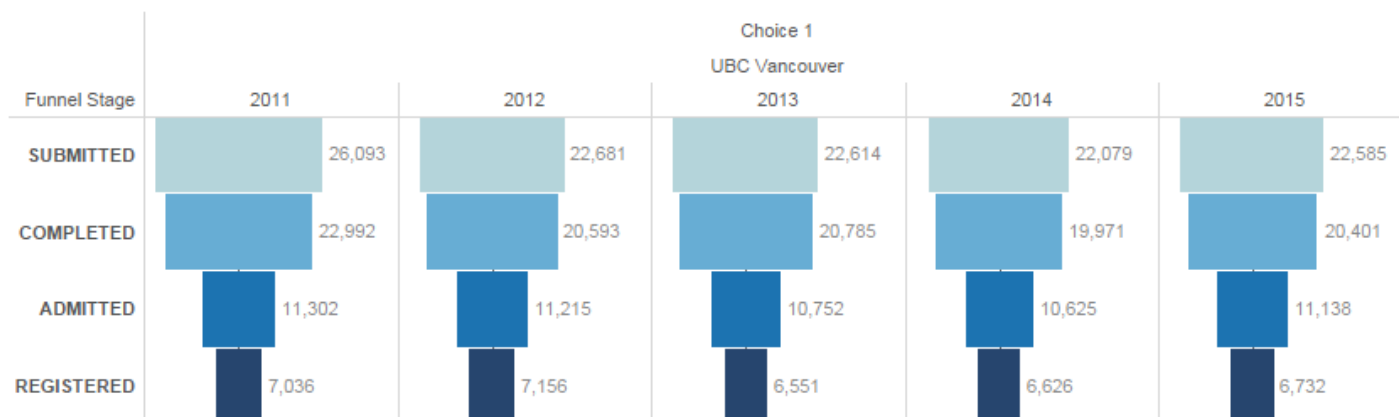
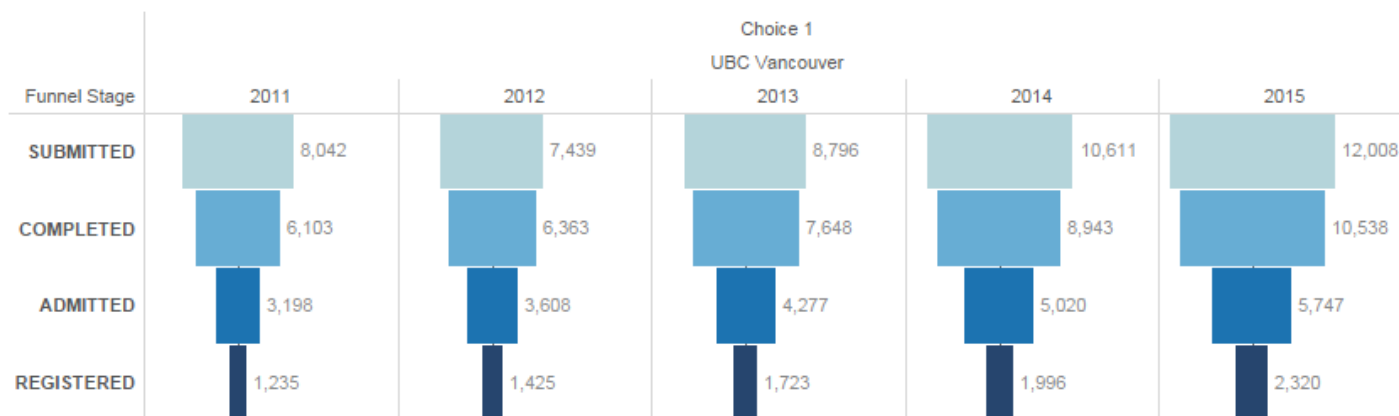


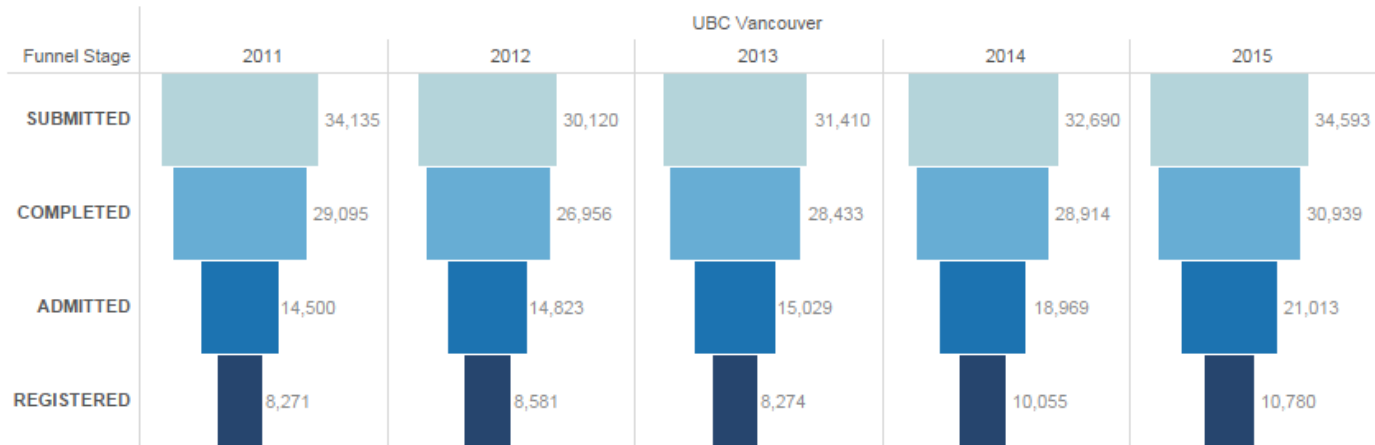
Figure 3: UBC Vancouver International Undergraduate Students' First Choice Enrolment Funnel



HOW MANY UNDERGRADUATE STUDENTS APPLY, ARE ADMITTED, AND ULTIMATELY REGISTER AT UBC VANCOUVER?

The Enrolment Funnel displayed below (Figures 4 through 6) shows the total number of completed applications, admitted students, and subsequent registrations for UBC Vancouver for 2011 through 2015 (i.e., inclusive of first choice and second choice registrations). The number of applicants has increased over time, as have the numbers of admitted and registered students.

Figure 4: UBC Vancouver Overall Undergraduate Students' Enrolment Funnel



Figures 5 and 6, respectively, show the domestic and international undergraduate students in the admissions funnels. In 2015, UBC Vancouver increased the number of admitted and registered domestic and international students, over 2014.

Figure 5: UBC Vancouver Domestic Undergraduate Students' Enrolment Funnel

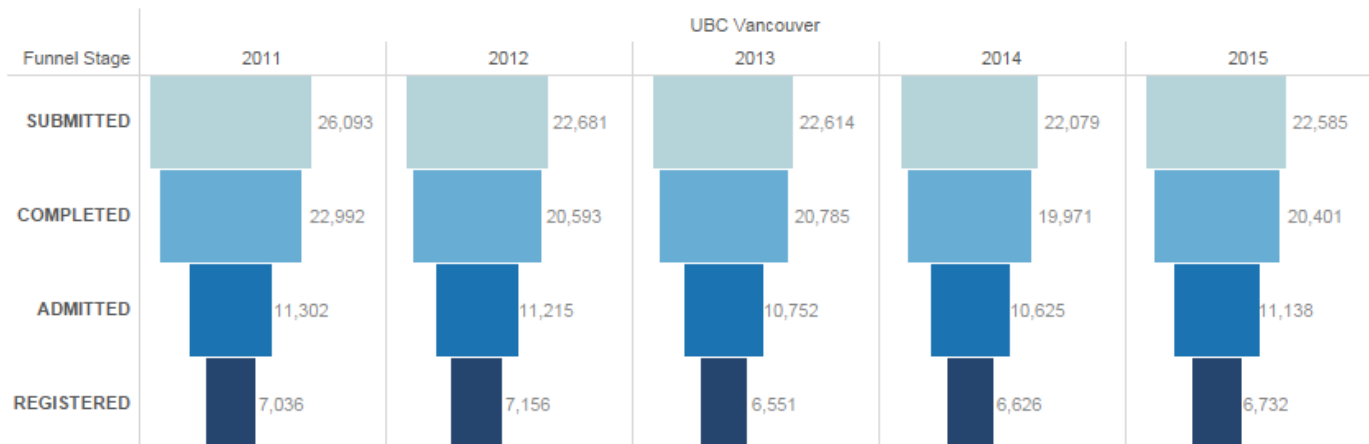
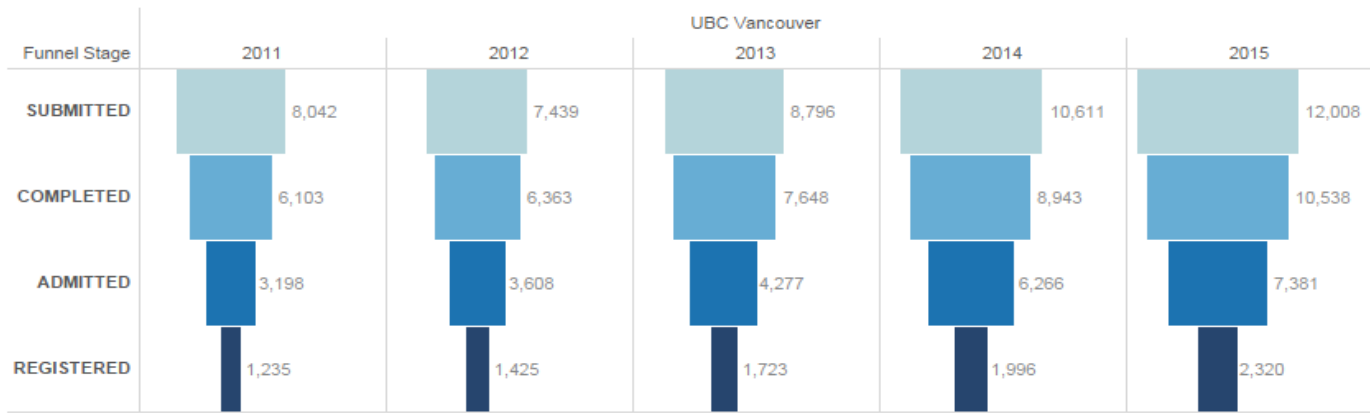


Figure 6: UBC Vancouver International Undergraduate Students' Enrolment Funnel

WHAT ARE UBC VANCOUVER'S YIELD RATES?

The yield rates (defined as the percentage of admitted students that actually register) for UBC Vancouver's undergraduates admitted to their first-choice have remained fairly steady over time. UBC Vancouver is attracting the best of the best and competes with other top-ranked universities for competitive students. High yield rates show that we are a desirable choice for many prospective students.

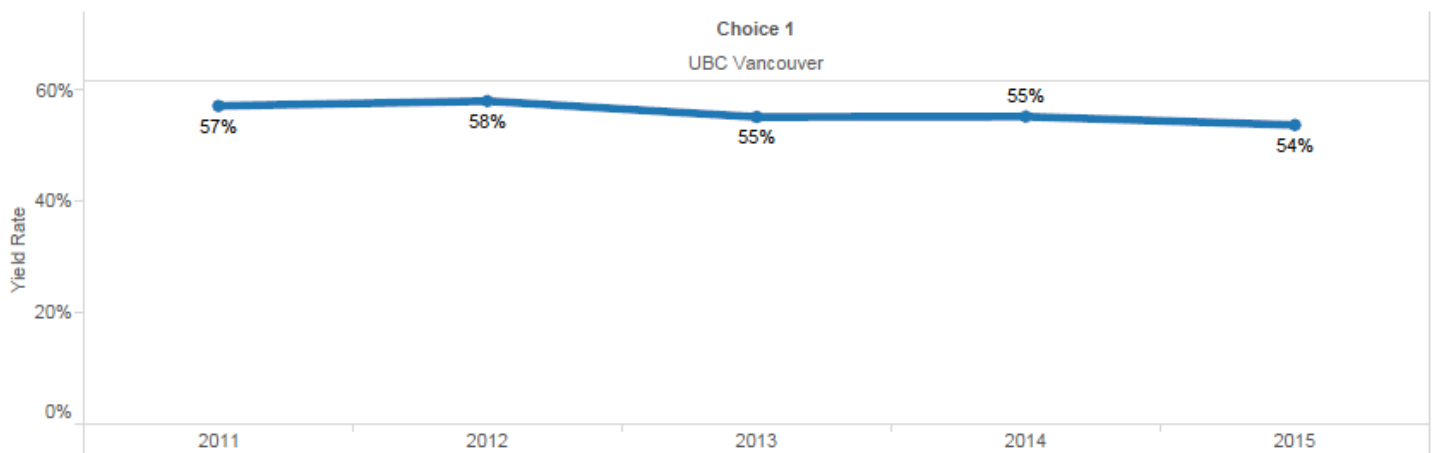
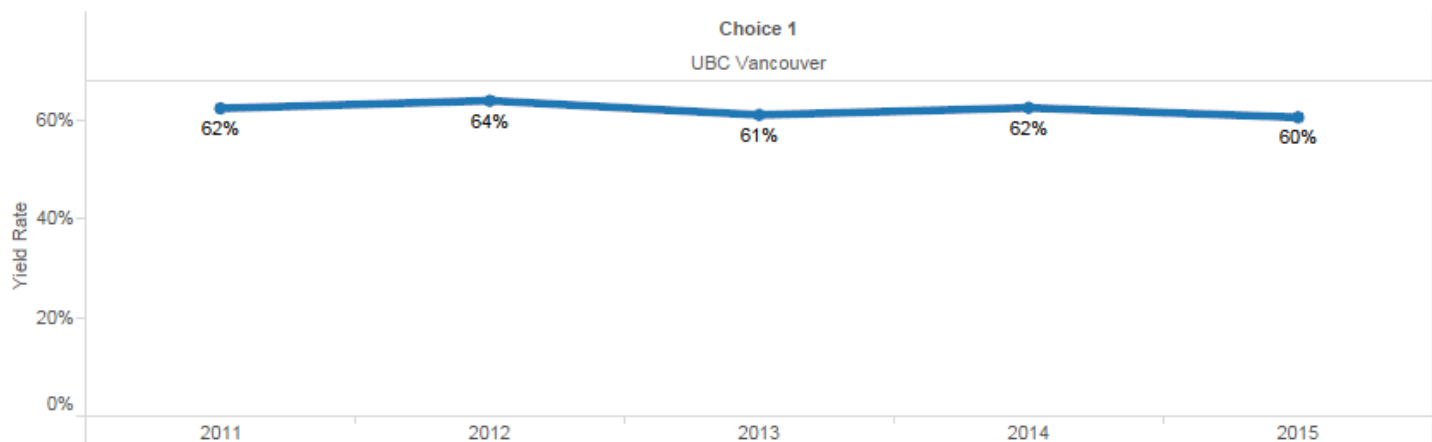
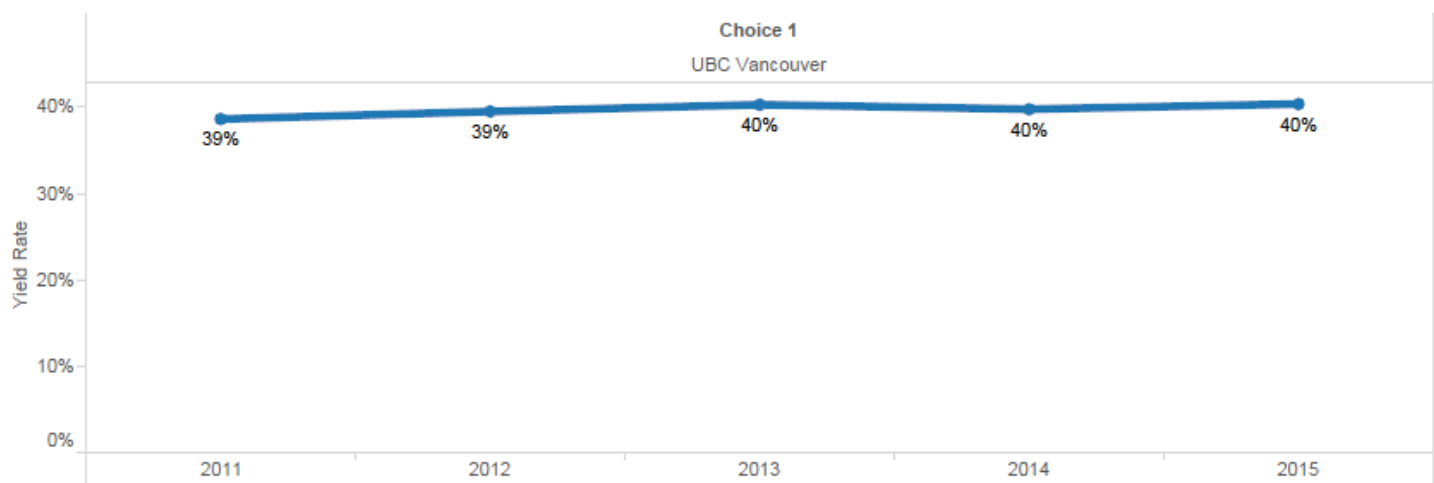
Figure 7: UBC Vancouver Overall Undergraduate Students' First-Choice Yield Rate**Figure 8: UBC Vancouver Domestic Undergraduate Students' First-Choice Yield Rate**

Figure 9: UBC Vancouver International Undergraduate Students' First-Choice Yield Rate

WHAT IS THE MEAN ENTERING GRADE POINT AVERAGE FOR NEW UBC VANCOUVER STUDENTS?

UBC students are not only academically successful, but also well-rounded. The move to a more holistic evaluation method, in 2012, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

Direct-entry undergraduate applicants are not evaluated solely on their grades, but also on their accomplishments (both academic and non-academic) and their personal experiences and characteristics. In so doing, UBC has communicated a positive message to the broader community about the qualities that are valued in our graduates. Proactive communication efforts have increased the public's comfort with UBC's move away from what was a mechanical admission-decision-making process (i.e., based solely upon an average of academic grades) to a process that now is based on the whole person.

The process involves an assessment of applicants' academic and personal profiles. The personal profile, with 5-7 short answer questions, requires applicants to describe their experiences (both inside and outside of the classroom) and what those experiences have taught them about themselves and the world around them. Personal profiles are read and scored by a trained reader pool consisting of over 400 UBC staff members, faculty members, and alumni; each profile is scored by two readers against an established rubric and scores are monitored for consistency. In 2015, over 63,000 personal profiles were read and scored for applicants to the Vancouver campus, a 25% increase over the previous year. All in all, about one in five of our first year class at UBC was admitted because of their personal profile; in other words, 20% of the 2015 first year class would not have been admitted with a grades-only admission model. UBC's mean entering GPA has remained relatively stable over the past five years (see Table 1).

