



Vancouver Senate

THE SECOND REGULAR MEETING OF THE
VANCOUVER SENATE
FOR THE 2017/2018 ACADEMIC YEAR

WEDNESDAY, 18 OCTOBER 2017

6:00 P.M.

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

- 1) Call to Order – Mr Jakob Gattinger (information)
- 2) Senate Membership – Dr Kate Ross
 - a) New Members (information)
 - Dr. Robert Boushel, Faculty Representative, Faculty of Education
 - Ms Alexandra Glinsbochel, Student Representative, Faculty of Education
 - b) Nominating Committee (information)

This is a third call for nominations for the remaining vacancy on the Senate Nominating Committee. Interested Senators have until 1 November 2017 to submit their name for election.
- 3) Minutes of the Meeting of 20 September 2017 – Mr Jakob Gattinger (approval) (docket pages 3-20)
- 4) Business Arising from the Minutes – Mr Jakob Gattinger (information)
- 5) Report from the Provost – Dr Andrew Szeri

Ombudsperson Annual Report – with Ombudsperson for Students Shirley Nakata (information)
- 6) Agenda Committee – Dr Catherine Dauvergne / Dr Paul Harrison

Publication of Senate Committee Minutes (discussion) (docket page 21)
- 7) Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket pages 22-29)



8) Admissions Committee – Dr Paul Harrison

Changes to Undergraduate Admissions (approval) (docket page 30-64)

9) Curriculum Committee – Mr Ian Sapollnik

Curriculum Materials from the Faculties of Arts and Graduate & Postdoctoral Studies (approval) (docket page 65-81)

10) Nominating Committee – Dr Richard Tees

- a) Amendments to Policy 18: Appointment of Designated Senior Academic Administrators (approval) (docket page 82-95)
- b) Committee Adjustments (approval) (docket page 83)

11) Other Business



VANCOUVER SENATE

MINUTES OF 20 SEPTEMBER 2017

Attendance

Present: Dr S. Ono (Chair), Dr K Ross (Secretary), Mr T. Ahmed, Ms J. Booth, Ms S. Brar, Dr V. Bungay, Dr L. Burr, Ms D. Coulbourn, Dr G. Faulkner, Mr B. Fischer, Dr S. Forwell, Dean B. Frank, Mr F. Gallegos, Mr J. Gattinger, Dr J. Greenman, Ms M. Grist, Mr S. Haffey, Ms M. Hamid, Dr P. Harrison, Dean R. Helsley, Dr J. Innes, Prof. C. Jaeger, Dr A. Kindler, Dr M. Koehoorn, Dr M. Kuus, Mr D. Lam, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Mr K. Madill, Dr S. Matsui, Mr W. McNulty, Ms S. Ngo, Dean Pro Tem. J. Olson, Ms S. Parker, Dean S. Peacock, Dean S. Porter, Mr M. Pratt, Dr T. Rogers, Mr Q. Salehmohamed, Mr I. Sapollnik, Dr T. Schneider, Dr J. Shepherd, Prof. A. Sheppard, Dr S. Singh, Dr M. Stewart, Dr A. Szeri, Dr R. Tees, Dr M. Thachuk, Ms L. Wang, Dean R. Yada.

Regrets: Dr P. Adebar, Dean G. Averill, Dr H. Brock, Dr A. Collier, Dean M. Coughtrie, Dean C. Dauvergne, Mr K. Doering, Dr A. Dulay, Dr A. Fisher, Dr J. Gilbert, Dr C. Godwin, Mr L. Gordon, Dr S. Grayston, Dr V. Griess, Dr M. Isaacson, Dr A. Ivanov, Dean D. Kelleher, Dr P. Keown, Dr C. Krebs, Mr H. Leong, Dean M. MacDougall, Dr C. Marshall, Dr P. Marshall, Dr W. McKee, Dr P. Meehan, Dr A. Murphy, Dr C. Nislow, Mr J. Solis, Dr L. Stothers, Dr S. Thorne, Dr R. Topping,

Clerk: Mr C. Eaton

Call to Order

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

Welcome

The President welcomed Senators to the first meeting of the 2017-2020 triennium.

Senate Membership

2017-2020 SENATE

The Registrar introduced the members of Senate for the 2017-2020 triennium:

EX OFFICIO



- Chancellor (Mr J. Lindsay Gordon)
- President, Chair (Prof. Santa J. Ono) President
- Vice-President, Academic (Dr Andrew Szeri)

DEANS

- Dr James Olson, Applied Science, *Pro Tem*.
- Dr Gage Averill, Arts
- Dr Robert Helsley, Commerce and Business Administration
- Dr Mary MacDougall, Dentistry
- Dr Blye Frank, Education
- Dr John Innes, Forestry
- Dr Susan Porter, Graduate and Postdoctoral Studies
- Dr Rickey Yada, Land and Food Systems
- Dr Catherine Dauvergne, Peter A. Allard School of Law
- Dr Dermot Kelleher, Medicine
- Dr Michael Coughtrie, Pharmaceutical Sciences
- Dr Simon Peacock, Science

CHIEF LIBRARIAN

- Ms Susan Parker

DIRECTOR OF CONTINUING EDUCATION

- Dr Hugh Brock

ELECTED BY THE FACULTIES**APPLIED SCIENCE**

- Dr Michael Isaacson, Professor
- Dr Victoria Bungay, Associate Professor

ARTS

- Dr Christopher W. Marshall, Professor
- Dr Merje Kuus, Professor

COMMERCE AND BUSINESS ADMINISTRATION

- Dr Adlai Fisher, Professor
- Dr Kin Lo, Associate Professor

DENTISTRY

- Dr David MacDonald, Associate Professor



- Vacancy

EDUCATION

- Dr Guy Faulkner, Professor
- Vacancy

FORESTRY

- Dr Verena Griess, Assistant Professor
- Dr Peter L. Marshall, Professor

GRADUATE AND POSTDOCTORAL STUDIES

- Dr Thomas Schneider, Professor, Faculty of Arts
- Dr Theresa Rogers, Professor, Faculty of Education

LAND AND FOOD SYSTEMS

- Dr Sue Grayston, Professor
- Vacancy

ALLARD SCHOOL OF LAW

- Dr Shigenori Matsui, Professor
- Prof. Anthony Sheppard, Professor

MEDICINE

- Dr. Claudia Krebs, Professor of Teaching
- Dr. Mieke Koehoorn, Professor

PHARMACEUTICAL SCIENCES

- Dr. Corey Nislow, Associate Professor
- Dr. Abby Collier, Associate Professor

SCIENCE

- Dr. Philip Loewen, Professor, Faculty of Science
- Dr. Mark Thachuk, Faculty of Science

ELECTED BY THE JOINT FACULTIES

- Dr Perry Adebar, Professor, Faculty of Applied Science
- Dr Susan Forwell, Associate Professor, Faculty of Medicine
- Dr Paul G. Harrison, Associate Professor, Faculty of Science



- Dr André Ivanov, Professor, Faculty of Applied Science
- Prof. Carol Jaeger, Professor of Teaching, Faculty of Applied Science
- Dr Paul A. Keown, Professor, Faculty of Medicine
- Dr Anna Kindler, Professor, Faculty of Education
- Dr William McKee, Assistant Professor, Faculty of Education
- Dr Anne Murphy, Associate Professor, Faculty of Arts
- Dr Santokh Singh, Professor of Teaching, Faculty of Science
- Dr Lynn Stothers, Professor, Faculty of Medicine
- Dr Sally Thorne, Professor, School of Nursing

CONVOCATION MEMBERS OF SENATE

- Mr Tariq Ahmed
- Dr Lawrence Burr
- Dr Andrea Dulay
- Mr Benjamin Fischer
- Dr John H. V. Gilbert
- Mr Séan Haffey
- Mr Haymen Leong
- Mr William B. McNulty
- Ms Sarah T. Ngo
- Dr John D. Shepherd
- Mr Mike C. Stewart
- Dr Richard C. Tees

ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

- Mr Kevin Madill

REPRESENTATIVES OF AFFILIATED COLLEGES

- Dr. Peter Meehan, St. Mark's College
- Rev. Dr. Richard Topping, Principal, Vancouver School of Theology
- Rev. Dr. Colin Godwin, Carey Theological College
- Dr Jeffrey Greenman, President, Regent College

STUDENT REPRESENTATIVES

NB: Terms from April 1, 2018 to March 31, 2019 except as noted

APPLIED SCIENCE

- Ms Jaymi Booth

ARTS

- Ms Marium Hamid

**COMMERCE AND BUSINESS ADMINISTRATION**

- Mr Michael Pratt

DENTISTRY

- Vacancy

EDUCATION

- Mr Jeff Solis (to 1 October 2017)

FORESTRY

- Ms Danika Coulbourn

GRADUATE AND POSTDOCTORAL STUDIES

- Mr Francisco Gallegos
- Vacancy

LAND AND FOOD SYSTEMS

- Ms Ainsley MacDougall

ALLARD SCHOOL OF LAW

- Ms Madison Grist

MEDICINE

- Mr Qadeem Salehmohamed

PHARMACEUTICAL SCIENCES

- Ms Lisa Wang

SCIENCE

- Ms Sarah Park

MEMBERS AT-LARGE

- Ms Simran Brar - Faculty of Science
- Mr Kevin Doering – Faculty of Arts
- Mr Jakob Gattinger - Faculty of Applied Science
- Mr Daniel Lam - Faculty of Science
- Mr Ian Sapollnik – Faculty of Arts

**SENATE NOMINATING COMMITTEE**

The Registrar announced that as a result of the call for nominations issued on 15 August 2017 for eight senators to serve on the Senate Nominating Committee, the following seven senators were acclaimed as elected to the Committee until 31 August 2020 and thereafter until replaced:

Dr John H.V. Gilbert, Professor Emeritus, Convocation

Dr Andre Ivanov, Professor, Faculty of Applied Science

Dr Anna Kindler, Professor, Faculty of Education

Dr Merje Kuus, Professor, Faculty of Arts

Dr Peter Marshall, Professor, Faculty of Forestry

Dr Richard Tees, Professor Emeritus, Convocation

Dr Sally Thorne, Professor, School of Nursing

NB: Mr Kevin Doering and Ms Sarah Park have already been elected to the Committee until 31 March 2018.