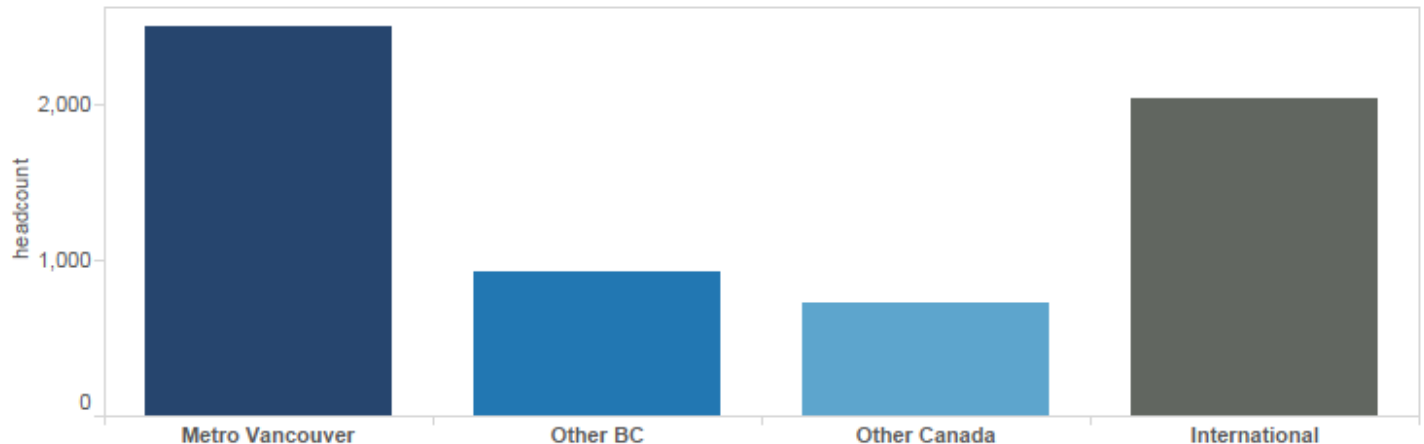
Table 1: Mean Entering GPA

Basis of Admission	2011	2012	2013	2014	2015
Secondary School	89.4	89.7	90.0	90.4	90.0

WHERE WAS UBC VANCOUVER'S NEW DIRECT-ENTRY STUDENTS' LAST EDUCATIONAL INSTITUTION?

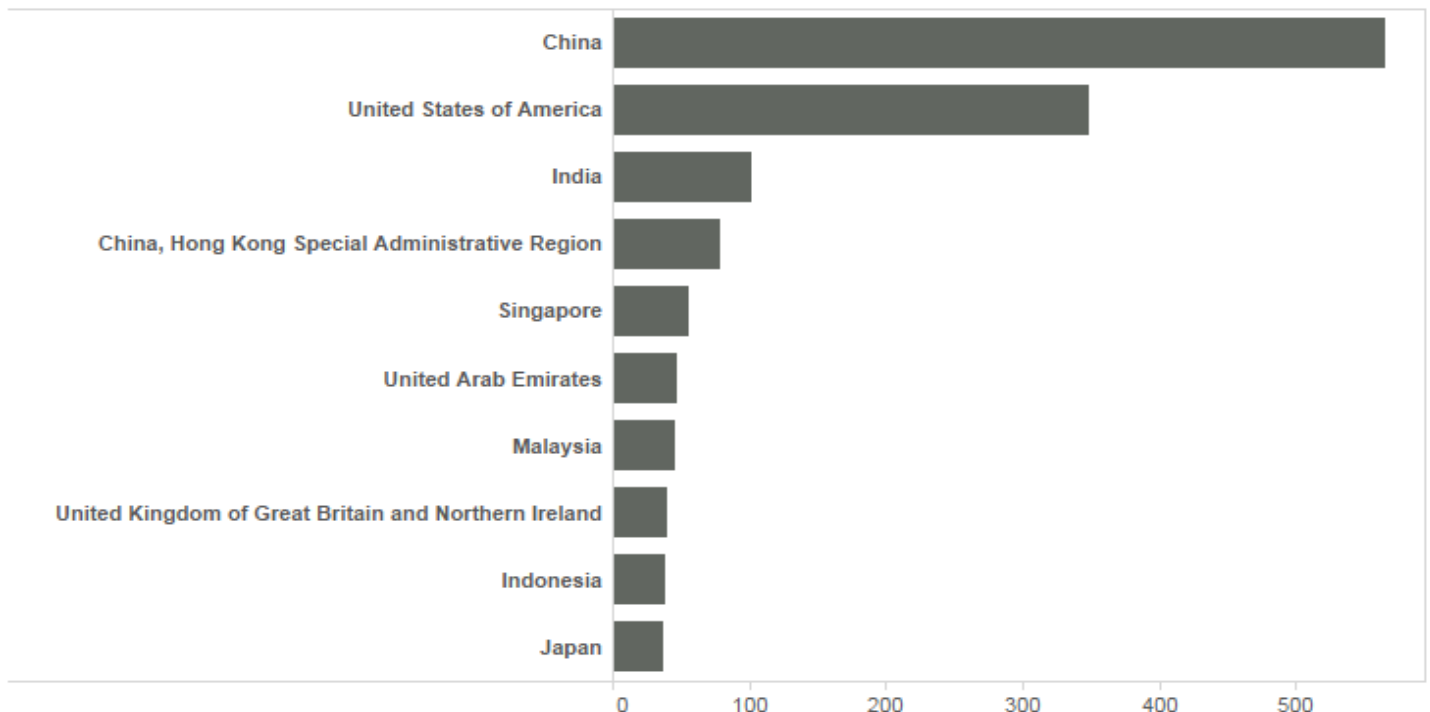
In 2015/16, 6,199 new direct-entry students, or 52% of all new-to-UBC students, were granted admission at the Vancouver campus. Figure 10 displays where these students last studied. Note that citizenship is different from location of last institution; many Canadians matriculate from schools overseas (and are counted against UBC Vancouver's domestic targets) and many international students matriculate from schools within Canada (and are counted against international targets).

Figure 10: Location of Last Institution, UBC Vancouver New Undergraduate Direct-Entry Students, 2015



UBC Vancouver actively recruits in 79 countries and 20 US states, and has relationships with specific schools around the world, which send large numbers of students to the Vancouver campus annually. New direct-entry students who graduated from an institution outside of Canada originated from 98 countries, including countries that UBC Vancouver staff cannot reach in person. The most common countries are shown in Figure 11.

Figure 11: Top 10 Countries of Last Institution (UBC Vancouver New Undergraduate Direct-Entry Students), 2015



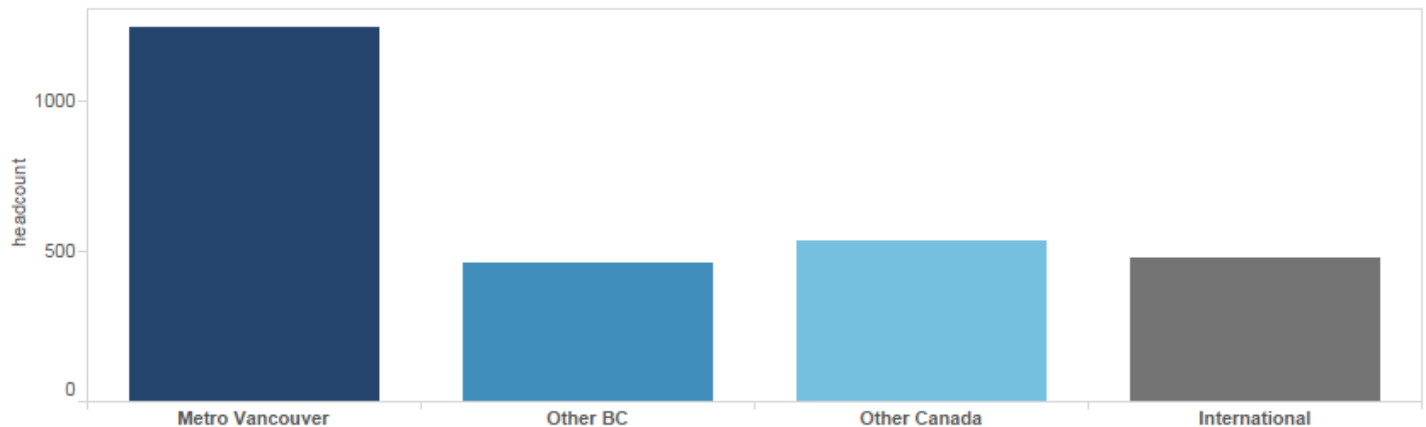
WHERE WAS UBC VANCOUVER'S NEW TRANSFER STUDENTS' LAST EDUCATIONAL INSTITUTION?

In 2015-16 UBC Vancouver admitted a total of 5,542 non-direct entry students, or 48% of all new-to-UBC students. Of this group, 2,499 were transfer students and 3,043 were other non-direct entry students, such as mature students or university graduates.

Students who have previous experience at post-secondary institutions arrive at UBC Vancouver via many pathways. Some may have graduated from high school, studied for a year at a college, then transferred to UBC Vancouver. Others may have completed their secondary school education several years ago, or already earned a degree, and are returning to post-secondary education.

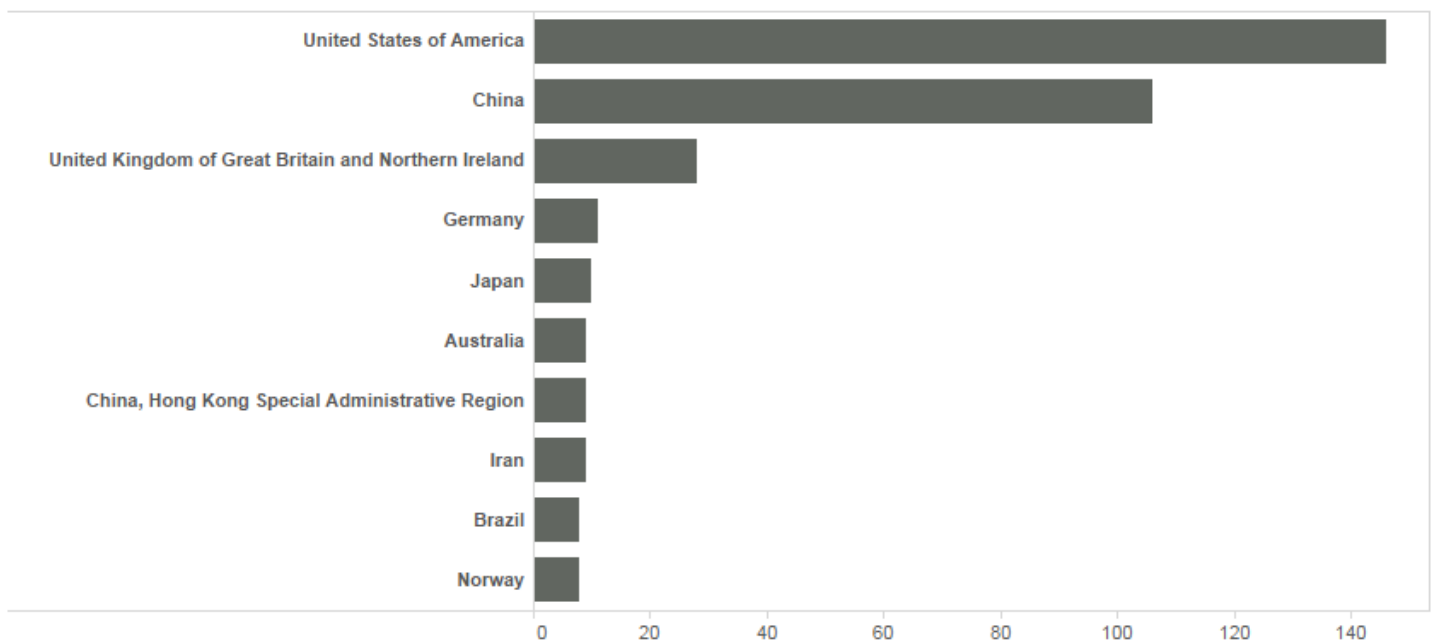
Figure 12 shows the locations of the last institution of UBC Vancouver's 2015 transfer students.

Figure 12: Location of Last Institution, UBC Vancouver New Undergraduate Transfer Students, 2015



The 2015 transfer students attended post-secondary institutions in 52 different countries before registering at UBC Vancouver. The most common countries, other than Canada, are shown in Figure 13.

Figure 13: Top 10 Countries of Last Institution (UBC Vancouver New Undergraduate Transfer Students), 2015



IN WHICH CANADIAN CITIES DID THE NEW VANCOUVER CAMPUS UNDERGRADUATE STUDENTS LAST STUDY?

Figure 14 provides a map of where new undergraduates last studied. The circles are proportionately scaled to the number of students. The majority of new registrants studied in Metro Vancouver (the many overlapping circles on the West Coast), the major cities in Central Canada and the East Coast.

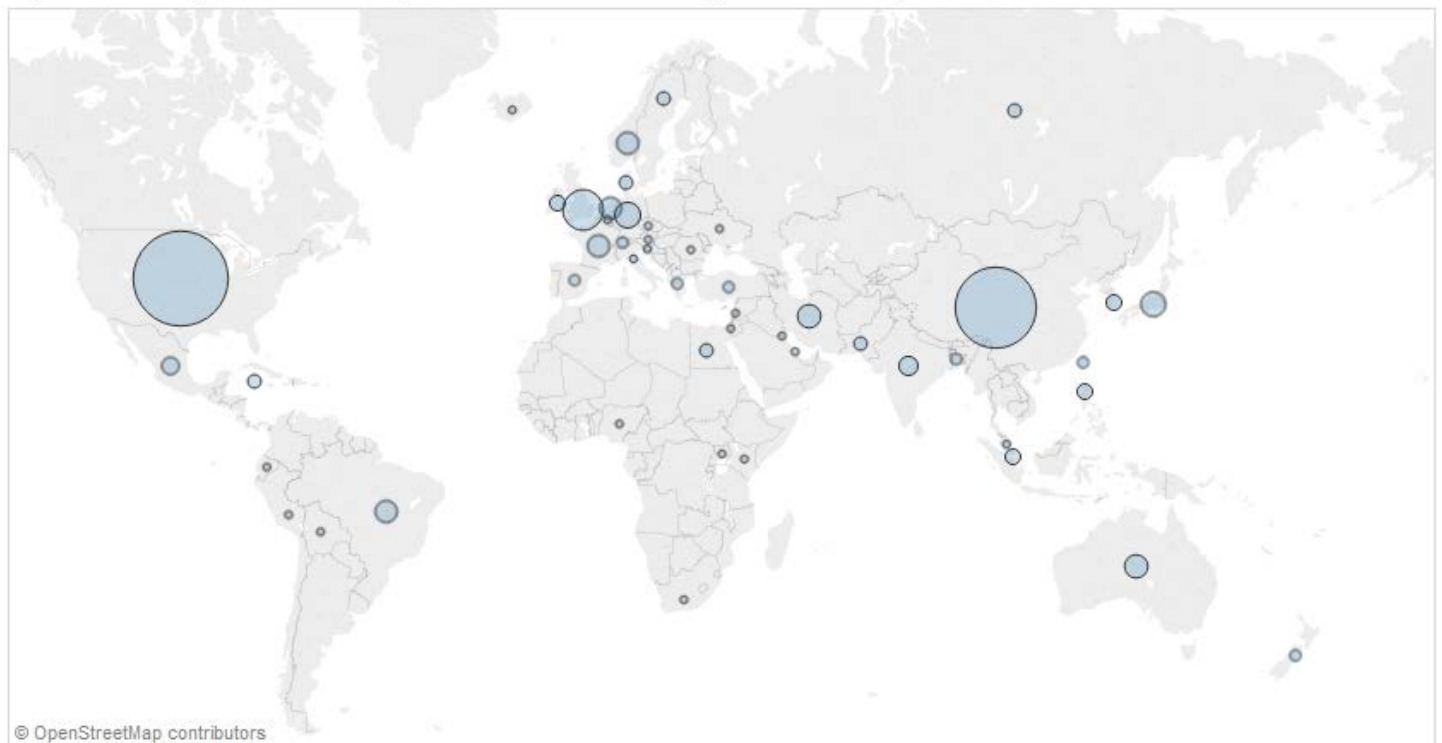
Figure 14: Canadian City of Last Institution, UBC Vancouver New Undergraduate Students, 2015



IN WHICH COUNTRIES DID THE NEW VANCOUVER CAMPUS UNDERGRADUATE STUDENTS LAST STUDY?

Students who originated outside of Canada came from many different countries (see Figure 15). The US and China predominate, with several other European and Asian countries contributing large numbers of new students.

Figure 15: Country of Last Institution, UBC Vancouver New Undergraduate Students, 2015



WHAT IS UBC VANCOUVER'S CURRENT TOTAL ENROLMENT?

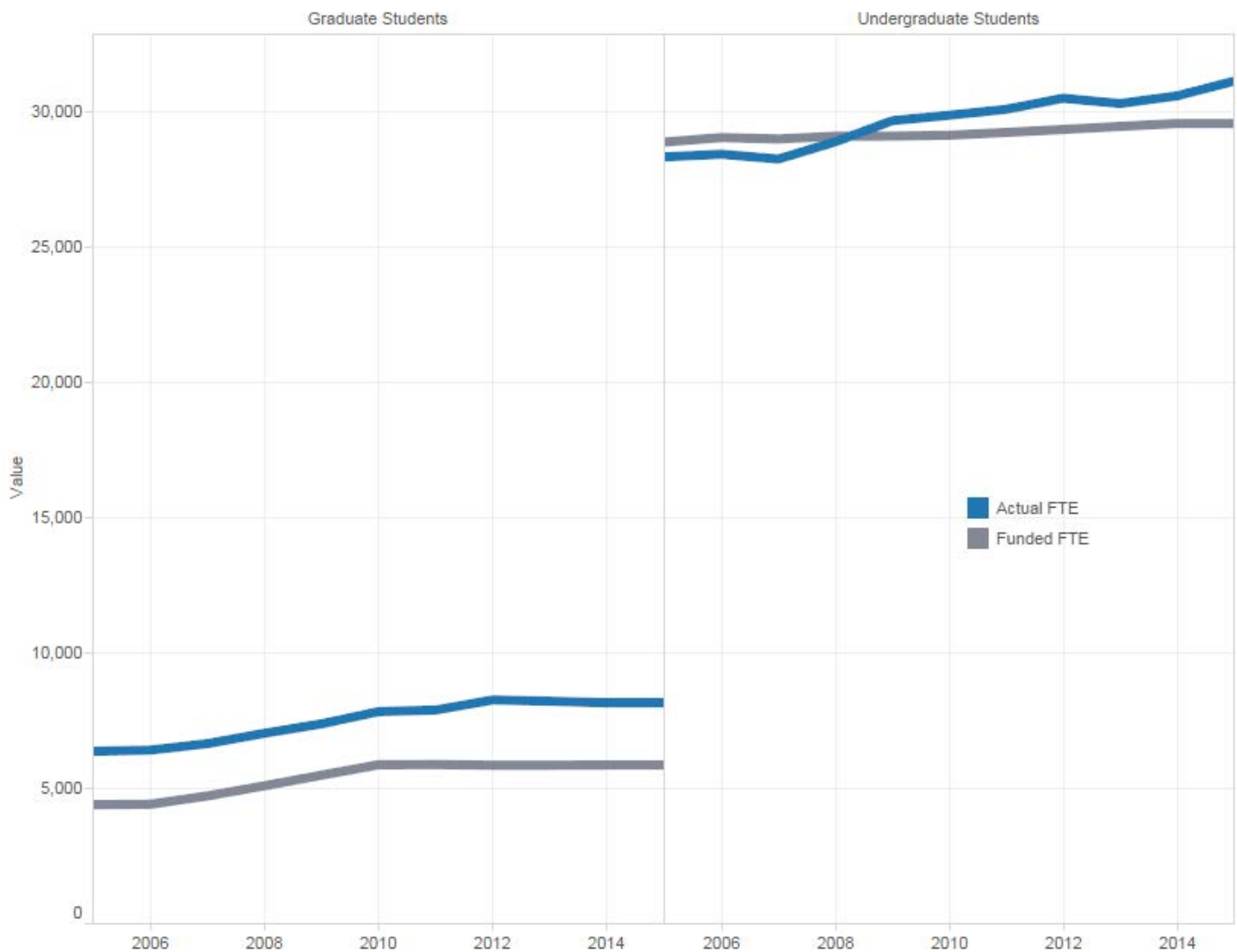
The student population at UBC Vancouver has continued to grow.

Enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), which is a measure of the course load activity of the students enrolled. FTEs for undergraduate students are calculated by dividing the number of annual credits by the normal number of credits specific to the relevant program and year level. For graduate students, the FTE is determined by measuring full-time and part-time status each term, awarding 1 FTE (for full-time) or 1/3 of an FTE (for part-time) each term, and then dividing by 3 to create an annual average.

The BC Government sets targets for, and funds, full-time equivalent students (FTEs), rather than headcounts. These targets and funding are set for domestic students (e.g., Canadian citizens, permanent residents, refugees, and exchange students), and do not apply to international undergraduate students.

UBC Vancouver has surpassed its government targets and will remain over target for both undergraduate and graduate students (see Figure 16).

Figure 16: UBC Vancouver Government-Funded and Actual Domestic FTEs



HOW MANY STUDENTS DOES UBC VANCOUVER ENROL?

The Vancouver campus 2015 headcount (the number of students) has grown to 52,721, an increase of almost 3% over the previous year. The increase is primarily attributable to the growth in the number of undergraduate international students. Graduate student enrolment declined by 3% over 2014.

Table 2: UBC Vancouver Overall Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	28,770	28,959	29,643	30,859	31,602	32,524	34,075
	Post-Baccalaureate Degree	2,650	2,645	2,553	2,483	2,540	2,566	2,554
	Diploma & Certificate	2,415	2,270	2,176	2,123	2,122	2,202	2,263
	Non-Degree	2,670	2,720	2,708	2,458	2,402	2,669	2,716
	Residents	1,121	1,158	1,202	1,232	1,269	1,326	1,378
Graduate	Masters Degree	5,783	6,112	6,290	6,287	6,222	6,350	6,141
	Doctoral Degree	3,469	3,517	3,660	3,727	3,678	3,627	3,539
	Diploma & Certificate	54	66	40	49	47	61	55
	Non-Degree	1	3	3	8	2	1	
Grand Total		46,933	47,450	48,275	49,226	49,884	51,326	52,721

HOW MANY DOMESTIC STUDENTS DOES UBC VANCOUVER ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. The UBC Vancouver domestic headcount has been stable in recent years; there was a slight reduction (4%) at the graduate student level compared with 2014's graduate student domestic student headcount.

Table 3: UBC Vancouver Domestic Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	25,396	25,453	25,761	26,442	26,467	26,323	26,659
	Post-Baccalaureate Degree	2,634	2,640	2,539	2,472	2,522	2,546	2,534
	Diploma & Certificate	2,278	2,162	2,066	2,017	1,993	2,055	2,109
	Non-Degree	1,830	1,893	1,772	1,550	1,368	1,314	1,329
	Residents	1,071	1,131	1,182	1,223	1,262	1,319	1,371
Graduate	Masters Degree	4,559	4,753	4,804	4,763	4,649	4,637	4,440
	Doctoral Degree	2,348	2,328	2,319	2,274	2,206	2,171	2,112
	Diploma & Certificate	48	63	38	47	46	58	50
Grand Total		40,164	40,423	40,481	40,788	40,513	40,423	40,604

HOW MANY INTERNATIONAL STUDENTS DOES UBC VANCOUVER ENROL?

International students are those who require a visa to attend UBC Vancouver (student visa, work permit, minister's permit, or diplomatic visa).

The 12,117 international students enrolled on the Vancouver campus in 2015 represent an 11% increase over the previous year, and make up 23% of all students. Although there are more undergraduate international students than graduate international students (almost three times as many), the proportion of international students is greater at the graduate level, where they make up 32% of all graduate students.

Most of these students have been recruited from abroad, although a sizeable number of international students originated in Canada and were enrolled in secondary or post-secondary studies.

Table 4 shows the number of international students by program type, and Table 5 shows their country of citizenship.

Table 4: UBC Vancouver International Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	3,374	3,506	3,882	4,417	5,135	6,201	7,416
	Post-Baccalaureate Degree	16	5	14	11	18	20	20
	Diploma & Certificate	137	108	110	106	129	147	154
	Non-Degree	840	827	936	908	1,034	1,355	1,387
	Residents	50	27	20	9	7	7	7
	Total	4,417	4,473	4,962	5,451	6,323	7,730	8,984
Graduate	Masters Degree	1,224	1,359	1,486	1,524	1,573	1,713	1,701
	Doctoral Degree	1,121	1,189	1,341	1,453	1,472	1,456	1,427
	Diploma & Certificate	6	3	2	2	1	3	5
	Non-Degree	1	3	3	8	2	1	
	Total	2,352	2,554	2,832	2,987	3,048	3,173	3,133
Grand Total		6,769	7,027	7,794	8,438	9,371	10,903	12,117

Table 5: UBC Vancouver International Students' Countries of Citizenship, to 2015

Countries	2009	2010	2011	2012	2013	2014	2015
China	1,245	1,329	1,607	2,018	2,523	3,305	3,986
United States of America	1,352	1,351	1,387	1,348	1,350	1,409	1,434
India	243	276	289	346	416	498	640
Republic of Korea	531	529	580	548	481	476	478
Japan	303	298	292	264	318	322	337
United Kingdom of Great Britain and Northern Ireland	176	202	214	236	259	302	316
China, Hong Kong Special Administrative Region	156	159	163	183	210	257	276
Iran	272	296	332	353	309	264	240
Indonesia	140	142	140	143	169	196	214
Brazil	57	58	61	89	103	196	207
Mexico	252	229	216	198	193	194	205
France	68	80	124	123	151	165	193
Germany	152	150	159	170	170	185	189
Malaysia	125	133	181	183	190	200	187
Singapore	97	87	102	143	150	165	181
Taiwan	124	128	139	158	153	163	169
Australia	68	83	112	117	123	172	138
Saudi Arabia	100	87	88	94	107	108	124
Pakistan	38	48	56	64	99	107	122
Bangladesh	48	58	66	67	72	99	115
Other	1,213	1,296	1,483	1,587	1,778	2,085	2,358

HOW IS UBC VANCOUVER FULFILLING ITS COMMITMENT TO ABORIGINAL STUDENTS?

UBC is committed to expanding educational opportunities for Aboriginal people. We cannot report with certainty the number of Aboriginal students enrolled at UBC because the submission of relevant information is voluntary. We learn about students' Aboriginal status from several sources. Students may self-identify as part of the admissions process, they may update their Aboriginal status at any time during their studies, or they may indicate that they are Aboriginal when answering a survey. We also collect data from the Student Transitions Project (a project of the BC Ministry of Advanced Education that links data about BC students in the public post-secondary education system with information from their years in kindergarten to Grade 12), which may note a student to be Aboriginal. The number of Aboriginal students shown in Table 6 is likely an underestimation of the actual number enrolled.

We estimate that at present about 1.8% of all students (undergraduate and graduate, domestic and international) on the Vancouver campus are Aboriginal, constituting 2.4% of all domestic students.

Table 6: UBC Vancouver Aboriginal Students' Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	419	455	499	528	554	558	543
	Post-Baccalaureate Degree	137	155	152	163	152	149	162
	Diploma & Certificate	21	21	20	23	28	16	14
	Non-Degree	35	64	66	45	32	23	32
	Residents	6	12	6	12	15	17	18
Graduate	Masters Degree	96	107	128	140	148	138	143
	Doctoral Degree	68	72	70	67	69	70	71
	Diploma & Certificate		1	1			1	2
Grand Total		782	887	942	978	998	972	985

Most Aboriginal students are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students in general) register at UBC after some post-secondary education received elsewhere (see Table 7).

Table 7: UBC Vancouver Aboriginal Students' Last Institution, to 2015

		2009	2010	2011	2012	2013	2014	2015
Undergraduate	College	159	173	183	180	175	171	146
	Institute	10	9	6	15	13	15	14
	Secondary School	242	260	299	319	352	359	368
	University	105	129	137	149	136	130	128
	Unknown	102	136	118	108	105	88	113
Graduate	College	31	27	35	38	36	28	32
	Institute	4	6	7	4	3	4	4
	Secondary School	8	7	9	7	13	13	12
	University	101	121	127	132	145	141	145
	Unknown	20	19	21	26	20	23	23
Grand Total		782	887	942	978	998	972	985

Figure 17 shows Canadian Aboriginal Students at UBC Vancouver by the location of the postal code of their last educational institution. Most Aboriginal students were studying in the Lower Mainland before enrolment, although there are many enrolled Aboriginal students from across BC and the Prairies, and a smaller proportion of students from Central Canada and the East Coast.

Figure 17: UBC Vancouver Aboriginal Students' Last Institution by Postal Code, to 2015



WHAT ARE UBC VANCOUVER'S RETENTION AND COMPLETION RATES?

We examine retention and completion rates for undergraduate students and time to completion for graduate students.

WHAT ARE UBC VANCOUVER'S UNDERGRADUATE STUDENT RETENTION AND COMPLETION RATES?

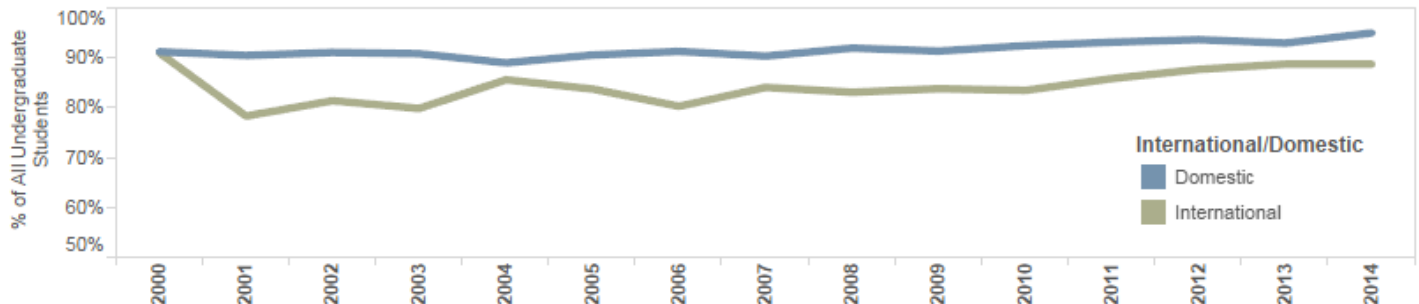
Below we provide the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange (CSRDE) standard; that is, they were first-time, full-time, first-year students. The rates measure persistence from a student's first year to second year, irrespective of whether the student switched programs, campuses, or started part-time studies—so long as they were registered at UBC Vancouver in the subsequent winter session, they are counted as having been retained.

UBC Vancouver's students have consistently achieved high retention and completion rates. International students have somewhat lower rates than those of domestic students, although the gap has been narrowing over time (see Table 8 and Figure 18).

Table 8: Retained to Year 2, UBC Vancouver Undergraduates

Retained to Year 2	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Yes	91.2%	90.0%	90.5%	89.9%	88.7%	89.8%	90.1%	89.5%	90.6%	90.2%	91.1%	91.9%	92.5%	92.0%	93.2%

Figure 18: Retention to Year 2, Stratified by International/Domestic UBC Vancouver Students

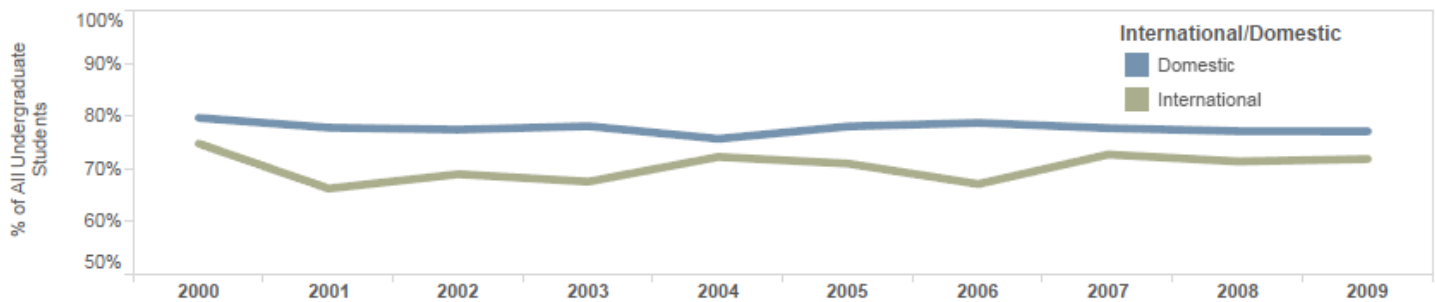


For undergraduate students, it is typical to report completion rates within six years of the student's program start date. Table 9 shows the completion rates for the cohorts that have had sufficient time (i.e., 6 years) to complete their programs at UBC Vancouver.

Table 9: 6-Year Undergraduate Graduation Rates, UBC Vancouver Undergraduates

6 Year Graduation	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Yes	79.5%	77.3%	76.9%	77.2%	75.4%	77.3%	77.5%	77.1%	76.3%	76.3%

Figure 19: 6-Year Undergraduate Graduation Rates, Stratified by International/Domestic UBC Vancouver Students

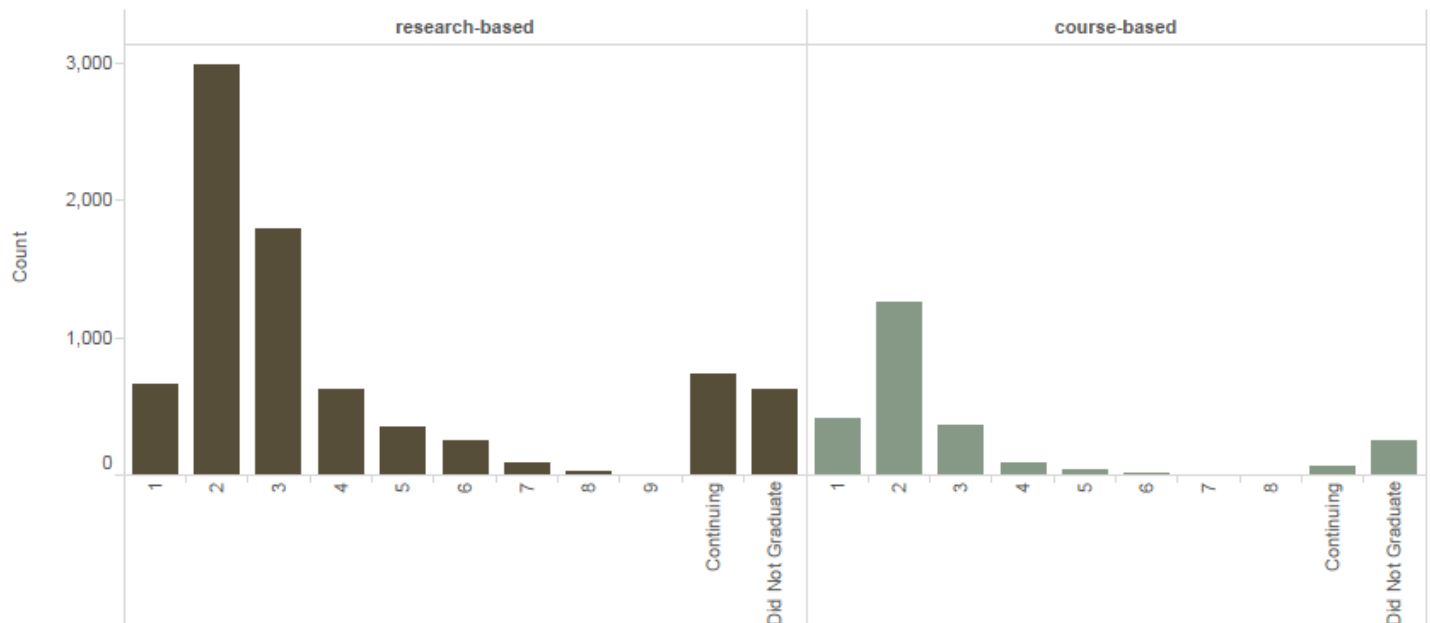


HOW LONG DO UBC VANCOUVER'S GRADUATE STUDENTS TAKE TO COMPLETE THEIR PROGRAMS?

For graduate students, we examined the entire cohort when determining their completion rates, rather than limiting the analysis to full-time students.

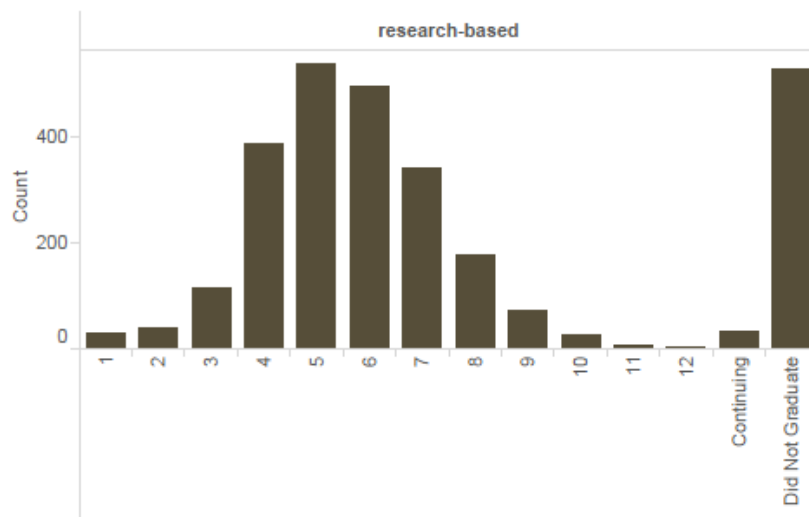
Figure 20 shows the cohort of UBC Vancouver master's students (9,823 students) who began their program between 2005 and 2010 and the number of years between the start of their programs and graduation. Most master's students graduated within 1-3 years, regardless of whether they were in a research or course-based program.

Figure 20: UBC Vancouver Master's Students' Years to Degree Completion 2005-2010 cohorts



For UBC Vancouver's doctoral students, whose programs are expected to take longer, we examined a cohort (2,799 students) who began their studies between 2000 and 2005 (see Figure 21).

Figure 21: UBC Vancouver Doctoral Students' Years to Completion, 2000-2005 Cohorts



HOW MANY CREDENTIALS DOES UBC VANCOUVER AWARD?

Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC Vancouver's enrolment growth over the period under review.

Table 10: UBC Vancouver Credentials Awarded by Session Year

Student Level	Status	Program Type	2008	2009	2010	2011	2012	2013	2014
Undergraduate	Domestic	Baccalaureate Degree	4,533	5,218	5,284	5,190	5,362	5,477	5,528
		Diploma & Certificate	302	531	569	582	531	544	534
		Post-Baccalaureate Degree	509	1,145	1,190	1,183	1,082	981	1,053
	International	Baccalaureate Degree	499	565	612	641	777	880	941
		Diploma & Certificate	20	47	54	47	46	40	63
		Post-Baccalaureate Degree	2	5	9	2	4	4	7
Graduate	Domestic	Doctoral Degree	175	424	411	411	409	402	431
		Masters Degree	814	1,496	1,725	1,738	1,831	1,701	1,759
	International	Doctoral Degree	38	87	91	82	105	123	147
		Masters Degree	226	379	477	532	560	613	665
Grand Total			7,118	9,897	10,422	10,408	10,707	10,765	11,128

The proportion of Aboriginal students conferred a degree has increased over time. Aboriginal students were conferred about 2% of all the UBC Vancouver credentials awarded in 2014 (see Table 11).