Dr Ross noted that one vacancy remained the Nominating Committee and that nominations for this position were due on 1 October 2017.

Minutes of 17 May 2017

Richard Tees

Paul Harrison

} *That the Minutes of the Meeting of 17 May 2017
be adopted as corrected.*

*Corrections: Substitute 2017 for 2018 on p 15,
Note the objection of Senator Booth on page 17
Correction to McDougall name spelling.*

Approved

Remarks from the Chair

President Ono said that this was a great beginning for this academic year, with 15000 new students and 64000 in total. He noted in particular the recent opportunity to welcome UBC's new students at Imagine in Vancouver, and Create in the Okanagan.

The President advised Senate that he had represented UBC at the Times Higher Education (THE) summit in London.

In government relations, the President noted the change in Provincial government since the Senate last met. He advised that he has already met with the Premier and his deputy, and the



Minister of Advanced Education has already visited UBC. Federally, Dr Ono noted having just returned from Ottawa as we lead up to the next budget. He committed UBC to working intensively with the provincial and federal governments with respect to letters of intent for research superclusters. Dr Ono advised that 13 of the 50 submitted proposals involved UBC in some way, in particular data science as a platform. Federally the most significant government interaction for UBC is in seeing the implementation of the Naylor report's recommendations for funding of fundamental scholarship and research. Dr Ono noted that he, the President of the University of Toronto, and the Principal of McGill had published an op-ed that strongly emphasized the importance of the Naylor report for research institutions, especially at a time where tricouncil grant proposal success rates were at a historical low. With respect to other recommendations we are open to working with government but our priority must be increasing funding for principal investigators. Thirdly, UBC has been shown as an exemplar for diversity with Canada Research Chairs. Next there is a recognition that there should be an emphasis on new scholars and supporting them. This is an area of considerable difficulty with only a 7% success rate. Dr Ono also looking at career re-entry support for those faculty who take time to raise a family.

Locally, Dr Ono reminded Senate that UBC was in a significant phase of the strategic planning process; he advised that he had asked Professor Andrew Szeri (Provost and Vice-President, Academic) and Professor Gail Murphy (Vice-President, Research) to work closely with with Professor Cynthia Mathieson (Provost and Vice-Principal Academic on the Okanagan campus), as we move into the next phase.

In the spring of last year, we outlined a set of draft priorities based on the contributions of several thousand members of our communities and formed them into a framework. Over the summer, we engaged with the deans. This framework will be based on our core mandate of teaching and research. Once the strategic plan is approved, it will serve as a framework for annual plans and those priorities will be looked at carefully by Government and others.

The emerging framework is built around the University's core mandate of learning and research, with the draft priorities represented either as areas for transformational focus or as underpinning commitments for which we are accountable. The framework recognizes the interplay between community engagement and global perspective, as well as the foundational importance of our people and place, both of which we believe are defining features of UBC. We have also developed a draft vision statement that creates a compelling direction for the University and that connects the priorities that have emerged through consultation

Dr Ono noted that he looked forward to meeting with heads/directors, deans, the Executive and the Steering Committee next week to get their feedback on the emerging shape of the plan. Dr Ono opined that there was an ambition schedule to wrap up the drafting by the end of this calendar year.

There will be discussions with Board and Senate members and these are key junctures with the intent to bring the final plan to the Board in February.



Senator Singh asked what specific involvement was wanted by the President by the Senate in the plan.

Dr Ono replied that the draft plan will be brought to the Senate for direct feedback and that approval would be needed for key aspects. Secondly working groups will be established for the working areas and action steps. There will also be implementation plans below the high level plan.

Dr Loewen noted the Canada 150 chairs and asked the Presidents views on the process and the expected outcome.

Dr Ono replied that the universities did not have a lot of time nor complete freedom around processes. Dr Ono said that he would like to see a high level of involvement from departments as we move forward. Extraordinary individuals were found as part of this program and we are waiting to see how those proposals fair. If these individuals are to be successful we need to make sure that there are ways to introduce them into their departmental homes. For various reasons of confidentiality and procedures that hasn't been possible to date across Canada.

From the Board of Governors

The President confirmed that the following items approved by the Senate had also been approved by the Board of Governors as required under the *University Act*:

16 March 2017

New Awards

Curriculum Proposals from the faculties of Forestry, Graduate & Postdoctoral Studies, and Medicine

Establishment of the Doctor of Philosophy in Cinema and Media Studies

Change in mandate and name of the Division of Continuing Studies to the Division of Extended Learning.

19 April 2017:

New Awards

Establishment of the School of Public Policy and Global Affairs and associated changes to the Master of Arts in Public Policy and Global Affairs, the Liu Institute for Global Issues, the Institute of Asian Research, and associated faculty appointments.

Curriculum Proposals from the faculties of Education, Graduate & Postdoctoral Studies, Land & Food Systems, and Science



17 May 2017:

New Awards

Curriculum Proposals from the faculties of Applied Science, Arts, Graduate & Postdoctoral Studies

New Chairs: President's Excellence Chair in Brain Health and Precision Oncology, President's Excellence Chair in Forest Bio-Products, President's Excellence Chair in Global Development Policy, President's Excellence Chair in Biodiversity Studies, and President's Excellence Chair in Media Studies.

Establishment of the School of Biomedical Engineering

Affiliation with Aga Khan Educational Services SA

Candidates for Degrees

<p>Philip Loewen William McNulty</p>	}	<p><i>That the candidates for degrees as recommended by the faculties of Graduate and Postdoctoral Studies and Medicine be granted the degrees for which they were recommended, effective September 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.</i></p>
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Approved

Awards Committee

NEW AND REVISED AWARDS

<p>Lawrence Burr Jakob Gattinger</p>	}	<p><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></p>
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Dr Burr noted the generosity of all university donors, but drew Senate's attention to three awards in particular. Student Housing Grants. Thunderbirds Athletics awards, and the Anne Wesbrook Award by the Faculty Women's Club.

Senator Sapollnik asked what the criteria was for the Thunderbird awards, noting that "outstanding" was the only criterion specified.

With permission of Senate, Ms Stephanie Oldford, secretary to the Awards Committee, replied that this was to give flexibility to balance academic and athletic excellence.

Approved

Admissions Committee

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES – DELAY IN START OF PROGRAM

Carol Jaeger	}	<i>That Senate approve the Faculty of Graduate and Postdoctoral Studies policy on Delay in Start of Program, effective for the 2017 Winter Session and thereafter.</i>
Sean Haffey		

Professor Jaeger noted that this policy was to set a specific date that corresponded with the Add/drop date for students to postpone their program starts.

Senator Ahmed asked if it was fair to make the policy take effect with this session.

Dr Porter explained that this policy came from departments asking how to address this situation and in the transition year exceptions would be made.

Approved

**ENGLISH LANGUAGE PROFICIENCY TESTS – CHANGES TO THE CANADIAN ACADEMIC
ENGLISH LANGUAGE ASSESSMENT (CAEL) AND CANADIAN ENGLISH LANGUAGE
PROFICIENCY INDEX PROGRAM (CELPiP)**

Carol Jaeger } *That Senate approve revisions to the Calendar*
William McNulty } *entry on English Language Proficiency Tests,*
 } *effective for admission to the 2017 Winter Session*
 } *and thereafter.*

Dr Jaeger explained that this proposal was a periodic update to the test scores.

Dr Forwell asked what would happen for those test scores for those tests being dropped.

Dr Jaeger said that we would still honour those tests for the period of their validity.

Dr Harrison advised that we were already past the validity date on all the relevant tests.

Approved

**Curriculum Committee****SUMMER CURRICULUM PROPOSALS**

See Appendix A: Curriculum Report

Carol Jaeger
Anthony Sheppard

}

That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.

Approved

Nominating Committee**COMMITTEE APPOINTMENTS**

Richard Tees
William McNulty

}

That the following appointments be made to the standing committees of Senate, to the Council of Senates, to the committees of the Council of Senates, and to the senates and committees of affiliated theological colleges, effective from 20 September 2017 to 31 August 2020 and thereafter until replaced:

Academic Building Needs

- 1. Adlai Fisher*
- 2. Mike Stewart*
- 3. Andre Ivanov*
- 4. Philip Loewen*
- 5. Sarah Ngo*
- 6. Michael Isaacson*
- 7. Thomas Schneider*
- 8. Sean Haffey*

Academic Policy

- 1. Rickey Yada*
- 2. Paul Harrison*
- 3. Claudia Krebs*
- 4. Kin Lo*



5. *Toph Marshall*
6. *Shigenori Matsui*
7. *William McKee*
8. *Susan Porter*
9. *Philip Loewen*
10. *John Gilbert*
11. *Richard Tees*

Admissions

1. *Benjamin Fischer*
2. *Michael Isaacson*
3. *Carol Jaeger*
4. *Mark Thachuk*
5. *Corey Nislow*
6. *Anthony Sheppard*
7. *Bill McNulty*

Agenda

1. *Catherine Dauvergne*
2. *John Gilbert*

Appeals on Academic Standing

1. *Victoria Bungay*
2. *Susan Forwell*
3. *Anthony Sheppard*
4. *William McKee*
5. *Santokh Singh*
6. *Michael Isaacson*
7. *Bill McNulty*
8. *Benjamin Fischer*

Awards

1. *Guy Faulkner*
2. *Merje Kuus*
3. *Corey Nislow*
4. *Sue Grayston*
5. *Verena Greiss*
6. *Tariq Ahmed*
7. *Larry Burr*

*Budget (Council of Senate Committee)*

1. Anna Kindler
2. Perry Adebar
3. Mark Thachuk
4. Adlai Fischer
5. Peter Marshall
6. Susan Forwell
7. Sean Haffey

Curriculum

1. Mary MacDougall
2. Carol Jaeger
3. Santokh Singh
4. Blye Frank
5. Jeffrey Greenman
6. Mieke Koehoorn
7. Kevin Madill
8. Peter Marshall
9. Anne Murphy
10. Lynn Stothers
11. Abby Collier
12. Haymen Leong
13. Andrea Dulay

Library

Composition: 14 Senators (including 4 student members and 2 convocation members)

1. Gage Averill
2. Colin Godwin
3. Verena Greiss
4. Peter Meehan
5. Simon Peacock
6. Thomas Schneider
7. Lynn Stothers
8. James Olson
9. Larry Burr
10. John Shepherd

Student Appeals on Academic Discipline



1. *Perry Adebar*
2. *Christopher Marshall*
3. *Abby Collier*
4. *Sue Grayston*
5. *Susan Parker*
6. *Mieke Koehoorn*
7. *Tariq Ahmed*
8. *Mike Stewart*

Teaching & Learning

1. *Robert Helsley*
2. *Theresa Rogers*
3. *Guy Faulkner*
4. *Blye Frank*
5. *Andre Ivanov*
6. *Claudia Krebs*
7. *Kevin Madill*
8. *William McKee*
9. *Andrea Dulay*

Tributes

1. *Michael Coughtrie*
2. *John Innes*
3. *Dermot Kelleher*
4. *Sally Thorne*
5. *Richard Topping*
6. *Catherine Dauvergne*
7. *Paul Keown*
8. *Anne Murphy*
9. *Anna Kindler*
10. *John Gilbert*
11. *Richard Tees*

Representatives to the Affiliated Colleges

*Vancouver School of Theology Academic Policy
Committee
Dr. Paul Harrison*

Regent College Senate



Dr. David MacDonald

St. Mark's College Senate

Mr. Séan Haffey

Carey Theological College Senate

Jakob Gattinger

Council of Senates

Faculty 1. Sally Thorne

Faculty 2. Anna Kindler

Faculty 3. Santokh Singh

Dean. Rickey Yada

Convocation. Tariq Ahmed

Approved

Tributes Committee

MEMORIAL MINUTE FOR DR ANTAL KOZAK

Antal (Tony) Kozak was born in Tiszapüspöki, Hungary in 1936, and came to UBC as a student in the Sopron Division of the Faculty of Forestry in 1957. Dr. Kozak served as a Professor, Associate Dean, and Professor Emeritus in the Faculty of Forestry for over 50 years. He served two terms as a member of Senate, from 1981-1984, and from 1987-1990.

The Sopron Division of the Faculty of Forestry consisted of a group of 200 students and 14 faculty members from the Sopron University of Forestry, based in Sopron, Hungary. These students and faculty members fled Hungary after the repression of the 1956 revolution against Soviet occupation. After crossing the border into Austria, the Dean of the Sopron University wrote to over twenty countries, seeking a temporary home for the displaced school. Ultimately, the Faculty of Forestry at UBC agreed to 'adopt' the Sopron University of Forestry. UBC offered to guarantee its maintenance for five years to permit its current students to graduate, and gave assurances that the students could continue to receive their education in Hungarian.

After completing his Bachelor of Science in Forestry, Dr. Kozak went on to complete a Masters and Ph.D. in Forestry, both at UBC. A dedicated teacher and scholar, Dr. Kozak's research focused on the measurement of forest volumes. In 1992, Dr. Kozak was awarded a University Teaching Prize (the predecessor to the Killam Teaching Prizes). His nomination for the award read, in part:



Students at the University are keenly aware that some very special professors touch their lives in a personal way through their teaching and it is these teachers they remember all their days. Professor Kozak is recognized for many years of first class teaching in which he combines a thorough knowledge of subject matter with careful, painstaking explanations to guide even the most callous student through the oft-misunderstood areas of statistical theory and application. With an informal, infectious lecture style Professor Kozak stimulates enthusiastic class interaction.

Dr. Kozak returned to Hungary in 1993 as a visiting professor at the University of Forestry and Wood Science in Sopron.

In 2002, the Tony Kozak Scholarship in Forest Measurement was endowed in honour of Dr. Kozak's contributions to the field of forest measurement and biometrics.

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

Anthony Sheppard
Sean Haffey

}

That Senate approve the memorial minute for the Dr. Antal Kozak; that it be entered into the Minutes of Senate; and a copy be sent to the family of the deceased.

Approved

From the Provost

BC CHILDREN'S HOSPITAL RESEARCH INSTITUTE

Andrew Szeri
Richard Tees

}

That Senate approve the change of name from the Child and Family Research Institute to the BC Children's Hospital Research Institute, effective 20 September 2017

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 7:00 pm.



Appendix A: Curriculum Report

FACULTY OF APPLIED SCIENCE

New minor

Minor in Entrepreneurship

New courses PLAN 321 (3) Indigeneity and the City; ARCH 404 (3-9) d Topics in Architectural History I (Pre-1900); ARCH 405 (3-9) d Topics in Architectural History II (1900-Present)

New program option

Coordinated International Experience

FACULTY OF ARTS

Revised course

RUSS 200 (6) Second-Year Russian

New courses

RUSS 201 (3) Second-Year Russian I; RUSS 202 (3) Second-Year Russian II; RUSS 323 (3/6) d Fantastic Worlds in Russian Fiction (in English); POLI 338 (3/6) d Politics and Development; POLI 372 (3/6) d Multinational Corporations and Globalization; POLI 378 (3/6) d The Politics of Terrorism; POLI 428 (3/6) d Comparative Public Management; POLI 439 (3/6) d Politics and Economic Growth; WRDS 350 (3) Knowledge-Making in the Disciplines; ASIA 427 (3) Topics in Korean Popular Culture (Hallyu); ECON 364 (3/6) d The Economics of Sustainability: Communities, Markets and Technology; JRNL 400 (3) Feminist Postcolonial Critique and Journalism in a Digital Age; LING 410 (3) Advanced Phonology; LING 421 (3) Advanced Syntax; LING 425 (3) Advanced Semantics

New minor

Minor in Urban Studies

FACULTY OF EDUCATION

New course

ECPS 490 (3/6) c Directed Study in Educational & Counselling Psychology, and Special Education

New certificate

Undergraduate Certificate in Adult Learning and Education

FACULTY OF FORESTRY

New courses

CONS 412 (3) Belowground Ecosystems; FRST 350 (2) Foundational Field School

Revised calendar entries¹

¹ Linked to FRST 350



Forestry>B.S.F.>Forest Resource Management Major (Spec in Community and Aboriginal Forestry); Forestry>B.S.F.>Forest Operations Major; Forestry>B.Sc. in Forest Sciences>Degree Requirements; Forestry>B.U.F.>Degree Requirements; Forestry>B.S.F.>Forest Resources Management (Spec in Integrated Resource Management)

Revised courses

FRST 351 (2) Interior Field School¹; FRST 370 (3) Community Forests and Community Forestry²

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New courses

Applied Science

ARCH 504 (3-9) d Topics in Architectural History I (Pre-1900); ARCH 505 (3-9) d Topics in Architectural History II (1900-Present); UDES 509 (1-6) d Topics in Urban Design

Commerce and Business Administration

BA 531 (1.5)-6) d GMAN: Global Network Course; BA 532 (1.5-6) d GNAM: Global Network Week

Medicine

SPPH 552 (3) Risk and Communication in Public Health

Calendar Entry for New School

Arts

School of Public Policy and Global Affairs

² Linked to Forestry>B.S.F.>Forest Resource Management Major (Spec in Community and Aboriginal Forestry)



10 October 2017

From: Senate Agenda Committee

To: Senate

Re: Publication of Senate Committee Minutes

Discussion Background

As one of the governing bodies of The University of British Columbia, the Vancouver Senate has a responsibility to be transparent to its faculty, staff, students and alumni, as well as the broader University community. A key component of this transparency is the timely communication and distribution of information relating to Senate's decisions – including at the committee level. It is important for the UBC community to be able to view and understand the process and discussion behind motions that Senate considers. Most committees of Senate currently take minutes and approve them at the subsequent meeting of the committee. However, these minutes are not shared with the public. The Senate Agenda Committee is interested in improving Senate's transparency and accountability by publishing committee minutes whenever possible, with the understanding that for some committees the nature of their work makes this impossible. The Agenda Committee is seeking the opinion of Senate in pursuing these changes, and commits to consulting with all committees of Senate to ensure that necessarily private and *in camera* information remains as such. Furthermore, no change will be made to the way minutes are taken in committees, including whether or not minutes are composed at all.