Table 11: Proportion of Credentials Awarded to UBC Vancouver Aboriginal Students by Session Year

Student Level	Aboriginal	2008		2009		2010		2011		2012		2013		2014	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Undergraduate	Yes	93	1.6%	108	1.4%	144	1.9%	132	1.7%	160	2.1%	144	1.8%	169	2.1%
Graduate	Yes	13	1.0%	36	1.5%	33	1.2%	37	1.3%	56	1.9%	45	1.6%	71	2.4%

STRATEGIC INITIATIVES – VANCOUVER CAMPUS

There are many strategic initiatives in place to ensure that UBC meets its enrolment objectives.

DESTINATION UBC

Destination UBC is an event held in May on both campuses. Admitted students are invited to spend a weekend in residence, meet current students and faculty members, and sample residence food. The event is intended to increase the yield of students from elsewhere in Canada – students who may be reluctant to travel out-of-province for their education. Social programming in the evening helps the prospective student establish a sense of belonging while activities during the day focus on academics, orientation, and campus life. This program is a contributing factor to an increasing number of out of province applications, and a high enrolment rate for direct-entry applicants. Of the prospective students who attended the event, 76% registered for the 2015-16 session.

STRATEGIC ABORIGINAL STUDENT ENROLMENT INITIATIVE

The Strategic Aboriginal Enrolment Initiative is a collaborative effort of Enrolment Services; the First Nations House of Learning, Vancouver campus; Aboriginal Programs and Services, Okanagan campus; and Student Development and Services. The various initiatives include the UBC-Langara Aboriginal Transfer Partnership, the UBC Aboriginal Undergraduate Student Recruitment Strategic Plan, and UBC's sponsorship of the 2016 Indspire Soaring Youth Indigenous Career Conference.

THE UBC-LANGARA ABORIGINAL TRANSFER AGREEMENT

UBC has partnered with Langara College through a formal transfer agreement for Aboriginal students. Through this partnership, First Nations, Métis, and Inuit students are given access to university education. Students who participate in a program at Langara College and meet specified admission criteria, are guaranteed to be admitted to years 2 or 3 of certain programs at the UBC Vancouver campus and are considered for awards.

THE INDIGENOUS YOUTH CAREER CONFERENCE

UBC is the official post-secondary sponsor of the Indspire Soaring Indigenous Youth Career Conference, taking place in Vancouver. This conference gives Aboriginal students an opportunity to visit UBC's Vancouver campus and to engage in sessions about both the Vancouver and Okanagan campuses.

VANTAGE COLLEGE

Vantage One is a unique first-year program that combines one year of academic degree focused credits with intensive academic English preparation. After successful completion of Vantage One, students transition into the second year of their UBC degree programs. 2014-2015 was the inaugural year for students entering into the Vantage One Arts and Science program streams. In 2015-2016, 131 of this first cohort of students successfully transitioned into 25+ different degree specializations at UBC. Engineering and Management are now offered as additional Vantage One program stream options. The total Vantage One intake for 2015-16 is 267 students.

CONCLUSION

In summary, 2015-16 has been a very successful year for enrolment on the Vancouver campus. We continue to surpass the government-funded number of domestic undergraduate students, we are maintaining a healthy enrolment of international students from many countries, we are strengthening our national representation of incoming undergraduate students, and our strategic initiatives are increasing the enrolment and graduation of Aboriginal students.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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November 20, 2015

To: Senate, UBC Vancouver
c/o Christopher Eaton, Associate Registrar for Academic Governance
and Director of Senate and Curriculum, Enrolment Services

From: Angela Redish
Provost and Vice-President Academic *pro tem*

A handwritten signature in black ink, appearing to be 'AR' or similar initials.

Re: Report to Senate on Student Evaluation of Teaching, 2014-15

Item for information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on Student Evaluation of Teaching.

The Report is submitted in accordance with the Policy on Student Evaluation of Teaching passed by Senate in May 2007. The Policy requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions as defined by the Policy).

The report includes the results for the University Module Items for the 2014-15 academic year, from September 2014 to April 2015. New features in this year's report include a measurement of the impact on response rates when evaluations are administered during class time, and a Measures of Dispersion Index which shows the number of cases in which students were in 100% agreement on ratings.

Additional information on Student Evaluation of Teaching is available at <http://teacheval.ubc.ca>.

Attachment: Report to Senate on Student Evaluation of Teaching, 2014-15



STUDENT EVALUATION OF TEACHING REPORT TO SENATE November 2015

2014W SCOPE

Results for 7,307 instructor evaluations were submitted to the University, for 6,153 course sections in which the University Module Items were administered (3,874 instructors). This represents an increase of 128 evaluations compared to 2013W.

Table 1. Scope of 2014W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	59	121	158	188	217	743
Arts	653	401	719	459	350	2,582
Commerce	17	99	235	154	180	685
Dentistry	1	30	29	75	0	135
Education	21	75	273	176	218	763
Forestry	3	27	25	40	27	122
College of Health Disciplines		1		3		4
Land & Food Systems	6	23	51	43	25	148
Law		36	69	105	8	218
Medicine ³	3	18	80	100	225	426
Pharmaceutical Sciences		36	42	48		126
Science	425	212	291	210	178	1,316
Vantage College	39					39
TOTAL	1,227	1,079	1,972	1,601	1,428	7,307

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section/instructor combination.

³ Includes Medicine courses evaluated by Science.



RESULTS

The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.2 (median 4.3). Five (5) percent of instructors received an overall rating of 5.0; 70% were assessed at 4.0 or higher and only 4% received evaluations below 3.0.

A summary of the results for the 6 UMI questions is shown in table 2. Figure 1 shows the distribution of the overall quality of teaching (UMI 6). There were no statistically significant changes, in the overall quality of teaching in 2014W, compared to the previous academic year (2013W).

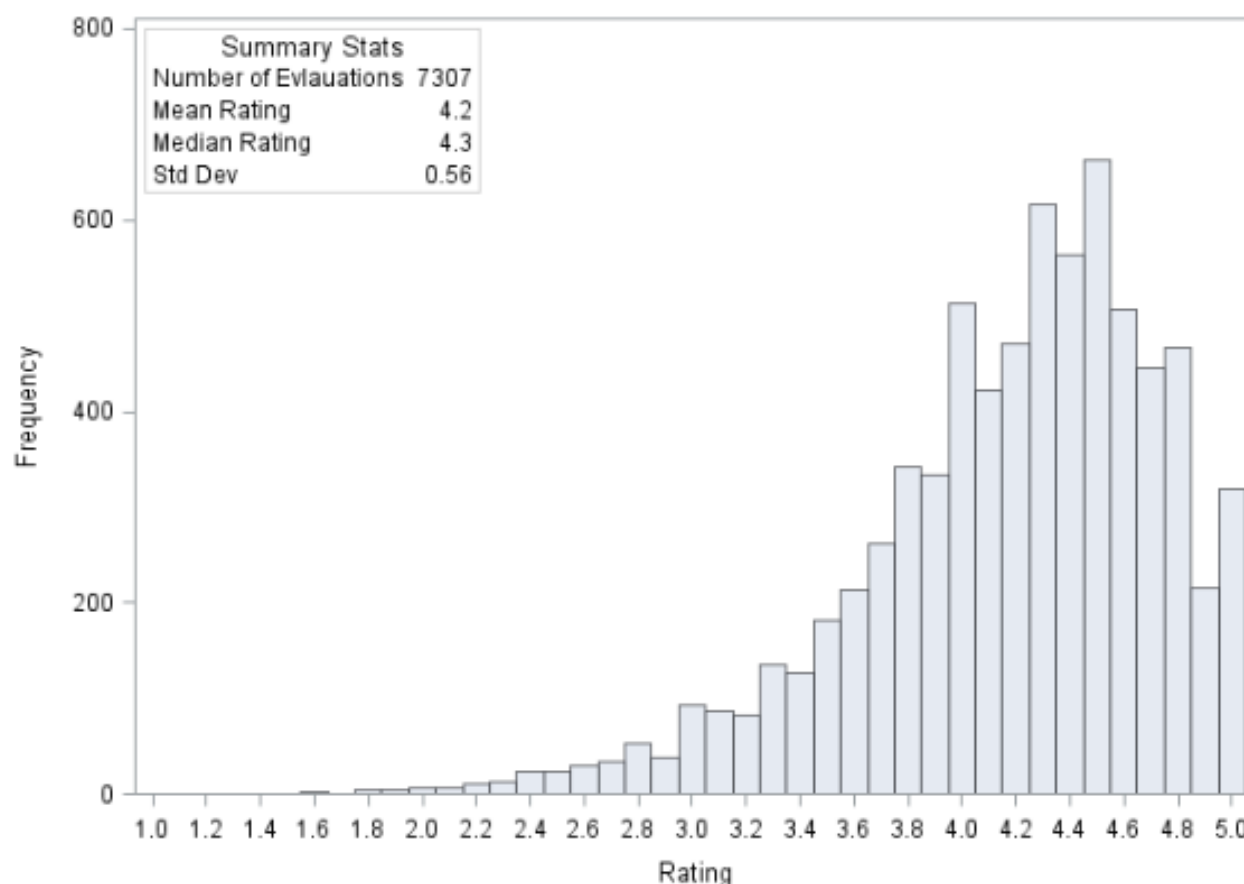
Table 2. 2013W Results by Year Level¹

UMI	Year Levels						2013W Average ²
	100 Level	200 Level	300 Level	400 Level	Grad	Average ²	
1. The instructor made it clear what students were expected to learn	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
2. The instructor communicated the subject matter effectively	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
3. The instructor helped inspire interest in learning the subject matter	4.0 (4.0)	4.0 (4.1)	4.1 (4.1)	4.2 (4.3)	4.3 (4.3)	4.1 (4.2)	4.1 (4.2)
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0 (4.1)	4.0 (4.1)	4.1 (4.1)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.1)
5. The instructor showed concern for student learning	4.2 (4.2)	4.2 (4.2)	4.2 (4.3)	4.3 (4.4)	4.4 (4.5)	4.3 (4.3)	4.3 (4.3)
6. Overall the instructor was an effective teacher	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.4)	4.3 (4.4)	4.2 (4.3)	4.2 (4.3)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Median in parenthesis

Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2014W



PUBLICATION OF RESULTS

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2014W, results for 10.6% of course evaluations were published, compared to 10.2% for the previous academic year (2013W).

STUDENTS' AGREEMENT ON INSTRUCTOR RATINGS

Table 3 shows a distribution of instructor evaluations by the overall quality of teaching score (UMI 6) and the level of students' agreement on their instructor rating (as measured by a dispersion index). Evaluations in the lower left cells of Table 3 have low overall scores with a high level of agreement among students. This category represents 0.25% of evaluations in 2014W and none of the scores in the category were below 3.0. Evaluations in the lower right side of Table 3 have low overall scores, but with low levels of agreement among students. Evaluations with scores below 3.0 in this category account for 3.7% of the 2014W evaluations. These ratings should be considered within context, considering factors such as number of responses and the magnitude of dispersion.



Table 3. Distribution of evaluations by overall score (UMI 6) and a Measure of dispersion (students' agreement on ratings).

	Level of Students' Agreement on Instructor Rating ¹						Total
	Complete	High	High/ Moderate	Moderate/ Low	Low	Very Low	
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	> 0.55	
UMI 6 Score							
> 4.5	228 (3.21%)	832 (11.73%)	1227 (17.3%)	14 (0.2%)			2,301 (32.5%)
4.00 -	22 (0.31%)	83 (1.17%)	569 (8.0%)	1424 (20.0%)	543 (7.7%)	0 (0%)	2,641 (37.2%)
3.0 -	1 (0.01%)	3 (0.04%)	14 (0.2%)	112 (1.6%)	1170 (16.5%)	587 (8.3%)	1,887 (26.6%)
< 3.0	0 (0%)	0 (0%)	0 (0%)	2 (0.03%)	14 (0.2%)	247 (3.5%)	263 (3.7%)

¹ Based on an ordinal dispersion index: Rampichini, Carla, Leonardo Grilli, and Alessandra Petrucci (2004). Analysis of university course evaluations: from descriptive measures to multilevel models. Statistical Methods & Applications (2004) 13: 357–373.

Table 3 Key:

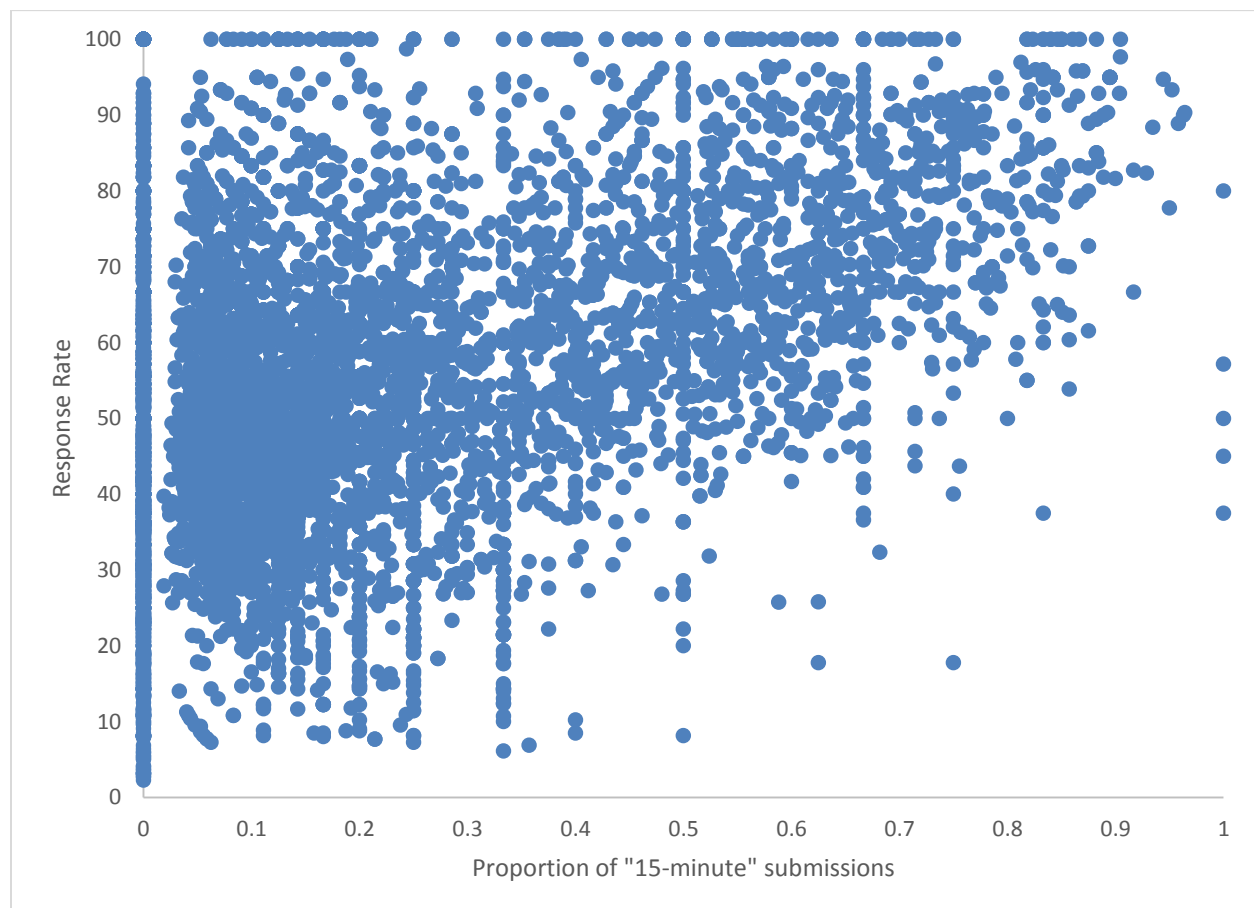
	Evaluations with higher ratings and high level of students agreement
	Evaluations with higher ratings but a relatively lower level of students agreement
	Evaluations with at or Above Average Ratings and high level of students agreement
	Evaluations with at or Above Average Ratings but a relatively lower level of students agreement
	Evaluations with Below Average Ratings but a relatively lower level of students' agreement ²
	Evaluations with Below Average Ratings and high level of students agreement
	Evaluations with Low Ratings but a relatively lower level of students' agreement ²
	Evaluations with Low Ratings and high level of students' agreement

² Low ratings in these cells should be considered within context, considering factors such as number of responses and the magnitude of dispersion.

“IN-CLASS” SUBMISSIONS AND RESPONSE RATES

At the beginning of the last academic year, the Provost Office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable). Figure 2 shows response rate vs. the proportion of submissions within a 15-minute time span for all Faculties. The trend shows increased response rates and decreased variance in those rates as the proportion of a 15-minute submissions increase. We encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

Figure 2. 2014W Response Rates and “in-class” submissions





RESPONSE RATES

Zumrawi, Bates and Schroeder (2014) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. The recommended minimum response rates were modeled for a range of class sizes and a single measure of confidence level and margin of error. Evaluations with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2014W response rates by class size is given in Table 4.

In 2014W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 56% of the total enrollment.

Table 4. Sections Meeting or Exceeding the Recommended Response Rates¹

Class Size ¹	Unique Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting or exceeding the minimum recommended response rate ²
≤ 10	626	749	5,798	75%	36%
11 -19	1,260	1,457	21,952	65%	38%
20 -34	1,610	1,908	49,722	55%	48%
35 - 49	905	1,082	44,962	40%	68%
50 -74	611	698	42,462	35%	79%
75 -99	350	413	35,516	25%	97%
100 -149	398	459	55,332	20%	95%
150 - 299	358	478	97,476	15%	90%
300 - 499	33	53	17,896	10%	100%
500+	2	10	5,686	5%	100%

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis

² Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563

More than half of the sections with 34 or less students did not meet the minimum recommended response rates. However, these sections account for 21% of the total enrollment. Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on sections with under 50 students.

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.



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January 6, 2016

To: Senate, UBC Vancouver

To the attention of:

Christopher Eaton, Associate Registrar for Academic Governance
and Director of Senate and Curriculum Services

From: Angela Redish
Provost and Vice-President Academic *pro tem*

A handwritten signature in blue ink, appearing to be 'AR' followed by a flourish.

Re: Report to Senate on External Reviews of Academic Units, 2014-15

Item for information:

In accordance with Senate policy I am pleased to forward the Annual Report on External Reviews of Academic Units and Programs, for information. This report covers the period of September 2014 through August 2015. It provides a summary of each of the 19 external reviews undertaken as well as 6 accreditation reviews.

Attachment: Report to Senate on External Academic Reviews, 2014-15

Report to Senate

External Reviews of Academic Units and Programs at UBC Vancouver

2014 – 2015

January 6, 2016

Submitted by: Dr. Eric Eich, Vice-Provost and Associate Vice-President Academic Affairs

External reviews were conducted on the following academic units and programs at UBC Vancouver between September 1, 2014 and August 31, 2015. Key findings and recommendations made by the reviewer teams, along with the Faculty and/or Department responses, are highlighted on the following pages and comprise the remainder of this report.

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School of Architecture and Landscape Architecture
Faculty of Applied Science

Summary of External Review: September 2014

Highlights and Key Findings:

- SALA has made tremendous progress since 2010 under the leadership of Professor Leslie Van Duzer. This includes full merger of the programs in Architecture and Landscape Architecture into SALA, making impressive forays in community outreach including assembly of an advisory board, attracting significant interest from potential donors and much progress toward a new building for the School.
- Several challenges were identified that will need SALA's attention going forward.