October 4, 2017

From: Senate Awards Committee

To: Senate

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

The Senate Awards Committee recommends:

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

New Awards – Endowed

Kathleen Cummins (née Jackson) Bursary

Bursaries totalling \$1,200 have been made available through an endowment established by the family of Kathleen Cummins to undergraduate students entering second year or later who demonstrate unmet financial need. Preference will be given to students from Trail, British Columbia or the province of Newfoundland and Labrador. Kathleen met her husband George at UBC when Kathleen was the Assistant Dean of Women. Kathleen continued her career in academia, finally retiring from teaching Social Work at Memorial University in Newfoundland in 1988. They had two boys, Brad and Travis, who grew up in Newfoundland. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Michael and Mary Gerry Graduate Scholarship in Physical Chemistry

A \$1,200 scholarship has been made available through an endowment established by the late Dr. Michael C.L. Gerry and Mrs. Mary Gerry. The award is offered to a graduate student of high academic standing who has demonstrated excellence in Physical Chemistry. Preference will be given to a student working in the area of Molecular Spectroscopy. Candidates must be Canadian citizens to be considered. The award is to be made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate Studies and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Cleveland and Rae Hickman Scholarship in Zoology

Scholarships totaling \$4,000 have been made available through an endowment established by Cleveland and Rae Hickman to support outstanding students in the Bachelor of Science program in Biology with an interest in animal biology and zoology. These scholarships were created to honor Dr. William S. Hoar, who was Dr. Hickman's mentor during his time at UBC. Dr. Hickman received his PhD in Zoology in 1958 and became distinguished in the field of zoology,

authoring many research papers; textbooks, including the widely used *Integrated Principles of Zoology and Animal Diversity*; and the *Galapagos Marine Life Series* of field guidebooks. During their years at the University of Alberta and at Washington and Lee University they both recognized how strongly they have always felt about supporting students in the pursuit of post-secondary education. The scholarships are made on the recommendation of the Department of Zoology under the UBC Biology Program. (First Award Available in the 2018/2019 Winter Session.)

Grace and Alexander MacInnes Award in Occupational and Environmental Health

A \$2,000 award has been made available through an endowment established by Grace and Alexander MacInnes to support a graduate student studying in the area of occupational and environmental health. Given the many global challenges we face, there is a pressing need to train researchers who can find solutions to new and existing environmental health issues. Students must be entering their second year of graduate studies, with preference given to students who have returned to academia after an absence of at least one year and who demonstrate leadership qualities in the course of their studies. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

New Awards – Annual

The Advocates' Society Indigenous Student Law Award

Awards totalling \$5,100 are offered annually by The Advocates' Society to Indigenous students and non-Indigenous students entering second or third year of the J.D. program at the Peter A. Allard School of Law who have demonstrated a commitment to Indigenous law and/or Indigenous communities. Financial need may be considered. Indigenous students are defined as First Nations, Inuit, or Métis people of Canada. The award is made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Business Law Clinic Award

Awards totalling \$3,000 are offered annually to second or third year J.D. students enrolled in the Business Law Clinic at the Peter A. Allard School of Law who have demonstrated excellence in business law and a commitment to providing business law services to non-profit community organizations and underserved members of the public. This award is made on the recommendation of the Directors of the Business Law Clinic and the Executive Director of the Centre for Business Law at the Peter A. Allard School of Law. (First Award Available in the 2017/2018 Winter Session.)

Dental Hygiene Faculty Award

A \$1,000 award is offered annually by members of the Dental Hygiene faculty to a student in the Dental Hygiene Degree Program who has completed their second or third year of study. Preference will be given to a student who has demonstrated courage, resolve, integrity, and collegiality. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/2019 Winter Session.)

Dental Hygiene Faculty Graduating Award

A \$1,000 award is offered annually by members of the Dental Hygiene faculty to a graduating student in the Dental Hygiene Degree Program. Preference will be given to a student who has demonstrated an aptitude for teaching and research. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/2019 Winter Session.)

Manjula and Indrajit Desai Award for Indigenous Students

A \$1,000 award is offered annually by Mrs. Manjula Desai in memory of Dr. Indrajit Desai, Professor Emeritus, to a First Nations, Inuit, or Métis undergraduate student of Canada in the Faculty of Land and Food Systems. The award is made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2017/2018 Winter Session.)

Kyla Lee Indigenous Law Students Bursary

Bursaries totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate financial need. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. The bursaries are made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Eunice Li-Chan Scholarship in Food Science

Awards totalling \$2,000 are offered annually in honour of Professor Emeritus Eunice Li-Chan to students in the Master of Food Science, Master of Science or PhD programs in Food Science. Preference will be given to outstanding students who demonstrate academic excellence, a commitment to the profession, and the potential to advance knowledge or practices in the field of food science. The award is made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Master of Health Administration Bursary

Bursaries are offered annually by the School of Population and Public Health to graduate students in the Master of Health Administration program who demonstrate unmet financial need.

Funding is determined annually based on enrolment in the program. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Mechanical Engineering Class of 1976 Indigenous Student Entrance Award in Engineering

A \$9,250 entrance award is offered annually by the Mechanical Engineering Class of 1976 to an outstanding First Nations, Inuit, or Métis student of Canada entering engineering from a secondary school or transferring from another college or university. Community involvement and leadership skills may also be considered. The award is made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2017/2018 Winter Session.)

UBC Dentistry DMD Centennial Bursary

Bursaries totalling \$5,000 are offered annually by UBC Dentistry to students in the Doctor of Dental Medicine program who demonstrate unmet financial need. The bursaries commemorate the UBC Centennial and celebrate the University's first century of achievement and growth. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

UBC Dentistry Dental Hygiene Centennial Bursary

Bursaries totalling \$1,000 are offered annually by UBC Dentistry to students in the Bachelor of Dental Hygiene program who demonstrate unmet financial need. The bursaries commemorate the UBC Centennial and celebrate the University's first century of achievement and growth. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Dr. Michele Williams Outstanding Patient Care Award

A \$1,000 award is offered annually to recognize a 4th year Doctor of Dental Medicine student who is a patient advocate and who demonstrates exceptional patient care. Dr. Michele Williams had a passion for Oral Medicine, education and research. She was known among her students and colleagues for her outstanding patient care. This award has been created by a former Oral Medicine and Oral Pathology resident to honour Dr. Williams and to keep her memory and her legacy alive. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session.)

Trek Excellence Scholarship for Continuing Indigenous Students of Canada

Scholarships of \$1,500 each are offered to the top 10% of undergraduate First Nations, Inuit, or Métis students of Canada at UBC Vancouver. To be eligible, students must be enrolled in at least 24 credits of course work over the preceding Winter Session. The scholarships are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Simons Award in Nuclear Disarmament and Global Security

Awards of \$1,000 (undergraduate) or \$1,500 (graduate) each are provided annually by the Liu Institute for Global Issues to support full-time UBC undergraduate students of at least third year standing or graduate students who are selected to participate in research on nuclear disarmament and global security, and who satisfactorily complete a research paper. Selection of participants will be based on (1) the potential and originality of the proposed research project, (2) applicants research fit and knowledgeability about nuclear disarmament and/or global security, and (3) applicants' records of achievement; a balance of disciplines, gender, and experience levels will also be taken into consideration. The award is funded by an endowment provided by the Simons Foundation to advance the understanding of disarmament and arms control issues among UBC students. Awards are made on the recommendation of the School of Public Policy and Global Affairs, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Previously-Approved Awards with Changes in Terms or Funding Source:**7965 - Canadian Federation of University Women - North Vancouver Bursary****Current Award Description**

A bursary of \$1,000 is awarded to a female undergraduate enrolled in any year or faculty, who is either a resident of North Vancouver or a graduate of a North Vancouver secondary school (School District #44). The award may be shared if two students meet the criteria.

Proposed Award Description

A ~~bursary~~ of \$1,000 ~~is awarded~~ **bursary has been made available through an endowment established by the Canadian Federation of University Women – North Vancouver** to a female undergraduate **student** enrolled in any year or faculty, who is either a resident of North Vancouver or a graduate of a North Vancouver secondary school (School District #44). The award may be shared if two students meet the criteria. **The bursary is adjudicated by Enrolment Services.**

Rationale for Proposed Changes

Award description language has been revised to reflect that this award has changed from an annually funded award to an endowment and to reflect Senate's preferred terminology for bursaries.

1722 - Canadian Academy of Periodontology Book Prize**Current Award Description**

The Canadian Academy of Periodontology has established a book prize to be awarded to the fourth year dental student obtaining the highest standing in the subject of periodontology.

Proposed Award Name: Canadian Academy of Periodontology ~~Book Prize~~ Award of Excellence

Proposed Award Description

A \$400 award is offered annually by the Canadian Academy of Periodontology ~~has established a book prize to be awarded~~ to the fourth year dental student obtaining the highest standing in the subject of periodontology.

Rationale for Proposed Changes

Award description language has been revised to reflect that this award has changed from a book prize to a monetary award.

740 - Agriculture Undergraduate Society Service Award

Current Award Description

A \$650 award has been endowed of the Agriculture Undergraduate Society and is intended to recognize students in the Faculty of Land and Food Systems who have made unselfish contributions to students and faculty life. The prize, books to a value of \$650 will be chosen considering the recipient's area of interest in the field of agriculture. The recipient of the award will be nominated by the Agriculture Undergraduate Society Council and by the members of the Faculty. The final selection will be made by the Faculty of Land and Food Systems Awards Committee. Candidates must have at least a second class standing.

Proposed Award Name: ~~Agriculture~~ LFS Undergraduate Society Student Service Leadership Award

Proposed Award Description

A \$650 award has been ~~endowed of the~~ made available through an endowment established by the ~~Agriculture~~ LFS Undergraduate Society, formerly the Agricultural Undergraduate Society, and is intended to recognize students in the Faculty of Land and Food Systems who have made unselfish contributions to students and faculty life. The prize, books to a value of \$650 will be chosen considering the recipient's area of interest in the field of agriculture. The recipient of the award will be nominated by the ~~Agriculture~~ LFS Undergraduate Society Council and by the members of the Faculty. The final selection will be made by the Faculty of Land and Food Systems Awards Committee. Candidates must have at least a second class standing.

Rationale for Proposed Changes

Upon request from the Land and Food Systems Undergraduate Society and in collaboration with the LFS Development team, we are revising the name and description of this award to reflect the

current name of the Land and Food Systems Undergraduate Society. The word 'service' is being replaced with 'leadership' to better reflect the original intent of the award. The award description language has been updated to reflect Senate's preferred terminology for endowed awards.

8198 - Hilda Ellen Silver Karst Memorial Bursary

Current Award Description

A \$500 bursary has been endowed by family and friends in memory of Hilda Ellen Silver Karst and is offered to an undergraduate student in Education.

Proposed Award Name: ~~Hilda~~ **H. Ellen Silver Karst Memorial Bursary**

Senate Awards Committee Proposed Award Description

A \$500 bursary has been **made available through an endowment established** by family and friends in memory of ~~Hilda~~ **H.** Ellen Silver Karst and is offered to an undergraduate student in Education.

Rationale for Proposed Changes

Upon request of the daughter of Hilda Ellen Silver Karst, who is the donor of this award, and in collaboration with the Education Development team we are revising the award description and title to reflect Ms Karst's preferred name. The award description language has been updated to reflect Senate's preferred terminology for endowed awards.

2011 - NITEP Aurora Award

Current Award Description

An award of \$3,000 has been established in support of a student entering the first year of the Native Indian Teacher Education Program (NITEP). The award may be renewed for up to three years, subject to the student's satisfactory completion of the previous year and enrolment in a following year of study in the NITEP. Only one student receives the award each year. Preference will be given to a mature student in financial need. The award is made on the recommendation of NITEP.

Proposed Award Description

An award of \$3,000 ~~has been established in~~ is offered **annually to** support ~~of~~ a student entering the first year of the Native Indian Teacher Education Program (NITEP). The award may be renewed for up to ~~three~~ **two** years, subject to the student's satisfactory completion of the previous year and enrolment in a following year of study in the NITEP. ~~Only one student receives the~~

~~award each year.~~ Preference will be given to a mature student in financial need. The award is made on the recommendation of NITEP.

Rationale for Proposed Changes

In collaboration with NITEP, the Education Development team, Enrolment Services, and the donor, the award description has been updated to reflect the donor's intent of supporting three students in an academic session for a period of three years of study. Award language has been updated to reflect Senate's preferred terminology for annual awards.

4837 - Goel Prize in Political Science

Current Award Description

A \$400 graduating prize is offered by Dr. and Mrs. D.P. Goel and family in memory of the victims of the Jewish Holocaust. The award is offered to an outstanding graduating student in political science and is made on the recommendation of the department.

Proposed Award Name: Goel Akanksha Stevens Prize in Political Science

Proposed Award Description

A \$500 graduating prize is offered by ~~Dr. and Mrs. D.P.~~ **the** Goel ~~and~~ family in memory of the victims of the Jewish Holocaust. The award is offered to an outstanding graduating student in Political Science and is made on the recommendation of the department, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes

In collaboration with the Arts Development team and as requested by the donor, the name of the award has been updated to recognize the name of one of the donor's children.



6 October 2017

To: Vancouver Senate

From: Admissions Committee

Re: New Approach to Holistic Undergraduate Admission (approval)

The Senate Admissions Committee regularly reviews admission policies to ensure they continue to meet the University's goals to recruit and admit applicants who are most likely to succeed at UBC. Such reviews generally consider minimum requirements for admission to the University, competitive requirements for each direct-entry undergraduate program and non-academic characteristics used to assess an applicant's suitability for a program of study. Currently, admissibility to undergraduate programs is assessed through an admission average calculated on four Grade 12 (or equivalent) courses and the Personal Profile score. In addition to the admission average, some Faculties require course-specific minima on key discipline-related courses.

In February 2017, a cross-campus working group was struck to consider the impact of changes to the BC/Yukon secondary school curriculum on UBC admission policies. This review, while prompted by high school curricular changes, resulted in a holistic review of undergraduate admission policies. The attached report outlines a new approach to admission, one that considers the entirety of an applicant's academic record, rather than making an admission decision based only on performance in 4 Grade 12 courses.

The proposal recommends that an admission decision consist of four distinct assessments (page 3 of the circulated report):

1. **Academic: Overall.** This overall assessment considers the near-entirety of a student's academic coursework at the Grade 11 and 12 levels. Calculated as the *Overall average*. The purpose is to gain a complete picture of who the student is as a learner. The assessment is constructed in the same manner for all applicants (regardless of intended program of study at UBC).
 - The overall assessment may be adjusted based upon the breadth of course work (i.e., the number of courses taken), depth of coursework (i.e., enriched courses such International Baccalaureate [IB] or Advanced Placement [AP]), and the individual context of coursework (i.e., a student who attends a secondary school in a rural community may not be able to present as many
2. **Academic: Program-Specific Aptitude.** This assessment considers the entirety of a student's coursework (to most senior level of study) in disciplines relevant to the intended Faculty/Program of study at UBC. Calculated as the *Core average*. The purpose is to assess a student's potential and preparation for a specific degree program. The construction of the assessment varies based upon the applicant's intended program of study.



- The core assessment may be adjusted based upon the breadth of course work (i.e., the number of courses taken) depth of coursework (i.e., enriched courses such as International Baccalaureate [IB] or Advanced Placement [AP]), and relevancy of coursework to the intended program of study.
3. **Academic: Key Courses.** Minimum grade thresholds are imposed on key courses (e.g., Pre-Calculus 12 for admission to the Bachelor of Science) as determined by the Faculty.
 4. **Personal: Personal characteristics.** This assessment considers personal characteristics, accomplishments, and self-reflection as evidenced on the UBC Personal Profile.

Upon approval of these recommendations, the Committee will prepare and recommend to Senate necessary Calendar revisions and updated policies on admission, as required.

The Committee recommends the following motions for approval:

That Senate receive the report entitled “New Approach to Holistic Undergraduate Admissions,

That Senate approve in principle the recommendations and assessment criteria set in that report; and

That Senate direct the Admissions Committee to propose amendments to UBC’s admissions requirements and the academic calendar to implement these recommendation generally, and in particular the relationship and relative weighting of the four criteria listed.

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee

New Approach to Holistic Undergraduate Admissions

Introduction and Guiding Principles of Practice

This proposal suggests a new approach to the manner in which UBC assesses an undergraduate applicant's academic profile. While the approach has been sparked by the proposed changes to the BC Ministry of Education's new [Graduation Program](#) (scheduled for implementation in 2018/19), the proposed changes and benefits will affect all secondary school applicants to UBC.

The proposal represents a fundamental shift in how the university approaches undergraduate admission decisions; admission policies will be driven more by principles than by rules. Many of UBC's admissions practices originate from a time when the vast majority of our applicants presented a (relatively) small and homogenous set of secondary school courses, all of which were accompanied by standardized examinations. Today, the BC/YT graduation program that fostered our admission practices has long since changed. And our applicant pool is so diverse, presenting such a broad range of curricula, that a more flexible, more principle-based approach is required.

The Senate-approved Principles of Effective Undergraduate Admissions guides UBC's enrolment management practices. The following should be considered as an appendix to those principles, operating at a more granular level, and influencing how evaluations of applicants are conducted:

- Wherever possible, UBC should be holistic in its approach to the academic assessment of an applicant. This involves evaluating as many courses as possible within the student's penultimate and ultimate year of secondary school study.
- Wherever possible, UBC's admission decision should go beyond school-based assessments of performance (i.e., grades) and also consider the composition of the student's academic record, recognizing breadth, depth, relevancy, and/or individual context of presented coursework.
- Wherever possible, the academic assessment should discretely assess a student's overall academic potential and potential for study in a particular UBC program.
- Wherever possible, UBC's admission policies should promote positive learning outcomes in secondary school (such as encouraging students to challenge themselves, pursue their intellectual curiosities, and take risks) as opposed to fostering an environment where strategic decision-making for university admission works against positive learning outcomes.

Applicability

This proposal outlines a new approach in the academic assessment used within the undergraduate admission process (for both the Vancouver and the Okanagan campuses). This document will describe procedures and detail the implications on the BC secondary school applicant pool. Nevertheless, the principles outlined herein are intended to apply to all secondary school applicants to UBC. Upon approval from Senate, the Undergraduate Admissions office will commence a systematic review of evaluation procedures to align evaluation practices for all applicant groups and curricula with the principles outlined in this new approach.

Key Curriculum Changes in the new BC Grad Program

Although this new approach has been sparked by discussions related to the upcoming changes to the BC/YT secondary school graduation program, the implications and benefits of this proposal affect secondary school applicants to UBC from all jurisdictions. Key curriculum changes in the new [BC/YT Graduation program](#) include:

Changes to Grade 11 courses that affect the UBC admission decision:

- Applied Physics 11/12 are no longer offered (the two combined can be used to meet the Science 11 requirement for the Vancouver campus)
- Biology 11 is no longer offered; Life Sciences 11 is now available
- English 11 is no longer offered (currently a pre-requisite for direct-entry into all UBC Vancouver programs). New courses include Composition 11, Creative Writing 11, Literary Studies 11, New Media 11, and Spoken Language 11.
- A new suite of Grade 11 courses is now available.