Key Recommendations and Unit's Response:

- Recommendation: Create much-needed infrastructure in support of research.

Unit's Response: SALA acknowledges the need to improve research infrastructure overall and especially for early career faculty and anticipated new faculty hires in particular. New SALA director Ronald Kellett will chair the School research committee with a charge to address this issue and define the necessary infrastructure requirements, priorities and implementation resources.

- Recommendation: Improve the undergraduate education and student learning by making changes to the ENDS program.

Unit's Response: This process is well underway. A new four year, first year entry curriculum has been designed to replace the current two year curriculum. A proposal to implement that curriculum is in development for submission to Senate this academic year. Transition to the new curriculum could begin as soon as Fall 2016. However, full implementation achieves a tripling of enrolment that requires expansion of SALA teaching space.

- Recommendation: Clearly define the roles of the MASA and MASLA programs as the first step towards a Ph.D.

Unit's Response: SALA acknowledges the need to refresh MASA / MASLA program roles and the logic of working toward a SALA PhD. Prior faculty working groups have considered the future of the current programs and the feasibility of a PhD program to replace or complement them. SALA aspires to move in the direction of a design-oriented PhD program but currently lacks the resources to initiate it. However, it is possible to start by exploring partnerships with a companion PhD granting academic unit or units. In addition, SALA will seek to build internal capacity through new faculty hires (due to retirements) anticipated over the next several years.

- Recommendation: Review the practice of allocating core courses for teaching to ensure a diversified perspective in some core courses.

Unit's Response: SALA is a relatively small faculty of 23 delivering four complementary but distinctive degree programs, two with multiple accreditation-driven core course requirements. Options to diversify teaching assignments within these core courses are limited. However, SALA has initiated opportunities to consolidate some common core courses across programs (research methods, professional practice and digital media, for example) and team teach them. Under such models, SALA is also better able to integrate part-time professional adjuncts in these teaching teams.

- Recommendation: Improve communication at all levels.

Unit's Response: It is difficult to interpret and respond to the generality of this concern. SALA was created less than 10 years ago out of independent programs a kilometre apart reporting to different faculties. While still spatially separated, integration of academic programs has improved significantly in recent years. However, evolution of shared models and cultures of governance and communication has been more challenging. Several effective but incremental steps (more integrated committee membership, faculty and staff meetings, for example) have been taken. This academic year, SALA will undertake a more systemic review and reorganization of its internal governance and committee structure with intent to achieve greater sharing of responsibility, better working relationships and more effective communication channels.

- Recommendation: Create a clear vision statement for SALA, a written strategic plan and a strategic hiring process.

Unit's Response: SALA had initiated an internal strategic planning effort a few years ago but tabled the project pending development of a new APSC Strategic Plan. With that plan now complete in 2015, SALA can return to developing its own strategic plan with APSC's new strategic plan as context. This effort will include a vision for faculty hiring priorities. However, in the interim, planning to define and guide immediate faculty hires will be initiated in consultation with program chairs and faculty.

- Recommendation: SALA should build funded research relationships with industries in BC.

Unit's Response: Over the past year, SALA has increased its interaction with APSC units (SCARP, Civil Engineering and Materials Engineering, for example) and others (Forestry and Computer Science, for example) to improve the School's access to, and capacity for, funded research with industry. These interactions have been particularly valuable to several early career faculty who have found new opportunities and taken initial concrete actions to build upon them.

Civil Engineering Program
Faculty of Applied Science
Summary of Accreditation Review: November 2014

The Civil Engineering Program's Bachelor of Applied Science (BASc) degree was reviewed in November 2014 for reaccreditation by the Canadian Engineering Accreditation Board (CEAB) of Engineers Canada.

Highlights and Key Findings:

- Wonderful personnel, including all of faculty, technical support and admin support.
- Excellent lab facilities, including shop for fabrication and maintenance of equipment, experimental setups, etc.
- Good diversity of faculty complement; some faculty are more focused solely on the undergraduate program, including the Professor of Teaching, while others are of the "classic" teacher-scholar model (i.e., very active in research while also contributing to the undergraduate program).
- Very good progress has been made on developing policies and procedures related to CEAB's outcomes-based assessment methodology. The intention of better measuring the success of the program in terms of student performance and continual improvement thereof is being realized.

Key Recommendations:

In June 2015 the Faculty of Applied Science received confirmation from CEAB that accreditation of the Civil Engineering BASc program was renewed for an additional three years, with a report required by June 30, 2017 to address two concerns:

- At the time of the visit, the Dean was not an engineer licensed to practise in Canada.
- There must be documented processes and policies for promotion and graduation of students. It appears that there is no uniform process or policy for submission of grades.

Faculty's Response:

- *The Dean has now obtained his engineering license to practise in Canada.*
- *We are currently in the process of developing a uniform process and policy for submission of grades and expect it to be in place by January 2016.*

Computer Engineering Program**Faculty of Applied Science**

Summary of Accreditation Review: November 2014

The Computer Engineering Program's Bachelor of Applied Science (BASc) degree was reviewed in November 2014 for reaccreditation by the Canadian Engineering Accreditation Board (CEAB) of Engineers Canada.

Highlights and Key Findings:

- The program curriculum is strong with at least one significant team project each year (EECE 281, EECE 381, EECE 409).
- The department has a large number of well-qualified and dynamic faculty members and instructors.
- Faculty, staff and student morale is very good.
- There appears to be a very good level of satisfaction in the department leadership.

Key Recommendations:

In June 2015 the Faculty of Applied Science received confirmation from CEAB that accreditation of the Computer Engineering BASc program was renewed for an additional three years, with a report required by June 30, 2017 to address two concerns:

- At the time of the visit, the Dean was not an engineer licensed to practise in Canada.
- There must be documented processes and policies for promotion and graduation of students. It appears that there is no uniform process or policy for submission of grades.

Faculty's Response:

- *The Dean has now obtained his engineering license to practise in Canada.*
- *We are currently in the process of developing a uniform process and policy for submission of grades and expect it to be in place by January 2016.*

Electrical Engineering Program
Faculty of Applied Science
Summary of Accreditation Review: November 2014

The Electrical Engineering Program's Bachelor of Applied Science (BASc) degree was reviewed in November 2014 for reaccreditation by the Canadian Engineering Accreditation Board (CEAB) of Engineers Canada.

Highlights and Key Findings:

- Faculty, facilities and atmosphere are very positive overall.

Key Recommendations:

In June 2015 the Faculty of Applied Science received confirmation from CEAB that accreditation of the Electrical Engineering BASc program was renewed for an additional three years, with a report required by June 30, 2017 to address two concerns:

- At the time of the visit, the Dean was not an engineer licensed to practise in Canada.
- There must be documented processes and policies for promotion and graduation of students. It appears that there is no uniform process or policy for submission of grades.

Faculty's Response:

- *The Dean has now obtained his engineering license to practise in Canada.*
- *We are currently in the process of developing a uniform process and policy for submission of grades and expect it to be in place by January 2016.*

Environmental Engineering Program

Faculty of Applied Science

Summary of Accreditation Review: November 2014

The Joint UBC/UNBC Environmental Engineering Program's Bachelor of Applied Science (BASc) degree was reviewed in November 2014 for reaccreditation by the Canadian Engineering Accreditation Board (CEAB) of Engineers Canada.

Highlights and Key Findings:

- The program provides students with a broad exposure to a variety of elements of environmental engineering and environmental science.

Key Recommendations:

In June 2015 the Faculty of Applied Science received confirmation from CEAB that accreditation of the Environmental Engineering BASc program was renewed for an additional two years, with a site visit required in fall 2016 to assess progress on addressing the following concerns:

- At the time of the visit, the Dean was not an engineer licensed to practise in Canada.
- There must be documented processes and policies for promotion and graduation of students. It appears that there is no uniform process or policy for submission of grades.
- The mapping of graduate attributes is incomplete. Exclusive use of examination grades as assessment tools for all graduate attributes is insufficient. Indicators and a sustainable data collection scheme to demonstrate student achievement of graduate attributes have not been sufficiently developed, documented and applied. Therefore, results from data collection are insufficient to develop and apply a continual improvement process. A stakeholder group for consultation in a continual improvement process and a documented process for continual improvement need to be more developed.
- There is insufficient engineering design curriculum content delivered by faculty licensed to practise engineering in Canada. The specific Accreditation Unit count is below the required value of 255. At least one capstone design project showed little or no engineering design content.
- The program has limited and insufficient content in discrete and numerical mathematics.
- There is very little communication with UNBC students during the processing of transfers to UBC and decisions are not made in a timely manner.

Faculty's Response:

- *The Dean has now obtained his engineering license to practise in Canada.*
- *We concur with all the recommendations of the CEAB and are working diligently to implement the specific recommended actions in advance of the next reaccreditation review in 2016.*

Morris and Helen Belkin Art Gallery**Faculty of Arts**

Summary of External Review: November 2014

Highlights and Key Findings:

- Reviewers praised the Gallery for maintaining a high level of quality and offering a thoughtful balance of internally-curated and guest-curated exhibitions.
- Reviewers identified that the Gallery maintains excellent relationships with area artists, galleries, and professional arts institutions. The Gallery also furthers UBC's priority of engagement with representatives of First Nations and the development of globally aware graduates through its acquisitions, exhibitions, and public programs. It serves as a visible face and welcome centre for UBC visitors, exemplifying excellence, and it engages major donors both in the arts and for the university's larger mission.
- Reviewers singled out the current Director of the Gallery, who is also its founding director, as the institution's "greatest strength" because of his widely respected curatorial ability.
- Reviewers identified the need for a facility expansion and better collections storage solutions as two long-standing goals.

Key Recommendations:

- Permanent funding for both the curator of academic programs and the curator/associate director need to be secured and the Gallery needs to be able to retain the full-time director position.
- Consider a moratorium on acquisitions or identify specific storage space for those acquired until the collections storage situation is remedied.
- Create an advisory council or committee that would be charged to create a new strategic plan for the Belkin and identify resources for a building addition, off-site storage, and/or other critical needs.
- Recognizing the likelihood of reduced Canada Council annual grant funding (nationwide), identify diverse sources of earned income, including a friends group, donation box, and private support.
- Working with art history faculty, and with proper consultation with the Belkin Gallery administration, institutionalize the role of the Belkin in providing support and integration of CCST students in professional gallery practice beginning with their arrival on campus.

Unit's Response:

The Gallery has recognized the need for permanent funding for a Curator and a Curator of Academic Programs as priority since the last review, and it has been discussing the issue as part of annual planning with the Faculty for the past few years.

Regarding the collection storage space, the Gallery, together with the Faculty and the University, is committed to searching for a viable solution to the storage and access for research and learning. Fundraising work is an ongoing priority.

Since 2007, the Gallery has doubled the number of paid opportunities open to students, having employed 30 graduate students (PhD and MA) and 14 undergraduates. The Belkin's ability to hire more students, apart from volunteer research positions, depends on student availability, eligibility requirements, and funding (work-learn funding competition and government student-employment grants), and it employs students now to the maximum of its abilities in terms of resources.

Faculty's Response:

The Faculty of Arts has solidified leadership at the Belkin through the reappointment of the Director and the appointment of a new Associate Director/Curator through to June 30, 2018. In addition, the Faculty has made a commitment to continue funding for the Curator of Academic Programs. The Dean's office has studied the possibility of moving the collection to a new location, however the retrofit costs were too high, and continues to work with the University to explore permanent storage of the University art collection. We also continue to work with Development on this issue, and a case for support has been developed.

Cognitive Systems Program
Faculty of Arts, Faculty of Science
Summary of External Review: March 2015

Highlights and Key Findings:

- Reviewers praised the Cognitive Systems Program for accomplishing its educational goals very effectively, commending the program for high levels of student enthusiasm, alumni success, and the social structure of the program.
- Reviewers described the overall quality of Cognitive Systems' faculty as excellent, and their degree of commitment to the program as very high.
- Reviewers identified the need to address the degree of difficulty in the introductory computer science course, suggesting it is harder and more discouraging, particularly for students with an Arts background.
- Reviewers found the program at a critical turning point, with significant enrollment and facing leadership transition, but in need of a better structure and more support in order to remain successful, and realize its very real potential for future growth.
- Reviewers identified the need for better space as imperative.

Key Recommendations, Faculties' Responses and Program's Responses:

- Reviewers advocated for an open search for a new director and for hiring a full-time program coordinator with a wider range of duties.
- Reviewers recommend provision of more and better space, including private meeting space for program advising discussions.
- Reviewers suggest increased funding, consistent with enrollments.
- Reviewers recommend formation of a faculty advisory committee, with one representative from each linked department.
- Reviewers recommend for priority consideration the design of a more appropriate and accessible introductory Computer Science course.
- Reviewers suggest the curriculum could benefit from additional courses in: (a) neuroscience or cognitive neuroscience for students with interest in academic careers in cognitive science and related disciplines, and (b) text analytics and social network analysis for students with interest in industry careers in fields such as Data Science.

Program's Response:

The Program agrees with the need for an open search for a new director as well as a need to hire a full-time program coordinator to improve program outreach and internal governance. The coordinator position will also create a capacity to provide tailored synopsis of materials and relevant information about funding opportunities for Cognitive Systems students through online and interactive face-to-face services.

The Program agrees there is urgent need for improved space and increased funding as well as a memorandum of understanding between the program and the Faculties of Arts and Science.

Response from the Faculty of Arts and the Faculty of Science (co-sponsors of the Program):

Both Dean's Offices in Arts and Science will provide a modest budget increase to support the needs of the Cognitive Systems program. Both Faculties will work to identify an internal Chair and consider the possibility of appointing a co-chair. Both Faculties also support the creation of a full-time coordinator position and will work to find suitable space for students and the program coordinator.

School of Library, Archival and Information Studies (SLAIS)**Faculty of Arts**

Summary of External Review: December 2014

Highlights and Key Findings:

- Reviewers indicated that in general SLAIS has navigated well the significant changes in the larger intellectual, institutional, and professional contexts. Unlike many other iSchools, SLAIS has managed to begin developing a broader approach to the study of information while maintaining its strengths in the traditional domains of libraries and archives.
- Reviewers commended SLAIS faculty members as active, excellent contributors to research in a variety of areas, and accessing a substantial amount of external funding.
- The School's graduate programs are well-structured and functioning well, with the MLIS (Masters of Library and Information Studies) and MAS (Masters of Archival Studies) programs providing high-quality educational experiences that prepare students for a range of careers in the information professions.
- The MLIS faces particular challenges and opportunities arising from changes to libraries and the larger information landscape, and also increasing interest in the core MLIS skills and knowledge among employers in the private and public sectors and from potential students.
- The MAS is uniquely well established and highly respected. It is unclear how the MAS as a relatively small program is developing new program leaders or preparing for future leadership transition.
- Reviewers commended the Master of Arts in Children's Literature as a model program with regard to partnerships and planning.
- Reviewers identified several aspects of SLAIS's governance, organizational structure, and administrative practises that need to be improved: (a) collaboration with the Faculty of Arts Dean and UBC administration, (b) ALA reaccreditation and SLAIS's institutional identity, (c) creation of an external advisory board (recommended in the two previous reviews), and (d) management of collegiality and diversity of perspectives from different disciplines.

Key Recommendations:

- Build connections within the university that leverage and make visible SLAIS's distinct contribution to the research priorities of the Faculty of Arts and the university as whole.
- Additional resources, such as more faculty, more funding, and additional space, would benefit SLAIS to further develop and realize its full potential.
- Shift from a program development strategy of identifying overlap and potential redundancy to focus on growing a set of complementary programs through partnerships and examine and develop each program with a focus on its role in the larger context. Develop materials and processes that show students how to leverage the richness of the course offerings both within SLAIS and UBC.
- Develop ways of attracting students with a broader range of backgrounds and preparing them for a broader array of careers both inside and outside the traditional information professions.
- Continue to strengthen procedures, structures, and practices to address concerns raised by the ALA accreditation Committee with the goal of acquiring full accreditation as soon as possible.

- Integrate strategic planning, thinking, and communication into every aspect of the School's administration and operations. Form an advisory board, with members from both the community and key units within the Faculty of Arts and elsewhere in UBC.
- Carefully manage the following goals of undergraduate education: developing high quality undergraduate education experiences, increasing awareness of SLAIS among undergraduate students, and increasing the number of high-quality candidates for SLAIS's masters programs.

School's Response:

The School recognizes and is taking steps to address the following: (a) further establish its vision and identity as the iSchool, (b) with the Faculty of Arts, work to create a better communication strategy for the School that articulates its goals and strategies with reference to the concerns of the Faculty of Arts, UBC, and the wider community, (c) create better internal documentation to support enrolled students and to recruit new students, (d) communicate with stakeholders to gain input on its programs and communicate its strategies, (e) plan for the development of an Advisory Board.

To improve identity, communication and outreach to communities, the School has initiated: (a) a new and broader mission statement to better reflect its identity as an iSchool and (b) focus groups with stakeholders at the annual Association of Canadian Archivists meeting and with local librarians and archivists in Vancouver.

The School recognizes that a decision on new directions also has consequences for the organization of existing programs and there will be a need to revisit the structure of the existing degrees. As well, the need to align the structures of the MAS and MLIS degrees is essential for the future management of the Dual MAS/MLIS program.

Evaluation for full accreditation with the American Library Association (ALA) is of major importance to the MLIS program. The following is planned to support the accreditation process: (a) a consultant will be hired to prepare the initial draft of the Program Presentation, and (b) a strong strategic plan for the MLIS program will be determined that addresses past and upcoming faculty retirements and the Acting status of the Director of the School in advance of the October 2016 site visit.

The School recognizes the importance of engaging with other units within UBC and has already begun informal liaison with the School of Journalism to explore possibilities and discussions with the Provost's Office and with other Faculties on Data Science. The potential for joint initiatives will also be a consideration for the New Programs Working Group as members consider iSchool directions and opportunities, and synergies with other departments and centres on campus.

Faculty's Response:

The Faculty has appointed an Acting Director and authorized searches for two new tenure-track faculty members in 2015-16. The Dean's office is also working closely with the School on governance and communications issues raised in the External Review.

School of Social Work**Faculty of Arts**

Summary of External Review: March 2015

Highlights and Key Findings:

- Reviewers indicated that the School of Social Work possesses a number of strengths including: a recent surge in the acquisition of external funding in support of faculty research, well-designed BSW and MSW curricula, strong leadership in the undergraduate program and the office of field education, good relationships with community agencies, a significant level of student satisfaction, and the addition of several energetic and productive new faculty members.
- The scholarly output of faculty members in the School places the School in the top tier of comparator schools in Canada with McGill and Dalhousie.
- The School has a number of strong individual scholars, and its research productivity is impressive given its small numbers and significant teaching workloads. In addition to its peer reviewed publications and presentations, the School's faculty members have made important contributions through applied reports and working papers in such areas as child and family welfare, Inuit and Arctic issues, and the needs of individuals with disabilities and their families.
- Throughout its history the School has sustained its engagement with international social work colleagues and the communities it serves.
- The research and scholarship of the faculty and some of the PhD students have a strong interdisciplinary component.
- MSW Foundation students indicated that the level of support they receive from faculty and staff is high.
- The primary concerns reviewers identified were: budget and resource restrictions, leadership and succession planning due to recent and impending retirements, need for increased resourcing in the area of field education, and faculty collegiality and work environment.
- Graduation rates for both MSW and PhD students are "phenomenally high" with students successful in obtaining post-graduation employment in either social service agencies or academic positions.