Changes to Grade 12 courses that affect the UBC admission decision:

- Biology 12* is no longer offered; new courses are Anatomy and Physiology 12 and Environmental Science 12.
- English Literature 12* is now Literary Studies 12, an optional course in the Grade 12 curriculum.
- First Nations Studies 12*, Geography 12*, and History 12* are no longer offered. New social studies 12 courses include: Comparative World Religions 12, Contemporary Indigenous Studies 12 (assumed to be similar to First Nations Studies 12), Economics 12*, Genocide Studies 12, Law Studies 12*, Philosophy 12, Physical Geography 12 (assumed to be similar to Geography 12), Social Justice 12**, and Urban Studies 12.
- English 12* no longer has a provincial exam as part of its curriculum. There is a new standardized literacy assessment that all students must complete to graduate. The assessment will be scored on a detailed numerical scale (i.e. >100) and with a qualitative assessment (i.e., “meets expectations”), although only the qualitative assessment will be transcribed and made available to the student. Students can write the Literacy Assessment in any year of secondary school and as many times as they would like.

Note: * denotes a course eligible for inclusion in the admission average for both campuses; ** denotes a course eligible for inclusion in the admission average for Okanagan campus only.

Exploring a Holistic Academic Assessment in the Undergraduate Admission Decision

Overview

The following outlines a more holistic approach to the academic assessment component of the UBC undergraduate admission decision and how it applies to the BC secondary school applicant pool. The underlying principle is that the current practice of combining an overall assessment of academic performance (i.e., the grades in a broad range of academic coursework) and program-specific aptitude (i.e., grades in courses related to the student's intended area of study at UBC) into a single numerical assessment (i.e., the current admission average) is problematic.

This new approach rests on the fundamental principle that when using secondary school coursework to predict success in post-secondary study, "more is better". This is evidenced by the fact that a BC secondary school applicant's overall admission average is always a better predictor of first-year success at UBC than any one individual course (compare individual course correlations with first-year success in Appendix 3 with overall admission average correlations in Appendix 4).

The new approach suggests an admission decision that is made on four distinct assessments:

1. **Academic: Overall.** This overall assessment considers the near-entirety of a student's academic coursework at the Grade 11 and 12 levels. Calculated as the *Overall average*. The purpose is to gain a complete picture of who the student is as a learner. The assessment is constructed in the same manner for all applicants (regardless of intended program of study at UBC).
2. **Academic: Program-Specific Aptitude.** This assessment considers the entirety of a student's coursework (to most senior level of study) in disciplines relevant to the intended Faculty/Program of study at UBC. Calculated as the *Core average*. The purpose is to assess a student's potential and preparation for a specific degree program. The construction of the assessment varies based upon the applicant's intended program of study.
3. **Academic: Key Courses.** Minimum grade thresholds are imposed on key courses (e.g., Pre-Calc 12 for BSc) as determined by the Faculty.
4. **Personal: Personal characteristics.** This assessment considers personal characteristics, accomplishments, and self-reflection as evidenced on the UBC Personal Profile.

The academic assessments above go beyond a mere calculation of an admission average. In many cases, a level of discretion is required to understand academic coursework in context. Both the overall and the program-specific academic assessment may be adjusted based upon the **breadth** of coursework (i.e., how many classes the student has taken) and the **depth** of coursework (i.e., does the student present enriched classes, such as Advanced Placement courses, International Baccalaureate Certificates, Calculus, or honours classes). In addition, the program-specific assessment may be adjusted based upon **relevancy** of coursework. For example, an applicant to the BASC program may benefit from taking an applied course in computer programming; while the grade cannot be used in the calculation of the overall or core averages, presenting another course relevant to their intended area of study can be seen as beneficial in a discretionary admission decision. Finally, **individual context** of coursework may be considered. For example, a student who attends a smaller secondary school in a rural community may have less opportunity to take a large courseload.

What is the purpose of this change? What problems are we trying to solve?

Alignment with other Canadian jurisdictions. The list of “approved academic courses” that BC / YT secondary school students can use for admission has its origins in a historical graduation program that included provincial examinations. As such, UBC’s recognition of BC secondary school courses is much more restrictive than a) what other universities recognize from BC applicants (see Appendix 2) and b) what UBC recognizes from secondary school applicants from other Canadian jurisdictions.

Alignment among all UBC applicant types. Currently, direct-entry applicants from Canada and the United States are the only applicants to UBC where courses are selectively chosen from the transcript for evaluation. For all other secondary and post-secondary school applicants, the entire transcript is considered in the academic evaluation (see Appendix 6). This creates a significant inconsistency in how UBC makes admission decisions.

Ensures relevant courses are always considered. One of the problems with the aforementioned inconsistencies is that for North American direct-entry applicants, not all relevant courses are considered in the academic assessment. For example, a BC student’s poor grade in Chemistry 12 will be ignored in the academic assessment for entry into the BSC program if the student takes additional science courses. In contrast, an IB Diploma student will have their grades in all courses considered for all UBC programs. This leads to a poorer admission decision for the BC student, as secondary school performance in a related discipline is a good predictor of first-year success.

Increase the predictive ability of the admission decision. Research shows that the mean of a group of secondary school grades is a more reliable predictor of first-year success than the grade in any one course (regardless of discipline). This suggests a “more-is-better” approach; the more academic coursework considered in the admission decision, the more reliable the decision. Furthermore, by minimizing the variation between a) the grades used to render the initial admission decision and b) the grades used to confirm the offer of admission in the summer, UBC can make better admissions (i.e., using data that better correlates to first-year performance) and potentially reduce the number of revoked offers of admission in the summer.

Partial mitigation of the inflation of the admission average. All historical data suggests that BC secondary school student admission averages will increase once the English 12 provincial exam is eliminated. This will increase the admission average required to gain admission to UBC; in other words, all applicants will have to present higher grades in order to gain admission to UBC simply because of a change in the BC/YT curriculum.

Furthermore, historical data has shown that new BC secondary school courses often present higher than average grades without a corresponding increase in first-year performance once at UBC. By broadening the number of courses considered in the admission decision, the grade-inflating influence of any one course is minimized.

Mitigates the impact of courses that are poor predictors of success. By assessing both breadth and program-specific aptitude in the same academic evaluation, strong performance in courses that are poor predictors of success often masks poor performance in courses that are good predictors of success. So, for example, for a student applying to the BSC program, a grade in Spanish 12 (a poor predictor of performance) can have as much more impact on the academic assessment as a grade in Physics 12 (a

good predictor of performance) (see Appendix 3). UBC needs an admission process where both courses can be recognized with each receiving appropriate consideration.

Allows for greater consideration of humanities, social sciences and arts courses. Many perceive that the current list of approved academic courses in BC/YT tends to favour students intending on pursuing science-based courses of study. A larger proportion of BC/YT's offerings in humanities, social sciences and visual and performing arts courses are excluded from the UBC admission process than science-based course offerings. This proposal allows for a broader range of courses to influence the admission decision, ensuring that the influence is appropriate for the intended area of academic study.

Eliminates the need for ad hoc assessment of new courses. The governance process of the university (i.e., Senate Admissions Committees) would no longer need to deliberate on whether a new BC/YT course can be included in the admission average. Decision-making would reside at the Faculty level to determine whether a new course is related to the area of study and should therefore be included in the core. This reduces administrative process along with increasing equity among all applicant groups.

Alignment with new BC Ministry Graduation Program. The new BC Graduation Program provides more course options to better align with learner interests. As UBC's admission requirements have a significant effect on course selection among secondary school students, a restrictive list of viable courses works against increased choice for students. This proposal allows students to present a broader number of courses for consideration in the admission decision while increasing the predictive value of the assessment and without increasing the mean admission average.

Additional considerations. Though all the aforementioned have value, adoption of this new approach does not come without its challenges. Internally, the technical changes required to administer such a process are significant and must be considered in the design of a new admission system. In addition, UBC must refine its method of identifying "competitive-cut-offs", as a uni-dimensional linear scale is less feasible with three discrete ordinal assessments (Overall Academic, Program-Specific Academic, Personal Profile).

Externally, clear and proactive communication will be required to convey such a significant change in process to public. Timing is also important, as implementation must provide enough time for BC/YT secondary schools and students to understand the changes (even though these changes need not necessarily change a secondary school student's intended course of study).

Exploring Holistic Admissions

Competitive Academic Assessment: Current Practice

In the current state, a single competitive average is calculated for all applicants:

- The BC secondary school admission average is calculated on four Grade 12 courses (or equivalent). This number varies across North American jurisdictions. Courses used in the average include senior year pre-requisites and assess both program-specific competency and general academic breadth¹.
- Presenting fewer than four courses leads to automatic refusal.
- Only a select list of academic courses may be used in the calculation of the admission average.
- Final Grade 11 course grades may be used as substitutes to make timely offers of admission.
- Faculty impose individual course minima on courses deemed critical for first-year-success.
- An assessment of “depth and breadth” is made for applicants who are not initially admissible.
- UBC reserves the right to use the English 12 Provincial Exam score without course grade when a significant discrepancy exists between the two.
- Similar practice is used among all Canadian jurisdictions (with the exception of the DEC/DCS from Quebec), although the number of courses used in the average aligns with the local practice.

Competitive Academic Assessment: Proposed Practice

Two distinct competitive admission averages will be calculated for all applicants:

- The *Overall* average is designed to discretely assess academic breadth.
 - Does not vary by program.
 - All Grade 11 and 12 course grades (excludes applied design, skills and technology; physical & health education; career and personal planning).
 - Expect roughly 12 – 18 courses used in the calculation of the overall average for most applicants.
 - Minimum of six Grade 12s. Applicants presenting fewer than six Grade 12 courses will be considered on a discretionary basis.
 - Exclude the lowest Grade 11 or Grade 12 course grade.
 - Maximum of two Grade 11 and two Grade 12 (four total) on visual & performing arts classes (the courses with the highest grades will be used).
 - Consideration given for breadth and depth of coursework.
 - Applicable throughout North American jurisdictions; adapted in principle to other curricula.
- The *Core* average (*Program-Specific* assessment) is designed to assess aptitudes related to the intended area of study.
 - Varies by program.
 - Minimum of four Grade 12s. Applicants presenting fewer than four Grade 12 courses will be considered on a discretionary basis.
 - Expect roughly 4-8 courses used in the calculation of the overall average for most applicants.
 - Always includes English 12 / English First Peoples 12.

¹ Engineering is the exception, where all four courses used in the average assess program-specific competency.

- All Grade 11 and 12 courses in subjects related to the intended area of study at UBC (excludes [applied design, skills and technology](#); physical & health education; career and personal planning).
- Inclusion in the core is determined by the course discipline as it relates to the intended program of study at UBC (i.e., is the course in a discipline related to an area of study within the UBC program?).
- If a course is presented at both the Gr11 and Gr12 level, use grade from highest level only.
- Consideration given for breadth, depth and relevancy of coursework, as well as individual context.
- Faculty impose individual grade minima on courses deemed critical for first-year success.
- Applicable throughout North American jurisdictions; adapted in principle to other curricula.

Rationale for Practice:

1. Students must present a minimum of six academic Grade 12 courses.

Rationale: UBC wants to see that students can carry a relatively substantial course load (minimum three per semester or six per year). The minimum of six is used because the vast majority of our admitted BC students (92% in 2016 for UBC as a whole; 94% for Vancouver and 86% for the Okanagan; see Appendices 4a, 4b, 4c, and 4d) already take this many courses, so we are accommodating applicants from smaller schools while still ensuring that students are well set-up to succeed. Having fewer than six Grade 12 courses does not result in automatic refusal. Applicants with a smaller course-load will be evaluated in a discretionary manner in consultation with the Faculty/Program.

2. At least four of the courses should be related to what the applicant intends to study at UBC. English 12 is always one of the four.

Rationale: We want to ensure that students are prepared for their area of study at UBC. Furthermore, we want to make sure that our admission decisions include an assessment of relevant coursework. Again, having fewer than four Grade 12 courses in the core does not result in automatic refusal. Applicants with a smaller course-load will be evaluated in a discretionary manner in consultation with the Faculty/Program.

3. Taking two to three more courses above the minimum number (be it the overall minimum or the program-specific minimum) may improve an applicant's chances of admission, but is not required.

Rationale: Encouraging students to go beyond the minimum supports positive learning outcomes. UBC will message a limit ("two to three") in order to prevent students taking more and more courses simply to increase their chances of admission.

4. Taking one or two courses at an advanced level (e.g., IB, AP, Calculus) or an overall enriched curriculum (e.g., French immersion) may improve an applicant's chances of admission, but is not required.

Rationale: Encouraging students to go beyond the minimum supports positive learning outcomes.

5. UBC will calculate two academic assessments:

1. **An Overall assessment (Overall Average):** the mean of ALL academic Grade 11 (no minimum) and Grade 12 (minimum of six) course grades, with some exceptions.

2. **A Program-Specific Assessment (Core Average):** the mean of grades from the highest-level course in a discipline related to the intended course of study at UBC.

Rationale: Ensure discrete and accurate assessments of both overall academic ability and program-specific aptitude. The core will include all discipline-relevant Grade 11 and 12 courses (see Appendices 7A and 7B for a possible assignment from the new BC Grad Program), but will exclude Grade 11 courses that are also presented at the Grade 12 level.

	Used in Core?	Used in Overall?
Description	Program-specific	All academic **
Grade 11 grades	If Grade 12 equivalent not avail	Yes
Grade 12 grades	Yes	Yes
Lowest Gr11 or Gr12	Included if program-specific	Excluded
Non-Academic **	No, but can be considered on discretionary basis	No
Visual and Performing Arts	Only for BFA and BMUS	Max. two Grade 11 and two Grade 12

Note: ** Non-Academic courses include: applied design, skills and technology; physical & health education; career and personal planning

6. **When calculating the Overall average, UBC will drop the lowest Grade 11 or Grade 12 grade. UBC will not drop the lowest grade on the academic assessment of core courses.**

Rationale: Experimentation is encouraged-- Students should be encouraged to pursue courses outside of their area of study without worrying about it “bringing down” their average. Of course, if they do well, it helps their chances of admission. Note that the lowest course will not be dropped if it is related to the student’s area of study. A student cannot “hide” a poor grade if it is related to their area of study.

7. **When calculating the Overall average, UBC will only use the two highest Grade 11 and two highest Grade 12 grades (total of four) from the visual and performing arts.**

Rationale: Students often present multiple courses in the visual and performing arts that vary slightly in theme and content. Therefore, in order to ensure that the overall assessment is not overly influenced by one particular skill-set, a modest limit is imposed upon the number of visual and performing arts courses that may be presented (see Appendix 8, Example 1 for an illustration).

8. **In order to render a timely offer of admission, select Grade 11 grades may be used when a Grade 12 grade is not yet available.**

Rationale: Despite our desire to be holistic, we cannot wait until final grades are available for all Grade 12 courses. So UBC will continue the practice of using final Grade 11 grades as substitutes when an interim grade is not available in a required course. However, when conducting the core academic assessment, the Grade 11 grade will not be used if a Grade 12 grade in the same discipline is available.

It is important to note that using Grade 11 grades as proxies for Grade 12 course grades not yet available requires an approved equivalency list. The following equivalencies are proposed:

Grade 12 Pre-Requisite	Approved Grade 11 substitute for Early Admission
English 12	Composition 11; Focused Literary Studies 11; or Creative Writing 11 ²
English First Peoples 12	English First Peoples 11
Pre-Calculus 12	Pre-Calculus 11
Anatomy & Physiology 12	Life Sciences 11
Chemistry 12	Chemistry 11
Physics 12	Physics 11

If one of the aforementioned Grade 12 pre-requisites are required for admission but is not at least 50% complete by point of evaluation, a final grade is required in the appropriate Grade 11 substitute in order to proceed with an admission decision. Otherwise, the admission decision will have to wait until an interim grade in the Grade 12 course is available before the university can render an admission decision.

9. BC/Yukon students must present a completed Literacy Assessment in order to be considered for admission.

Rationale: Even though the Literacy Assessment is presented in broad qualitative terms, the information can still be of some use in the admission decision. UBC will ask that all BC/YT secondary school applicants who wish to be considered for early admission present a completed Literacy Assessment at point of application (fall of the senior year). This should not be considered a hardship among students³ as the Ministry has suggested that the Literacy Assessment can be written as often as the student would like and at any point in their secondary school career. The assessment is used to validate the English 11 or English 12, although some programs may elect to ask for a minimum score as an admission requirement. Students cannot be evaluated until the Literacy Assessment has been completed.

10. Competitive admission criteria are established in three areas: the student's overall academic assessment; the student's program-specific assessment, and; the student's personal profile assessment.

Rationale: Any student who meets the bare minimum (six courses, four in their area of study) and presents a strong assessment (i.e., strong grades, strong personal profile score) can be admitted. In other words, such students will not be penalized for lacking breadth and/or depth of coursework as long as they achieve the minimum requirements and have strong grades. It is estimated that 80% of UBC's admit pool will be admitted in this straightforward manner.

² See Appendix 1 for a background on how the new English 11 and 12 courses can be used in the admission decision.

³ For students who are new to Canada, who have not had as much time in an English classroom, this may be perceived as a hardship. That being said, it is important to note that a passing score on the Literacy Assessment is not necessarily an admission requirement. The Literacy Assessment score is used to substantiate the English 11/12 grade. One would assume that a student who is new to Canada who struggles with the Literacy Assessment will also struggle with English 11 and/or 12. So the issue is not that a student learning English will have a poor score on the Literacy Assessment; the issue is that they will not have a strong grade in English 11 or 12.

11. Students who present fewer than the required number of courses with strong grades will be reviewed on a case-by-case basis.

Rationale: If a student from a smaller community (where it is assumed that course offerings are limited) or a student with particular life circumstances presents fewer than the required number of courses with strong grades, some discretion can be offered.

12. Students who are not competitive in each of the three areas are reviewed case by case.

Rationale: A holistic approach dictates that any number of criteria may be relevant in making the admission decision. Proximity to individual cut-offs, number of courses taken, and rigour and relevancy of courses taken relative to the student's background (school, personal circumstances) are all considered to admit on a discretionary basis. Estimate that 20% of the incoming class will be admitted in this fashion. Note: It is important to note that not having depth and breadth does not preclude admission. A student from a school that does not offer a large number of courses who achieves the minimum number with strong grades may still be admissible to UBC.

13. The undergraduate application will introduce a personal statement from the student to illustrate how they chose their academic path in high school.

Rationale: Understanding how students make their academic choices can inform the discretionary decision. The question will prompt information related to course selection, areas of academic interest, and life circumstance that may be relevant to their academic choices (i.e., family responsibilities, financial responsibilities, commitments to areas outside of school work, etc.). So if a student took the minimum number of courses because of other substantial responsibilities, they may still be given a bump in the admissions process.