Key Recommendations:

- Initiate an external search for a new Director of the School who can provide strong leadership and a clear strategic direction for the School, enhance intra-School communication, raise the research profile of the School, and facilitate a process of succession planning and curriculum renewal.
- Revise the BSW and MSW curricula to meet the needs and expectations of the communities the School serves, particularly First Nations, and the changing practice environment.
- Suspend the PhD program until adequate faculty and financial resources can be obtained to place it on a more viable financial and educational foundation.
- Develop stronger ties with the School of Social Work at UBC Okanagan.
- Increase the resources provided to the Field Education program.
- Consider seeking mediation to assist the School in fostering a more collegial and genuinely inclusive work environment.

School's Response:

The School, with support from the Faculty of Arts, will initiate an external search for a new Director of the School to provide strong leadership and a clear strategic direction, enhance intra-School communications, raise the research profile of the School, and facilitate a process of succession planning and curriculum renewal.

The School has for the past two years switched to an alternate year intake for doctoral students and will not take on additional doctoral students in 2016-17 and until the program has been assessed. The review and revision of the curriculum is an ongoing process through the School's curriculum committees. Areas that have and continue to receive substantial discussion and review include specializations. The School has also been revising and developing its First Nations curriculum over the past three years, including a new undergraduate course taught in conjunction with the Musqueam Band. The School agrees that stronger links between the Social Work schools at UBC-V and UBC-O would benefit both units and have had discussions along these lines in the past.

Faculty's Response:

The Faculty engaged a mediator to complete an audit of the environment in the School of Social Work. That audit found that while real problems have emerged around issues of respect and collegiality, these problems are relatively localized and can be addressed by supporting the unit director with conflict management and moving toward more transparent governance.

School of Social Work**Faculty of Arts**

Summary of Accreditation Review: March 2015

Highlights, Key Findings and Recommendations:

The Canadian Association for Social Work Education recommended *Re-Accreditation with Conditions* for the School of Social Work, for a four-year period (July 1st, 2015 to June 30th, 2019) with a Progress Report due on or before April 1st, 2019 addressing the following conditions:

1. the status of the faculty renewal plan, with particular emphasis on hiring mid-level as well as junior faculty to positions vacated due to retirements
2. the status of the recruitment of a senior academic leader to serve as the new Director of the School
3. the status of maintaining the recent initiative to increase resources dedicated to field education coordination and delivery – the “signature pedagogy of social work education”, and
4. the development of an evaluation program to complement the current assessment and evaluation procedures.

School's Response:

1. *It is the School's understanding that all retirement and other departures will be replaced.*
2. *The School shares the reviewers' concern on this issue and has agreed to seek an external appointment of a senior academic to replace the current director following the expiration of his current term. The School will update the Commission on Accreditation (COA) on this issue following the scheduled meeting.*
3. *The School suggests in its response that Field support is greater than the report indicates, and also acknowledges that increased support is required. To that end, the School has shifted to a model of two .6 Coordinator positions for a total of 1.2 FTEs in the Coordinator role. The School has also decided to reduce its BSW intake to 50 from the current 65 which will result in placement demand decreasing by 15 in the next academic year and by 30 in the following year. It is the School's understanding that clarification of the amount of support and these additional measures will address the concerns raised in the report.*
4. *The School indicates that it has several mechanisms for formative and summative evaluation drawing on student and community feedback, both through formal surveys and through the BSW and Field advisory committees as well as periodic formal consultation sessions. These mechanisms are in addition to the rigorous system of student course evaluations required by UBC, and a system of student evaluation of field placements. The School contends that it does not feel current processes fail to meet the current evaluation standards and as such should not be among the conditions for full accreditation.*

General Practice Residency Program
Faculty of Dentistry
Summary of Accreditation Review – July 2015

The Commission on Dental Accreditation of Canada visited Vancouver General Hospital's Health Facility Dental Service and Oral Health Care Centre, which are affiliated with UBC Dentistry's General Practice Residency (GPR) Program.

Key Recommendations:

- That the responsibilities of the Vancouver General Hospital and UBC Faculty of Dentistry, which supports the General Practice Residency Program, be clarified; and their commitment to the program and respective resource contributions be clearly delineated.
- That a needs assessment be conducted to clearly identify program/dental service future needs for professional staff, dental assisting staff, clerical and administrative support, to ensure that patient care and administrative functions are carried out in an effective manner.
- That the quality improvement process document the review and evaluation of the quality of patient care provided and patient outcomes; and initiatives addressing identified deficiencies.

Faculty/Program Response:

- *At the September 21, 2015 Resident Education Committee meeting, the GPR struck a working group that has broad representation from UBC Faculty of Dentistry and VGH. This committee is reviewing and clarifying responsibilities of both parties and developing an implementation strategy for any changes. This working group will report to the Resident Education Committee by December 15, 2015 and required changes will be implemented for the following 2016-17 program year.*
- *An ad hoc working group with participation from the UBC GPR Resident Director, the Head of the VGH Dental Department and Medical Director, the VGH Dental Ambulatory Care Manager and a representative from the Resident Education Committee, will conduct a needs assessment in the spring of 2016 to be completed by June 15, 2016, with a plan to reassess on a yearly basis.*

The committee will assess the clinic operation including general practice and specialty professional staffing, scope of practice, the breadth and scope of the resident educational experience, administrative support and assisting staff, hours of operation, adequacy of the facility and future space needs, a review of targeted patient care groups, and an assessment of quality of care and patient wait times. Appropriate changes will be instituted as required to ensure excellence and timeliness in patient care and the optimal resident educational experience.

- *A new quality of care assessment form has been created and is now in use at the VGH ambulatory care dental unit. The form comprehensively and clearly identifies deviations from the expected standard of care both in execution and outcome, and sets out the actions taken.*

Department of Curriculum & Pedagogy
Faculty of Education

Summary of External Review: November 2014

Highlights and Key Findings:

- The reviewers reported finding a thriving and lively department, with much to commend its work in teaching, research, and service.
- Under the current Head's leadership, the EDCP Department had seen an increase in the number of events designed to stimulate fulsome discussion and debate about relevant curricular and pedagogical issues, a radical improvement on its situation in 2010.
- The Department has many productive scholars in this research-intensive academic unit, scholars who are also committed to Faculty priorities of teacher education and community outreach.

Key Recommendations and Department's Response:

- Recommendation: Develop a 5-year Strategic Plan.
Unit's Response: This was seen as important and deliberated on at an off-campus retreat in May 2015. The strategic plan will be discussed at the department meetings in the fall of 2015.
- Recommendation: Take the lead in undergraduate teacher education (TE).
Unit's Response: This was the focus of subsequent department research conversation around how the department can work with others to move the teacher education agenda forward at UBC.
- Recommendation: Expand the EDCP-based M.Ed. Program offerings.
Unit's Response: The Department had already deliberated on this recommendation before the review but has yet to be quite explicit about the parameters circumscribing such offerings as they relate to faculty members' other responsibilities as scholars and teachers.
- Recommendation: Redefine and promote the M.A. and Ph.D. programs solely in terms of curriculum studies, without reference to specializations.
Unit's Response: This recommendation provoked much discussion, debate, and controversy for both faculty members and graduate students.
- Recommendation: Continue to enrich and sustain the intellectual vibrancy present in the Department.
Unit's Response: This has the unanimous support and appreciation of the Department.
- Recommendation: Update dysfunctional lab equipment and spaces.
Unit's Response: This provoked discussions of what needed to be done.

Departmental Prioritization of Recommendations:

"Redefine and promote the M.A. and Ph.D. programs solely in terms of curriculum studies." *Faculty members noted that there is inherent tension within the department between a position steeped in the historically based status quo (i.e., keeping the subject area specializations intact) and the position recommended by the reviewers (i.e., dissolving them into new program formations under curriculum studies where there is a critical mass of researchers). It should be noted that there has been a longstanding sustained discussion within the department on this issue and the potential for clustering (e.g., Arts, STEM).*

“Update dysfunctional lab equipment and spaces.” This was seen as pressing. EDCP understands “lab” to refer not only to math, science (biology, chemistry, physics), technology, and home economics labs but also to music rooms and art studios. Specifically, the labs require considerable updating of equipment. For example, data projectors should be installed in the biology and chemistry labs to eliminate the use of computer carts, and music rooms need soundproofing.

“Take the lead in undergraduate teacher education” was seen as very important in terms of EDCP becoming a recognized collaborator with the TEO but not as a replacement for that office nor as a structural absorbing of the TEO into the department.¹ This has led to greater understanding between the new Associate Dean, Teacher Education, and the department members.

“Continue to enrich and sustain the intellectual vibrancy present in the Department” was a positive reference to the department’s scholarly activity and research productivity. EDCP considers the developing of a strategy for deepening and sustaining our continuing research purpose and productivity an important focus for moving the department forward.

Action Plan:

The Department established four task forces to address each of the four prioritized recommendations.

Task Force #1 grappled with the question of graduate programs in the department and the tension that is created around the recommendation to redefine and promote graduate programs around curriculum studies without reference to specializations. It involved an examination of how disciplinary, trans-disciplinary, and inter-disciplinary work can be effectively undertaken in the same academic unit.

Task Force #2 addressed the question of updating lab equipment and spaces, including math, science (biology, chemistry, physics), technology, and home economics labs, music rooms, and art studios. Part of this work will involve a careful documentation of the centrality of the lab spaces to the distinctive contribution that EDCP makes to the undergraduate and graduate teacher education programs.

Task Force #3 examined the role played by the department in the teacher education program with a view to seeing how we can continue to work constructively with the TEO to move the program forward toward a highly regarded and outstanding preparation process that attracts high numbers of tuition-paying students.

Task Force #4 examined strategies for deepening and sustaining our continuing research purpose and productivity that is manifested in peer-reviewed publications in the department.

Together with the discussions held at the May 2015 department retreat, the reports of these four Task Forces provide the basis for the Strategic Plan to be deliberated on in the fall of 2015.

¹ Citing from the report, p. 7: “The expression ‘Take the lead’ means that EDCP would initiate a process in the Faculty of Education that would eventually result in the relocation of most, if not all, of the undergraduate TE program to the Department.”

Department of Educational and Counselling Psychology and Special Education
Faculty of Education

Summary of External Review: February 2015

Highlights and Key Findings:

According to the review panel, strengths of the ECPS Department include:

- nationally accredited programs in Counselling Psychology and School Psychology which are believed to bring prestige to the department
- hardworking and committed faculty with strong national and international reputations
- students' pride in the quality of faculty and teaching and supervision
- faculty commitment to research and professional development, and
- committed and dedicated staff with articulated and relevant areas of expertise.

Additional key findings can be found in the recommendations listed below.

Key Recommendations:

- The Review Committee sees the tension between individual programs and the collective whole as a structural source of distrust and competitiveness and therefore as a significant barrier to progress. To help resolve this, the Department is encouraged to begin active efforts toward surfacing and agreeing upon the ingredients of a coherent collective identity, set of goals, and future plans.
- Efforts to achieve a more widespread appreciation for the fiscal realities being managed by the Dean's Office generally, as well as the implications for planning at the level of the Department and its programs, might also serve to reduce the sense of competitiveness between programs within the Department that arises from misunderstandings of how decisions are made.
- The Department is encouraged to continue involvement in and expansion of BEd cohort themes in order to strengthen ECPS presence in the teacher education program.
- The Department is encouraged to develop a faculty renewal plan with a focus on diversity.
- Junior and mid-career faculty members would benefit from a well-thought-out mentoring program with a focus on career development and progression.
- The Department would benefit from a discussion on a collective approach to cross-cultural understanding, indigenization and internationalization.
- It seems an appropriate time to move beyond the current model of silo academic units and explore the potential benefits of expanded interactions, collaborations and synergies between units and across the Department.

Department's Response:

Following receipt of the review report the Department held a full-day retreat attended in person by 25 Department members and blogged for accessibility to Department members who were unable to attend in person. The intended outcome of the retreat was to discuss the report and to develop a plan for addressing a prioritized list of the recommendations from the report. Four additional recommendations were identified from the report. These include:

- *Achieve a more widespread appreciation for the fiscal realities of the Faculty and department.*
- *Continue to be involved in the BEd cohort themes in order to strengthen ECPS presence in the teacher education program.*
- *Develop a faculty renewal plan with a focus on diversity.*
- *Discuss a collective approach to cross-cultural understanding, indigenization and internalization.*

Additional Department discussions have been held at subsequent Department meetings and with the approval of members of the Department four task forces have been struck:

- *Mentoring*
- *Departmental Structure*
- *Faculty Renewal*
- *Diversity*

Task forces include all faculty members and interested staff. Meetings will be occurring throughout the 2015-2016 academic year with regular updates at department meetings. Final Task Force reports are due to the entire Department and will be presented at the February 2016 Department meeting and a final report from the Department including all task force feedback will be submitted to the Dean in March, 2016.

Master of Education Technology Program
Faculty of Education

Summary of External Review: July 2015

The review team, by way of “external” and “internal” reports, made several key recommendations intended to further improve the program.

Highlights and Key Findings:

- The review teams found that the MET program has “high enrolment, satisfactory completion rates, and overall good course evaluations” but that updating the program curriculum and reaching out more effectively to international students was called for.
- The internal reviewer noted that the balance of tenure and non-tenure stream faculty benefitted the program, stating that the “different perspectives that the university, corporate and K-12 educators who generate and /or apply research bring to their course development and/or instructional roles are assets for the MET as an applied, non-research, course-based degree, and broaden the reach of the MET.”
- The external team found “the commitment by some core Faculty of Education tenure stream faculty members to design courses and teach in the program, as well as the cadre of sessional instructors who carry out the bulk of the teaching” to be a strength, but suggested that increased academic oversight was needed and that increasing the number of tenure track faculty involved would benefit the program.
- The review teams noted that income exceeds expenses and thus that reinvestment in enhancements to improve the program is possible and timely.

Key Recommendations:

- Both reports suggested the creation of a “trans-department” or “inter-departmental” collaborative model of governance with academic leadership provided by a tenure-stream faculty member with expertise in educational technology, and online and distance learning. The external report went on to say, “with respect to placement of the MET program in an academic unit, since it is fundamentally an interdisciplinary program (and supported by TS faculty in all departments), the governance model should appropriately represent the dispersed representation of faculty working in this field across multiple departments.”
- Both reports suggested the creation of a 5-year plan that states the program’s “aims and objectives, strategic goals and priorities for research, teaching, and student recruitment and retention” as well as connecting this plan to both Faculty of Education and UBC strategic plans.
- The reports recommended a review of the MET curriculum including mapping “current course offerings to program goals and objectives... eliminate[ing] courses or content (in particular assignments and readings) that overlap.”
- The internal report recommended that the Faculty “identify the optimal mix of tenure stream, lecturer and other (e.g. sessional, adjunct, contract) instructors for each course team to lead and inform course development that will enable achievement of the learning and program outcomes, and

ensure sufficient instructors are available to deliver needed courses.” The external report recommended increasing the tenure stream involvement in the program.

- Both reports recommended that MET develop more Indigenous courses.
- Both reports suggested reinvesting surplus funds into the MET.
- Both reports suggested reviewing the MET human resource and infrastructure needs and roles, particularly in light of a new governance model. They also suggested reviewing the relationship with CTLT and considering how ETS might be of further support.

Department’s Response:

To this point, the Dean invited a response from the MET community to errors of fact and perception in the reports. Meetings were held with the MET Budget and Management Committee, the MET Advisory Committee, and the MET instructors. The response was drafted by Dr. Sork and Dr. Edwards and submitted to the Dean on October 30th. The Faculty’s response to the recommendations lies ahead.

**School of Kinesiology
Faculty of Education**

Summary of External Review: November 2014

Highlights and Key Findings:

The External Reviewers positively assessed the School's national and international standing with respect to "research excellence and scholarship", as "one of the 'flagship' schools of the evolving academic discipline of kinesiology in Canada and as an exemplar of the integrated model of classroom and experiential learning", and with respect to "[the School's] outstanding engagement programs that extend and embed student learning".

Key Recommendations and Unit's Response:

- Recommendation: Employ a highly strategic approach to academic planning that aligns the allocation of time, energy, and other resources in accordance with the strategic priorities of the School, the Faculty, and the UBC.

Unit's Response: As part of annual planning in the 2015-16 academic year, the School will obtain updated information on the University's emerging priorities under the University's new administration, and will develop an action plan to ensure that the School's academic activities and initiatives and its strategic plan are supportive of and synergistic with the University's priorities.

- Recommendation: Develop a School of Kinesiology strategic research plan that aligns with the institutional strategic research plan, perhaps using the School's extant clusters as themes.

Unit's Response: The School will meet during the 2015-16 academic year to formulate a strategic research plan. The planning process will take account of the UBC Research Strategy, UBC Health Blueprint, the President's priorities for research intensification, and the School's strengths in key thematic areas emphasized in the UBC Research Strategy.

- Recommendation: It is now time for the School to take a leadership role in championing multi-divisional research proposals, or at least to become a key player in such proposals.

Unit's Response: In conjunction with developing a strategic research plan during the 2015-16 academic year, the School will develop a strategy for addressing opportunities for leadership and increased participation in multi-divisional, "big ticket" research initiatives drawing on the School's expertise in the areas of physical activity and health as well as other areas of strength.

- Recommendation: The undergraduate program review should include reflection on current trends in kinesiology and related professional and other career paths, the currency of the current curriculum in light of such trends, and the identification of "learning outcomes" that will be aligned with those expected outcomes.

Unit's Response: Our "Undergraduate Program Report" (April 28, 2014), which provides a framework for revising the curriculum, already contains much of this information and a rationale for considering local, national and international trends in kinesiology and related professions. The School held a half-day retreat in June 2015 to consider these and other curricular changes.

- Recommendation: Explore alternative course delivery modes as one component of an evolution and refreshing of the undergraduate curriculum.

Unit's Response: The School will develop a strategy for increasing the use of alternative delivery modes in the undergraduate and graduate programs. Initial discussion took place at the June 2015 retreat.

- Recommendation: With a view to enhancing cohesion among the School's graduate students, establish a monthly graduate student seminar series that provides a multi-disciplinary flavour throughout the academic year.

Unit's Response: The School has launched a new speaker series with multi-disciplinary criteria that will bring together all research areas of the School and enable graduate students to build a strong academic community.

- Recommendation: Review the graduate curriculum course offerings to assess their alignment with School and UBC strategic objectives. Ground that assessment in the identification of desired learning outcomes and degree expectations.

Unit's Response: The Associate Director Graduate Affairs will lead a review of the School's graduate curriculum and the four graduate programs (MKin, MSc, MA, PhD) during the 2015-16 academic year.

- Recommendation: Continue with the expansion of the professoriate in order to nurture, sustain, and improve the academic experience and research productivity of this high performing unit.

Unit's Response: Opportunities for additional faculty hiring will be reviewed during the 2015-16 academic year in conjunction with the School's review of academic priorities. In addition, a review of teaching loads will be conducted with an emphasis on how teaching loads might be better configured to "nurture, sustain, and improve the academic experience and research productivity" of the School.

- Recommendation: Significant investment in centralized, state-of-the-art facilities to support team-based research programs and clusters, and their teaching and learning activities.

Unit's Response: The New Sports Medicine building has received sufficient financial support to proceed with construction in Spring 2016. A dedicated space of 2000 sq ft will house a new Physiology Research Laboratory. An Executive 1 proposal is being developed for a new Kinesiology Research and Education Centre.

Department of Language and Literacy Education
Faculty of Education

Summary of External Review: September 2014

Highlights and Key Findings:

- The report begins with the comment that the “Department of Language and Literacy Education (LLED) ... is recognized as the top language and literacy education department nationally, and is widely recognized internationally for its programmatic expertise and research excellence.” The key positive findings include: strong connections to local, national, and international associations and communities; very good engagement with issues related to Indigenous education and productive links to Indigenous communities; research that “shows considerable breadth and depth in the fields of language and literacy,” and “an impressive number of awards and distinctions” for faculty members; well-structured and delivered graduate programs; a high rate of collegiality among faculty and satisfaction among graduate students; and, finally, that “The Department is a model for equity and diversity.”
- The report ends thus: “The review committee commends this Department for its impressive scholarly accomplishments and recommends that the Department celebrate and build on its considerable strengths. It has been innovative, entrepreneurial and collaborative with local, national, and international initiatives in both teaching and program delivery, as well as in research and dissemination.”
- The report also indicates findings that slow or impede the Department’s strategic development: divisions between LLED’s two program areas (language and literacy); lack of clarity around certain workload issues; the need for both new faculty members (in modern language education and Indigenous languages) and extra staff support; the need for more opportunities for graduate students to teach, and for more office/meeting space for graduate students; and the need to increase research funding; need for greater research collaboration within and beyond LLED.

Key Recommendations:

The report’s key recommendations fall into five areas:

1. Faculty workload: clarify FTEs for admin buy-outs; clarify attribution/rotation of courses; regulate workload for new hires.
2. Graduate students: increase teaching opportunities; provide more space; acknowledge awards; link incoming students to faculty research.
3. Programs/courses: synchronize/integrate programs; conduct a course audit; revise and/or re-name courses.
4. Development: expand research and outreach possibilities; create research incentives.
5. Five-year plan: review hiring plan; identify key areas of expertise; develop short- and long-term initiatives; review staff needs; develop proposals for online professional degrees.

Department's Response:

Following receipt of the external review, LLED formed four working groups to develop responses to the review's recommendations and the Department's own self-study. The groups focused on: Workload; Programs/Courses; Graduate Experience; and Sustainable and Ethical Growth. Each group was given a mandate to provide recommendations and action items. In April of 2015, LLED held an all-day retreat at which the groups' findings and recommendations were discussed. Those requiring policy decisions were voted on. Three follow-up meetings have been held and more are planned. Some key developments include:

- *Formation of a standing Workload Allocation Committee to review current access and course rotation practices and to advise the Head on all matters related to workload allocation.*
- *An ongoing review of both programs (language and literacy), leading to course retirements, re-naming, and creation. Attempts are underway to mix students from each stream in appropriate courses.*
- *Development of an exit survey for graduate students to determine areas of strength and areas in need of improvement; clarification of application review process and methods of linking students to relevant faculty members.*
- *Creation of seed grants for projects involving collaborations within and beyond the Department. This program has already funded eight projects designed to lead to larger collaborative teams and future research.*
- *Development of guidelines for review of partnership opportunities and an audit of current LLED connections with international bodies, including universities, research associations, and research partners.*
- *Identification of key areas of research and teaching strengths within LLED. This ongoing discussion has removed any lingering perception of divisions between program areas by exposing the considerable overlap among faculty interests and expertise. Five areas of greatest strength have emerged and will guide hiring plans, program revision, student recruitment, and web site re-design.*

Undergraduate Programs

Faculty of Forestry

Summary of External Review: March 2015

Faculty's Note/Response:

Our undergraduate programs have not had any such review since their establishment aside from the 4-year periodic accreditation reviews, which serve a different purpose: compliance with professional standards. However, the Faculty is increasingly becoming an international leader to deliver top-notch forestry education, and as such, our spectrum of multidisciplinary and the corresponding skills of our graduates have become broader to accommodate global demands. This is a conversation the Faculty has with the professional foresters association (ABCFP).

The program reviews aimed to provide internal assessment of material being taught within each of our four undergraduate programs (three of them accredited). We invited external reviewers from around the world, to provide the employers' and science perspectives. We are pleased with the reports of the external committees, as these will serve as a stepping stone towards improvement and relevance – something that program directors or the Faculty in general may not be aware of, or can easily overlook. In general, all reviews were positive, and offered avenues for expansion based on our strengths and leadership position in North America in many areas of the forestry realm.

Committees for each program are now assessing the progress of follow-through on the recommendations.

Highlights, Key Findings/Recommendations:

- Bachelor of Science in Forestry (Forest Resources Management and Forest Operations majors):
 - Enrollment cap: Consider limiting the number of students so that graduates continue to be known as among the best and the brightest.
 - Curriculum: Strengthen student preparation in math and physical sciences – especially for those who want to pursue graduate studies; and offer specialization in management (for career progress). Consider enhancing business/financial literacy and skills; geospatial instruction.
 - Consider a unique degree rather than five specializations. Employers tend to hire the best-rounded individual, well able to learn, rather than a weak specialist.
- Bachelor of Science in Natural Resources Conservation:
 - Reviewers recognized the consistently high quality of teaching, advising and mentoring; also increasing interest in the program and relevance to contemporary societal values. Also prominent is the set of critical thinking, communication and collaboration skills that students gain to serve them well regardless of their professional trajectory.
 - A merger of both majors is recommended, to address the challenges that have emerged as the program has grown and its capacity stressed.

- Content changes: Increase exposure to natural resources other than forests; consider advanced GIS course, expanding topics to include systematics and taxonomy, urban ecology, environmental assessment, renewable energy, environmental law, etc.
- Undertake a structured review of course syllabi to minimize redundancy, fill gaps and enhance topical depth.
- Bachelor of Science in Forest Sciences:
 - Retain program flexibility because it facilitates and stimulates a multidisciplinary approach to forestry challenges; maintain and devote adequate resources to field, laboratory and other experiential learning activities.
 - Work on student retention (first year mostly); provide structured guidance through the program.
 - Enhance science communication skills: Introduce a keystone course for written and oral skill development; consider the roles of news media and science literacy in communicating science.
- Bachelor of Science in Wood Products Processing:
 - Reviewers acknowledged the comprehensive nature of the program, attributed to strong industry connections; leading to technology contributions and exposure through the coop program. Very likely UBC is a world leader in developing its wood products processing curriculum and keeping it at a state-of-the-art level.
 - The program is big enough to consider streaming using program/expertise strengths: wood building design; analyst and multi-criteria decision making; quality control; art/architecture; secondary manufacture; wood science/biomaterials.
 - The program is well positioned for the coming decade.

Peter A. Allard School of Law

Summary of External Review: November 2014

Highlights and Key Findings:

The Report was strongly positive, emphasizing the significant accomplishments of the Allard School of Law and the deep and positive changes in student, faculty and alumni experience across the board since the period of the last external review in 2009. The Report noted in particular:

- the importance of the new law building as a foundational asset in carrying out the law school's mission;
- the quality of students and programs, with members of the local legal profession viewing "UBC Law graduates as on par with the very best law graduates in the country" and feeling "confident in assigning to them the most challenging files";
- the improvement in student experience, as measured in Law School Survey of Student Experience (LSSSE) scores and reflected in discussion with students, who report being very well supported;
- an extremely dedicated, thoughtful and committed staff across all areas;
- significant strengthening of faculty, with several important lateral appointments and the recruitment of exceptional and highly-qualified entry-level junior faculty, and an overall enhancement of interdisciplinary range;
- important steps towards "enhancing support for research and the research culture of the Faculty";
- a rich and sophisticated curriculum, with a balance of adjunct faculty adding breadth and practice-oriented range and full-time faculty teaching in the core curriculum;
- a leading graduate program with high student satisfaction; and
- the commitment of the alumni community to the law school's vision for leadership in legal education and research on national and international scales; alumni view themselves as partners in the law school's success.

Faculty's Notes:

The Report also stressed the fragility of the gains made, and, in particular, the need for fiscal stabilization in view of both the law school's structural deficit under the current University budget model and, under provincial policy, the lack of a tuition adjustment that would put the law school's resources on par with other leading law schools in Canada. Not addressing these fundamental issues would have implications in a number of areas, including maintaining commitments to smaller (first-year) class sizes; launching successful experiential learning programs and for-credit legal clinics for underserved populations; and sustaining levels of excellence in scholarship, all of which require not only a stable budget but an increase in faculty resources. According to the Report, the burdens and risks with respect to the current school resource constraints fall particularly heavily on junior and early-mid career faculty members. Teaching loads at the Allard School of Law are higher than at comparable schools, with service obligations spreading faculty members thin, leading to serious retention issues, among other concerns. In addition, gains in student recruitment, support and experience are also precarious without expanding faculty and professional staff complements.

Key Recommendations:

In terms of the resources necessary to sustain and build on the law school's advancement, the Report identifies four crucial elements: (1) the continued commitment and support of the central University; (2) continued development and fundraising work, in part by furthering the base of alumni participation; (3) exploration of further revenue-generating legal education programs; and (4) a re-alignment of JD tuition to levels commensurate with other leading law schools, to the extent possible under provincial government tuition policy. The Report emphasizes as well the need to tie any tuition adjustment to an enhanced program of student financial aid, in relation to which we the Faculty would highlight the need to address the existing documented financial aid shortfall for law students.

Other key recommendations include:

- an increase in support for front-line staff, demands on which are considerable;
- further growth of development staffing, particularly in the areas of communications and marketing;
- an increase in clinical program offerings (identified by both faculty and students);
- additional teaching relief available for ambitious scholarly projects or to manage heavy administrative loads, particularly for untenured faculty;
- a decrease of administrative work for faculty, in part by moving some work from committees/faculty to professional staff; and
- build additional faculty strength in core curricular areas, including business and private law, and build out more JD offerings in transnational law

Faculty Response:

With the exception of the last point, it should be noted that all of these recommendations involve, to a greater or less extent, enhanced fiscal resources beyond what the law school currently has available to it.

In relation to the broader financial questions, the law school continues to carry out a development strategy with ambitious targets and to consider the development and review of revenue-generating programs in the area of professional education in particular. The \$22.8 million contribution in the recent Faculty naming gift will contribute to the Faculty's operating budget fully in ten years' time. However, it is important to note that, on its own, even a gift of this magnitude does not make up for the underlying budget scenario and resource constraints which the Report has identified.

Beyond this, the law school is currently undertaking development of a new strategic plan, which will take into account both the recommendations of the Report and the Faculty's current fiscal limitations. However, progress has already been made on three important fronts. First, we are pleased to be offering a new clinical program this year, on a pilot basis, in the area of transactional business law, focusing on legal services for start-ups and not-for-profits; and we are in active discussion with a community partner about the development of a women's community legal clinic. Second, the Faculty has adjusted its allocation of Internal Research Grants to recognize faculty members who apply for SSHRC Insight Grants, and will award course releases to successful grant applicants. Third, committee and service work has been reduced across the board for faculty members this year. Finally, it should be mentioned as well that faculty hiring efforts this year (in replacement of retirements) have targeted several areas of expertise that encompass core curricular subjects.

UBC Library

Summary of External Review: December 2014

Highlights and Key Findings:

- The review committee recorded twelve common knowledge items and fourteen points of their own observation and data gathering to support a total of twelve paths forward based upon their review.
- The review report celebrated the excellent reputation of the Library with UBC faculty and students, identifying many resources and accomplishments in particular. Included among some of these achievements were the successes of Xwi7xwa Library's services, the integration of the Automated Storage Retrieval System (ASRS), the Library's leadership on copyright and access, and superb facilities that include the heavily utilized Irving K. Barber Learning Centre (IKBLC) and Koerner Library, and the newly constructed Library PARC facility.
- The report also provided the Library with numerous observations for moving forward based upon the review panel's discussions with internal and external stakeholders. Their findings identified challenges that are not necessarily unique to UBC Library among our peers at other North American research institutions, but which are nonetheless present and deserving of immediate attention. These include observations about the necessity of visible leadership and transparent communication from Library administration, the challenge of annual erosion of collections purchasing power, and relations with stakeholders outside of the University.

Key Recommendations:

Among the twelve points for improvement identified by the reviewers, several themes are apparent which the Library has condensed into five key observations from the report:

- Develop a stronger, viable collections budget to serve the diverse research needs of UBC faculties.
- Create an exceptional workplace by improving the Library's culture and morale.
- Increase visibility and awareness of the Library as a strategic research partner.
- Strengthen campus and external stakeholder relations.
- Work with UBC IT to implement the recommendations set forth in the IT Assessment Report.

Library's Response:

The Library has developed a comprehensive list of action items to address the comments made in this most recent external review, several of which were already underway at the time of the report. This includes the implementation of recommendations from our 2013 Workplace Culture Review and the 2014 UBC Workplace Experiences Survey: increasing the visibility of management to Library staff, and for the Library Executive to model the commitments set forth in its Leadership Charter and in so doing set expectations for others in our organization. In addition, the Library is developing a framework for a Staffing Plan that will align with our vision and direction.

To maintain the quality of the most fundamental activities of our unit in support of students and faculty, the Library will be developing a business case to obtain ongoing collections budget increases that will contribute to a stable and sustainable general operating budget for the Library. In order to further our visibility as a strategic research partner, the Library will also continue to position Librarians in the research stream to work closely with faculty to assist them in meeting Tri-Council standards and managing complex research data. Similarly, we will continue to assist graduate students in acquiring data research fluency sooner in their programs via support provided through the Research Commons. To then promote the dissemination of research at UBC, the Library aims to help achieve greater visibility via discoverability through Library platforms and portals (cIRcle, Summons, Open Collection).

In order to strengthen campus and external stakeholder relations, the Library aims to better support several key groups. Activities in service of this goal include facilitating Vantage College's use of the Library, exploring virtual service models with key stakeholders at St Paul's Hospital and BC Children's and Women's Hospital, working jointly with iSchool to highlight partnerships, initiatives and success stories of student employees, and giving meaningful attention to how the Library can support the recommendations arising from the Truth and Reconciliation Commission Report.

Addressing the final key finding from the 2014 External Review of the UBC Library, we are working with UBC IT to implement recommendations set forth in the IT Assessment Report. This commitment includes service level agreements (3) signed and renewed annually and a multi-year IT Plan to address the Library's current and future needs with a three-year outlook. This plan will be aligned with the Library's overall strategic direction and vision. We will also be working to improve the Library's website, and a Web Services Review Group has been struck whose work will include assessing staffing, content management, web technologies, and discovery applications.

Department of Emergency Medicine
Faculty of Medicine
Summary of External Review: December 2014

Highlights and Key Findings:

- This is the first full external review of the Department of Emergency Medicine after its establishment in 2008. The leadership was found to be exemplary, and the Head has widespread support internally and externally. It is unfortunate that the Department was established at a major economic downturn, which has led to loss of external funding from the Ministry of Health Services. This has created a significant amount of anxiety for Department members, and was a major feature of this review.
- The Department has a sound strategic plan, and its focus on the Emergency Medicine Network needs to be encouraged, and the success of the network will ultimately allow the Department to improve its financial health.
- The Department should strive to continue to improve its already impressive scholarly output.
- The Department should continue to expand its ability to train more residents, in collaboration with the Department of Family Practice, in order to meet the needs of the province.

Key Recommendations and Unit Responses:

- Recommendation: that the Department of Emergency Medicine be retained as a Department despite the current fiscal concerns. Without a healthy and sustainable Department of Emergency Medicine, and without supporting its academic mission, knowledge translation to better the health of British Columbians will be difficult. The review team recommends that funding agreements be put in place with the Health Authorities that stand to benefit the most from the Department, namely PHSA and Northern Health Authority, in exchange for deliverables that related to knowledge translation and improved population health.

Unit's Response: The Department fully agrees that devolution of the Department back to a division would reduce academic productivity without any financial benefit. We will renew efforts to work with the FOM to engage Health Authorities in the development of integrated compensation packages.

- Recommendation: that the Department pursue the Emergency Medicine Network, provided that it is well-funded by the partners that will benefit from it. These partners include the Health Authorities and the Ministry of Health. The EM Network will make up for inadequate clinical resources in many regions of the province and provide a road map for future improvements in care. Funding of the network should also recognize, through direct or indirect allocation, the academic and administrative infrastructure, provided by the Department.

Unit's Response: The Department and the Committee are aligned in their views that the EM Network is an innovative, highly cost-effective model to improve emergency care. We also agree that sustainability depends on a strong financial foundation for the Department through FOM support for

basic infrastructure and the broader Network through the MOH to enable the many clinical care and system improvements that can be realized.

- Recommendation: that the Department seek funding from the Specialist Services Committee to at least temporarily help support the Department while other sources of funding are being pursued.

Unit's Response: We have just completed the detailed plans required in Phase 2 of the application to the Specialist Services Committee and have launched a survey of all 97 Emergency Departments in the province for input on the priority of topics.

- Recommendation: Residents with research potential should be mentored and supported to seek training in research methodology such as a Masters degree in Clinical Epidemiology at UBC or elsewhere during their residency training.

Unit's Response: This recommendation will be forwarded to both the Residency Training Committee and the Research Advisory Committee who will be asked to review the current process for mentoring and supporting residents to seek training in research methodology and determine if improvements can be made. Any specific recommendations arising from this will be brought to the DEM Advisory Committee for ratification.

- Recommendation: The staff needs to be formally reassured that they are doing an excellent job and that their positions need to be maintained. The team did not see any redundancy or any waste.

Unit's Response: The Head will meet with each of the staff twice yearly as a minimum to share concerns and insights and to reassure them that funding for their jobs is not in jeopardy. We will need reassurance from the FOM that this is indeed the case.

- Recommendation: Because of the close ties between the Department of Family Practice and the Department, and because of the much larger size of the Department of Family Practice, services for human resources support may be provided at no charge by the Department of Family Practice to maintain the viability of the Department.

Unit's Response: We also appreciate this suggestion and will meet with the Head of Family Practice to explore cost-effective means for the Department of Family Practice to provide HR services to the Department.

- Recommendation: that the Department consider enhancing its relationship with the hospital and university fund-raising foundations in an attempt to establish research chairs. The foundations need to assist the Department in establishing potential donors who have been happily served in their respective Emergency Departments so that relationships can be fostered towards large donations.

Unit's Response: We will work diligently with the FOM Development Team to strengthen our relationship with foundations and facilitate the development of several endowed professorships.

Department of Family Practice
Faculty of Medicine

Summary of External Review: October 2014

Highlights and Key Findings:

- Reviewers noted the many challenges facing the Department such as rapid expansion and distribution, the changing ways that family medicine is taught, and the new undergraduate curriculum, among other changes, which will require much greater participation from family physicians around the province. These changes are unprecedented in the history of Canadian medicine. “We were tremendously impressed with the commitment of the department and the faculty and we believe that they should be extremely proud of their efforts. However, although a remarkable job has been done to date in addressing the challenges, the strain is evident, and the immediate future must be managed carefully so that success can be maintained.”
- Reviewers noted that despite the tsunami that has enveloped the department, it has made significant progress with all aspects of its mission. It should be justifiably proud of its accomplishments. “With attention to some of the suggestions we have made, we believe the department is poised for continued success in the coming years.”

Key Recommendations and Unit’s Responses:

- The Department should embark on a comprehensive and inclusive strategic planning process as soon as possible.

Unit’s Response: This is underway, and the process has involved a retreat in 2014. Work is ongoing within the programs and the process is now bringing these together.

- As outlined in its recent planning process, the Department should continue to develop its communications strategy, in conjunction with the communications office of the Faculty of Medicine.

Unit’s Response: The Department is aware and this is part of the Faculty Development Plan.

- Recommendation: A mentoring program for junior academic faculty should be developed under the auspices of the research office. In future, consideration should be given to developing a similar program for junior clinical faculty through the education office.

Unit’s Response: The Department is aware and is working toward this goal (Faculty Development Plan)

- Recommendation: The Department should continue to pursue its plan to have an associate head linked with VIHA, and if this is successful, develop similar leadership positions with the other health authorities.

Unit’s Response: The Department is aware and is working toward this goal.

- Recommendation: Once the new structure is developed, its leadership and administrative staff should meet regularly with the head to address the issues of the department.

Unit's Response: The Department is aware and is working toward this goal.

- Recommendation: The Department should engage with the Centre for Health Education Scholarship to facilitate the training of CHES scholars who could become future faculty and enhance the research program in medical education.

Unit's Response: The Department is aware and proceeding.

- Recommendation: The Department should continue plans to develop a chair in rural research.

Unit's Response: The Department agrees and is well on the way to achieving this goal.

- Recommendation: The Department should partner with other departments and centres to raise money to support research in areas of common interest including mental health, maternity care and chronic disease management.

Unit's Response: This is part of the strategic planning process.

- Recommendation: The Department should ensure that the majority of new academic appointments in the near future should have family medicine as their primary discipline.

Unit's Response: This is acknowledged and is part of current plan. Most recent appointments are non-FM. Does not apply to midwifery.

- Recommendation: A comprehensive review of faculty development resources within and outside the department should be undertaken. Once the resources available are clear, an integrated plan for faculty development should be constructed and implemented.

Unit's Response: The Department is aware and is working toward this goal. (Faculty Development Strategic Plan)

- Recommendation: The midwifery program should become a department or at a minimum should have a seat at the table with department heads or faculty executive.

Unit's Response: This was identified as a priority item in the Midwifery Strategy; the Department continues to work closely with FoM.

- Recommendation: Maternity research should be considered for inclusion as a research priority. This represents a tremendous opportunity for philanthropic support if correctly managed.

Unit's Response: We agree and have identified this as a strategic priority.

Department of Obstetrics and Gynecology
Faculty of Medicine

Summary of External Review: October 2014

Highlights and Key Findings:

- The administrative support team is strong. The Head has dealt definitively, expeditiously and transparently with recently discovered financial improprieties and the increased downloaded costs that affect all departments.
- The creation of a Division of Gynecologic Sub-Specialties and the move to empower Division Heads with authority, accountability and decision-making will serve to strengthen the Department.
- Undergraduate teaching is considered strong.
- The research program is consistent and reasonably strong with several notable highlights including ovarian cancer, pre-eclampsia with International Implementation, translational research in infections and cancer, the vaginal microbiome, reproductive medicine and Aboriginal people's reproductive health.
- The graduate studies program extends the research scope of the department and is unique among similar departments across Canada.
- The growth and development of endowments within the Department is commendable and demonstrates the potential for increased financial sustainability.

Key Recommendations and Unit's Responses:

- Recommendation: Develop and implement a strong communication plan that includes celebration of departmental and individual successes, recognizes achievements of all faculty and engages faculty in policy development and implementation.

Unit's Response: The Unit will conduct a needs assessment by surveying faculty and staff members on communication. Specifically, the Unit hopes to explore how they prefer to communicate with the Department, so that the Unit can tailor its efforts to best meet their needs.

- Recommendation: Support Division Heads to enable success for their expanded responsibilities of financial management and fund-raising. The Department should develop a formal strategy to provide opportunities for leadership development and fund-raising techniques for divisional leaders.

Unit's Response: Division Heads meet regularly with the Associate Director and Budget Manager of the Faculty Finance Cluster. Similarly, the Unit's Faculty Development Officer is providing support and advice to the Division Heads on how they can grow their current endowments.

- Recommendation: Build on the recent strategic plan as a first draft by engaging all faculty broadly in a collaborative process of appreciative inquiry. Identify opportunities and linkages to articulate specific implementation plans with measurable deliverables.

Unit's Response: The Unit is working to engage faculty members and staff in the implementation of the strategic plan and has identified sponsors for each commitment who will be responsible for moving the plan forward. Striking diverse working groups with appropriate expertise to work on the individual deliverables operationalizes this implementation plan.

- Recommendation: Develop and implement a strategy to recognize and appreciate the contributions of clinical faculty.

Unit's Response: The Department developed an Awards Committee in 2014. Whereas awards recommendations were previously ad hoc, the Department has developed a list of awards and can plan candidates well in advance of awards deadlines.

- Recommendation: Formalize access to faculty mentoring and career planning for residents.

Unit's Response: The Department's Postgraduate Training Program is at work to develop effective faculty mentoring and career planning for residents. There is a formal mentoring process in place for Residents. The Department will work to make residents more aware of this resource and tailor it to their needs including career planning.

- Recommendation: Assess the quality of obstetrical care across the province including in small communities and including that delivered by family practitioners and midwives to identify potential gaps in training and service that can be improved by an interdisciplinary approach.

Unit's Response: This is congruent with the Department's strategic plan and the Department has already begun planning with Midwifery around inter-professional education and research, and with Family Medicine regarding a joint program to train family physicians in cesarean section. The Department has also sought collaboration in developing performance indicators that can be used across maternity disciplines.

- Recommendation: That the PHSA, VCHA and other Health Authorities work with UBC to explore a more simplified leadership, management and accountability structure and clarify roles and responsibilities (particularly across the Lower Mainland) for high risk maternity care.

Unit's Response: The Department agrees and this is yet another opportunity to extol the development of an AHSN that would facilitate such a solution. Until then, clinical and academic leadership in the lower mainland is split between three entities: BCWH, PHC, and VCH.

- Recommendation: That the Faculty of Medicine move as quickly as possible to structure a richer and more sustainable academic faculty funding plan based on an Academic Health Sciences Network.

Unit's Response: The Department could not agree more, and this is yet another opportunity to extol the development of an AHSN that would facilitate such a solution. Until then, clinical and academic leadership in the lower mainland is split between three entities, BCWH, PHC, and VCH.

Department of Pathology and Laboratory Medicine
Faculty of Medicine

Summary of External Review: December 2014

Highlights and Key Findings:

- The Department is one of the top academic departments of its kind in the world and plays a key role in educating one of the largest cohorts of undergraduate medical students in North America. Its BMLSc Program is responsible for producing graduates with a high caliber degree in the discipline of Medical Laboratory Science that expands career and educational opportunities of registered medical laboratory technologists and life science students, and also benefits the provincial laboratory service.
- To expand the scope of educational offerings, one option would be the introduction of an MSc degree program for Pathologists' Assistants to align with the human resource planning for healthcare in the Province. The Department's residency and fellowship programs achieve impressive outcomes, but fellows require more robust, stable support.
- The Department's focus on translational research integrates the activities of clinical and basic science researchers, several ranking among the most well funded and published researchers at UBC. It has the highest citation rate and impact relative to the subject area when benchmarked against similar departments in other leading academic institutions in North America.
- The graduate program is sustainable and very well managed from an administrative standpoint but needs to be resourced appropriately. The students are highly motivated and proud to be members of the department. However, there was a desire among research trainees for more information about and preparedness for career options beyond those in academia.

Key Recommendations and Department's Response:

- Recommendation: Design and implement a new Clinical Faculty appointment policy in order to remove the barriers of clinical faculty to apply for external grants support and their participation in graduate teaching and supervision. Remove the designation of "Clinical" appointment to enhance morale and improve academic motivation.

Unit's Response: The issues and concerns regarding the distinction between Full Time Faculty and Clinical Faculty are well-recognized and significant, although they are not unique to this Department. To achieve any changes will require involvement of the Faculty of Medicine, Central UBC, and possibly other parties. Successful implementation of the Academic Pathology Plan with its Goal Aligned Planning and Evaluation Program will help address issues related to morale and academic motivation.

- Recommendation: Provide graduate students with a greater exposure to career counseling and advice on career options other than academic research.

Unit's Response: The reviewers have identified a very important issue for graduate students. Resolution of the issues behind the recommendation is already underway. For career counselling and advice, four steps are being planned by the Department and include:

- (1) *Host a series of student-led focus groups to more clearly define the needs and expectations;*
 - (2) *Create and publicize a list of resources available to students through our website and in annual progress meetings with the Program Director;*
 - (3) *Work with other programs to coordinate efforts and reduce duplication;*
 - (4) *Development of networking opportunities for our graduate students, a process that will be facilitated by a recently initiated program to establish a self-regulated social/professional network of alumni from the program (we now have contact information on more than 90%) and current graduate students.*
- Recommendation: Develop a 5-year human resource plan for the department together with a plan for stable support of clinical fellowships to ensure sustainability of clinical and academic programs.

Unit's Response: As part of our Academic Pathology Plan, we have recommended that the UBC Faculty of Medicine, the BC Ministries of Health and Advanced Education, the Health Authorities, and BC Association of Laboratory Physicians/Doctors of BC commit to developing a long-term human resource plan for Academic Pathology in British Columbia.

- Recommendation: Explore creation of an MSc degree program for training of Pathologists' Assistants in the context of human resource planning for healthcare in the Province.

Unit's Response: The Department has previously investigated the possibility of establishing such an education/training program on two occasions, one of them relatively recently; both were unsuccessful for different reasons. At least four issues must be addressed if the program is to move ahead.

- (1) *There must be evidence of the need for PAs and support for them within the pathologist community. This evidence can and will be obtained from the proposed human resource plan for pathology in the province;*
 - (2) *There must be sufficient resources to run the program, including support for infrastructure, personnel, and the Program Director;*
 - (3) *There must be a job market sufficient to lure applicants. Government and Health Authorities in collaboration with pathology departments will need to create and fund positions. Clarity around job classification within the pathology staffing system is also a necessity;*
 - (4) *An enthusiastic and knowledgeable "champion" (funded and given dedicated time for this purpose), plus a few like-minded individuals in each of the practicum training sites for the second year of the program. Involvement of the Faculty, government, health authorities, and professional groups in conjunction with the Department will be required to successfully address these issues.*
- Recommendation: Make teaching a more prominent part of professional groups' responsibilities at distributed sites.

Unit's Response: This would greatly facilitate and support delivery of the Department's academic mission province wide. Successful implementation of the proposed Academic Pathology Plan would greatly assist in accomplishing this. To ensure its success, resource implications for the facilities required also needs to be recognized and addressed.

**Department of Radiology
Faculty of Medicine**

Summary of External Review: September 2014

Highlights and Key Findings:

- Like most radiology departments in Canada, the bulk of the teaching at all levels, with the exception of graduate studies, is provided by clinical faculty, whose remuneration for this activity is significantly below what can be generated from clinical activity. Nonetheless, the educational programs were highly praised and residents and fellows largely satisfied with the educational leadership.
- Most academic radiology practices in Canada function in an environment dominated by fee-for-service remuneration. This leads to an inherent and unavoidable conflict between business interests, clinical service demand, and the academic mission of the Department. The Head of the Department has done an admirable job trying to balance these forces. It appears to the outside observer that some reliance on clinical fellows to support clinical services may be present and this could have a detrimental effect on staff radiologist recruitment.
- Many of the issues faced by the Department will not be solved without added financial resources and real support from both clinical and academic administration for scholarly pursuit by department staff. The hiring of a research nurse has successfully enabled the initiation of clinical research that may not have otherwise occurred.
- It is difficult for clinical faculty to engage in research and significant opportunities are being “left on the table.” Opportunities exist for collaborative research.

Key Recommendations and Unit's Responses:

- Recommendation: The reviewers found evidence that the alignment of the goals of the individual clinical business groups and the tripartite mission of the overall department (clinical care, teaching, and research) are not always in sync. This is not an unusual situation in university practices but there needs to be a mechanism for the Department to attempt to mitigate it.

Unit's Response: The Department Head has sought input from the VGH MI Dept Head, the VGH Senior Medical Director and members of the FoM Executive Committee. A number of team-building exercises are underway, and progress will be monitored. The Head is also initiating steps to ensure a productive, respectful relationship between all business practices and the Clinical Departments.

- Recommendation: An academic neuroscience referral center such as VGH should have access to clinical 3T MRI. It is recommended that the Department work with its partners to acquire 3T MRI and forcefully advocate on behalf of British Columbians for access to this advanced imaging technology.

Unit's Response: The Department agrees that the lack of MR access in BC, which has the longest wait-times in Canada, and the lack of a clinical, publicly-funded 3T system is unacceptable. Again, this issue is largely a Regional/Provincial one. The Department Head met with Provincial Leadership Council (HA

CEO's and DM of Health) and presented a synopsis of the issues, and several potential solutions. There is hope that a decision to provide more funding for MRI will be made.

- Recommendation: That the Department develop strategic partnerships to advance its research mission. Radiologists have an opportunity to engage in collaborative research, and it is best to focus on areas of organizational/institutional strength such as cardiovascular and neuroscience.

Unit's Response: More strategic alliances with other Depts would be beneficial in advancing collaborative research, a point which was highlighted in the Dept's Strategic Plan. The Head of Radiology and the Vice Chair of Research plan to convene meetings with Research Directors of other key Departments, and will also discuss collaboration with research institutes at VCH, PHC and PHSA.

- Recommendation: To maintain teaching excellence and leadership in the undergraduate program and continued innovation (imaging tables, anatomy partnership), it is recommended that support be provided to the Director of Undergraduate Education.

Unit's Response: The Director of Undergraduate Education has recently formulated an Undergraduate Radiology Committee, which has been functioning effectively and has served to support his initiatives. However, as our commitment to these education endeavours increases, funding to support Faculty must increase. Consideration will be made towards the appointment of an Assistant Undergraduate Education Director.

- Recommendation: To define the role of Radiology in teaching of undergraduate ultrasound.

Unit's Response: There is extensive ongoing work being undertaken to define the Department's role in the Anatomy Visualization and Undergrad Ultrasound projects, high priorities for the Faculty and Department.

- Recommendation: A more formal structure for fellowship positions has been introduced, including a clear recruitment process, educational objectives, on call expectations, and other components. However, additionally, standardization of payment, benefits and human resources support, such as the wellness program for residents, should be made available to the fellows.

Unit's Response: This is recognized by the Post-graduate Dean, and the Head is on a Committee which was recently struck to provide a wholesale review of UBC Fellowships throughout the Faculty.

- Recommendation: Address critical and immediate recruitment needs: a pediatric radiology leader and staff positions, and an interventional neuro-radiologist for VGH site.

Unit's Response: The VGH group has recently hired a neuro-radiologist. A high priority is to site a diagnostic neuro-radiologist part-time at the Centre for Brain Research at the UBC campus. The Department Head will meet with the Head of Pediatrics and PHSA Administration to create a Leadership Team to investigate future steps.

UBC Department of Computer Science
Faculty of Science

Summary of External Review: October 2014

Highlights and Key Findings of the External Review Committee:

- “The University of British Columbia has an excellent Computer Science (CS) department. It is clearly one of the top three CS departments in Canada and enjoys a strong national and international reputation. The department is healthy, vibrant, and collegial, with faculty and staff invested in the wellbeing of their colleagues and students.”
- “The Department has a strong research program, and in several areas has established an excellent international reputation. Faculty members have done extremely well winning recognition for their research and producing highly cited works. The strength of their reputation has attracted new hires to the Department (despite the difficulties with housing) that have outstanding potential.”
- “The Department has been impacted by the recent departures of several respected, midcareer colleagues, exploding undergraduate enrollments, and the difficulty of recruiting new faculty members due to relatively low salaries and very high housing costs in Vancouver.”

Key Recommendations of the External Review Committee:

- Invest in the Department. “If the University of British Columbia wants to sustain and grow a world-class Department of Computer Science, they will have to address their ongoing structural deficit and invest in recruiting and retaining outstanding faculty members. This may involve a significant investment in faculty salaries or related retention packages. The additional funds might come from a variety of sources, including revenue from professional degree programs, philanthropy/advancement, corporate relations, and a differential fee for undergraduates.”
- Strategic planning. Building on the self-study report, the incoming Department Chair should be required to produce a five-year strategic plan with verifiable metrics.
- Research. The Department has the research quality, but is lacking research quantity with some research areas having lost critical mass. The reviewers encourage the Department to increase its engagement with industry and the vibrant IT sector in Vancouver.
- Graduate programs. Increase financial support for graduate students and reduce times to completion.
- Manage high undergraduate enrolments. Possible strategies include hiring more faculty, course coordinators (for large courses), limiting enrolments in CS specializations or gateway courses, or leveraging even more undergraduate teaching assistants.

Department’s and Faculty’s Response:

- Investing in the Department:
All UBC departments share the common goal of recruiting and retaining excellent faculty, and success requires a sustained commitment by the Department, Faculty, and University. This goal is particularly challenging for Computer Science departments across North America where top CS faculty are commonly recruited by industry (established companies and start-up companies) as well as by competing

universities. In order to compete successfully with industry and top universities, we need to offer competitive salaries, which requires identifying new salary resources and working with our Faculty Association. We also need to address the high cost of housing in Vancouver, a challenge for all at UBC. In 2014-15, we successfully conducted three faculty searches. In 2015-16, we are conducting searches for five CS faculty members – a senior faculty member funded by the Cheriton Family Chair in Computer Systems, two assistant professors, and two instructors.

- Strategic planning:

The incoming Department Head will build on preliminary planning activities to produce a strategic plan that will guide the Department for the next five years. The Faculty of Science is exploring the possibility of decoupling the writing of a Department self-study (currently done in the last year of a Head's term) from the development of a strategic plan, which needs to be driven by the next Department Head.

- Research:

The Department is currently undertaking an aggressive multi-year faculty renewal plan with priority hiring in human-computer interaction, machine learning, scientific computing, and computer systems. In response to demand from industry, the Department is developing two professional Masters programs, a Masters of Science in Data Science (joint with the Department of Statistics) to be launched in Fall 2016 and an Industrial Masters program, which includes an industry research internship. The Institute for Computing, Information, and Cognitive Systems (ICICS) is currently being reorganized with the goal of better alignment with different segments of the broad information and communications technology sector.

- Graduate programs:

Base funding levels for UBC Computer Science graduate students is comparable to other Canadian universities, but we lack the major graduate scholarships available in some other provinces and the cost of living in Vancouver is comparatively high. The Department is reexamining the course requirements needed to obtain an MSc, and is developing two professional graduate programs with shorter completion times.

- Managing high undergraduate enrolment:

Over the past four years, UBC students enrolled in Computer Science specializations have increased by 50% and course FTEs have increased by 74%. More students now enroll in Computer Science specializations than in Biology. In June 2015, we made the difficult decision to cap enrolments in Computer Science specializations (years 2, 3, and 4) as we do for Life Science specializations. In addition to investing in new faculty (professors and instructors), the Department was provided with recurring funds to hire a course coordinator for large classes. We have discontinued direct admission into the BSc in Computer Science; entrance requirements for students applying to Computer Science are now the same as for the Faculty of Science.



8 January 2016

To: Senate
From: Kate Ross, Associate Vice-President Enrolment Services & Registrar
Re: 2016/2017 Academic Year

Key dates for the 2016/17 Winter Session are as follows:

Term 1

Tuesday, 6 September 2016	Term 1 begins
Friday, 2 December 2016	Last day of Term 1 classes for most faculties
Tuesday, 6 December 2016	First day of exams for Term 1
Wednesday, 21 December 2016	Last day of exams for Term 1

Number of Teaching Days 61

Term 2

Tuesday, 3 January 2017	Term 2 begins
20-24 February 2017	Midterm Break
Thursday, 6 April 2017	Last day of Term 2 classes for most faculties
Monday, 10 April 2017	First day of exams for Term 2
Friday, 28 April 2017	Last day of exams for Term 2

Number of Teaching Days 62

Draft term and examination dates for academic years up to and including 2018/2019 may be viewed here: <http://senate.ubc.ca/vancouver/termdates>