Modelling Admission Decisions

The following provides a model of admission averages calculated in both the current and proposed admissions models. The model is based upon 293 randomly-selected former BC high school students who completed their first-year at UBC during the 2016/17 academic year. The model calculates admission averages in the following manners:

Spring Avg:	Current process, Spring grades on four approved academic courses, used to admit the majority of BC high school students. For semester school students, a mix of final Grade 11 and final Grade 12 course grades. For linear school students, mostly Grade 12 interim grades.
Admit Avg:	Current process, final grades in four approved academic Grade 12 courses.
New Overall Avg:	All final Grade 11 and Grade 12 courses. Omits the lowest Grade 11 or Grade 12 course grade. Includes a maximum of two Visual Arts/Performing Arts courses at the Grade 11 level and at the Grade 12 level (maximum four courses total). Includes Grade 11 course even if similar course taken at Grade 12 level. Excludes locally developed courses.
New Core Average:	All final Grade 11 and 12 courses deemed specific to the intended program of study at UBC. Excludes Grade 11 courses where the Grade 12 course in the same discipline is present and at least 50% complete. Excludes locally developed courses.

For a draft list of new curriculum courses that may be considered core for each Faculty, please see Appendices 7A and 7B. This draft assignment mirrors what was used in this model.

Table 1a presents three data points for each of the above: the mean admission average, the standard deviation of the admission average, and the mean drop between the admission average and first-year sessional average at UBC. The data presents a number of interesting conclusions:

- Generally speaking, the new overall average and (particularly) the new core average are lower than averages used in the current process. This suggests that the new admission model would create downward pressure on the competitive admission average required to gain admission.
- The new core averages have a higher standard deviation than the current admission averages, particularly for very competitive programs such as Science, Commerce, Kinesiology, and International Economics. This suggests that the new admission averages would create increased differentiation within the applicant pool.
- The two new averages represent a smaller drop to first-year performance than the current admission average.

For a sample of what the new evaluations (overall average and core average) look like for individual applicants, please see Appendix 8.

Table 1a: Current (Spring; Final Current) and Proposed (Overall; Core) Admission Averages by Campus and Program, 2016W

		Current Admit Avgas							Proposed Admit Avg					
		Spring				Final			Overall			Core		
	(n)	UBC (x)	(x)	(stdv)	△ UBC	(x)	(stdv)	△ UBC	(x)	(stdv)	△ UBC	(x)	(stdv)	△ UBC
Vancouver	242	74.6	92.5	3.6	-17.8	91.8	4.0	-17.1	90.3	4.5	-15.7	89.8	4.6	-15.1
BA	61	71.1	89.7	3.5	-18.6	88.6	4.3	-17.5	86.2	4.7	-15.1	87.6	4.5	-16.5
BASC	31	74.9	94.2	2.4	-19.3	93.5	2.7	-18.6	93.5	2.8	-18.6	93.5	2.8	-18.6
BCOM	31	73.8	93.4	3.1	-19.5	92.8	2.6	-19.0	90.6	3.8	-16.8	89.2	4.7	-15.4
BDSC	1	77.3	93.0		-15.7	93.3	--	-16.0	92.4	--	-15.1	93.2	--	-15.9
BIE	2	72.4	92.5	0.7	-20.1	91.0	0.4	-18.6	89.5	3.4	-17.1	87.8	2.5	-15.4
BKIN	10	75.4	93.3	1.9	-17.9	92.0	2.4	-16.6	88.6	3.4	-13.2	86.7	4.5	-11.4
BMUS	4	82.8	90.0	5.0	-7.2	89.3	5.6	-6.5	92.6	2.5	-9.8	90.7	2.3	-7.9
BSAB	4	76.4	94.0	4.5	-17.7	93.3	3.8	-16.9	92.1	3.6	-15.8	91.8	4.0	-15.5
BSC	88	77.3	93.9	2.7	-16.6	93.5	2.7	-16.2	92.1	2.8	-14.9	90.8	3.7	-13.5
BSCW	2	64.7	87.0	1.4	-22.4	84.6	0.2	-20.0	83.7	4.9	-19.0	79.0	6.0	-14.4
BSF	1	73.4	79.0	--	-5.6	74.3	--	-0.8	79.4	--	-6.0	80.3	--	-6.9
BSFN	6	74.4	92.3	2.9	-18.0	91.7	3.2	-17.3	92.0	2.9	-17.7	90.9	3.2	-16.5
BUF	1	55.4	83.0	--	-27.6	83.3	--	-27.9	81.5	--	-26.1	78.4	--	-23.0
Okanagan	51	69.0	86.1	5.4	-17.1	85.3	5.9	-16.3	85.8	4.8	-16.8	84.9	6.1	-15.9
BA-O	15	66.9	84.8	5.1	-17.9	84.1	5.1	-17.2	82.8	4.6	-15.9	83.0	5.9	-16.1
BASC-O	6	74.9	88.3	3.0	-13.4	88.4	2.8	-13.5	89.6	2.6	-14.7	89.8	2.5	-14.8
BHK-O	5	69.1	83.0	4.9	-13.9	82.7	3.8	-13.6	85.0	3.6	-15.9	81.6	5.0	-12.5
BMGT-O	5	70.2	83.6	5.3	-13.4	81.8	7.2	-11.6	83.9	3.9	-13.6	82.4	4.6	-12.1
BSC-O	19	67.5	87.6	5.7	-20.1	86.5	6.5	-19.0	87.2	4.4	-19.7	85.9	6.4	-18.5
BSN-O	1	89.8	93.0	--	-3.2	95.5	--	-5.7	95.1	--	-5.3	95.4	--	-5.6
Total	293	73.7	91.4	4.6	-17.7	90.7	5.0	-17.0	89.5	4.9	-15.8	88.9	5.2	-15.3

Table 1b: Current (Spring; Final Current) and Proposed (Overall; Core) Admission Averages by Campus and Gender, 2016W

	(n)	UBC (\bar{x})	Current Admit Avg		Proposed Admit Avg	
			Spring (\bar{x})	Final (\bar{x})	Overall (\bar{x})	Core (\bar{x})
Vancouver	242	74.6	92.5	91.8	90.3	89.8
Female	117	74.9	92.2	91.8	90.2	89.6
Male	125	74.4	92.7	91.8	90.4	89.9
Okanagan	51	69.0	86.1	85.3	85.8	84.9
Female	24	69.7	85.7	84.7	85.3	83.8
Male	27	68.4	86.5	85.9	86.2	86.0
Total	293	73.7	91.4	90.7	89.5	88.9

Table 1b presents similar data, but separates applicants by gender as opposed to program. The admission averages generated in the proposed process do not depart from the current system in a different manner for males vs females. The one exception is among male students in the Okanagan, where the core average is substantially higher than for females. However, this can easily be explained by the fact that this sample pool for the Okanagan over-represents males in the Bachelor of Applied Science, where the grades required for admission are typically higher than in other Okanagan programs.

All of the above are positive outcomes in the context of the undergraduate admissions process. But the ultimate question remains: which of the assessment generates the most accurate and reliable predictor of first-year success? Table 2 below provides an overview:

Table 2: Correlation (r) between admission averages and first-year performance at UBC, 2016

	n	Current Admit Avg		Proposed Admit Avg	
		Spring	Final	Overall	Core
Vancouver	242	0.44	0.47	0.47	0.48
Male	125	0.43	0.44	0.46	0.44
Female	117	0.47	0.52	0.49	0.54
Okanagan	51	0.46	0.49	0.49	0.47
UBC	293	0.47	0.50	0.50	0.50

The analysis suggests that use of an overall and a core average will lead to slightly more valid admission decisions (in terms of the relationship with first-year performance at UBC). This conclusion is reached in two ways. First of all, for the Vancouver campus, the new core average typically shows higher correlations with first-year performance than final averages calculated in the current process.

More importantly, the new core and overall average calculated at point of admission look a lot more like the final average than the current spring average. If we only look at UBC's current admission practices in Table 2, we can clearly see that final grades currently used to *confirm* the offer of admission in the summer have a higher correlation with performance at UBC than the grades used in the spring to make the *initial* offer of admission. UBC would make better admission decisions if we waited for final grades

(in the summer) before admitting students. Obviously, the timing of this approach is impractical. It would be wiser to find a way to make admission averages in the spring in a manner where the average is less likely to change by the summer (final grades).

The more we focus on a smaller subset of Grade 12 courses, the greater the difference between Spring grades and Final grades. Imagine the “typical” high school student, who takes a set number of Grade 11 courses evenly distributed throughout their penultimate year of secondary study and a set number of Grade 12 courses evenly distributed throughout their ultimate year of secondary study. In the current admission model, anywhere from half to all of the course grades used at point of admission (Spring) are likely to change by the time we get final grades (see Table 3a).

Table 3a: Change in BC secondary school admission average between point of admission (Feb/March) and final grades (July), Current Admissions Practice

	Feb/March	Current Admit Avg	
		July	Variation between Spring & Final averages
Linear BC School	Four interim (term 2) Gr12 grades as of March	Four final Gr12 grades	100%: All of the four grades used in the final average will be different than those used in the Spring
Semestered BC School	Two final Gr12s and two final Gr11s as of January	Four final Gr12 grades	50%: two of four grades used in the final average will be different than those used in the Spring

We know that proposed core/overall averages correlate at the same (if not slightly higher) level with first-year performance as the current final average (see Table 3). And we know that the grades we use to admit in the Spring are less likely to change through to final grades than in the current system. This suggests that the proposed approach (with the core and overall averages) will allow UBC to make better admission decisions (via data that correlates better with first-year performance) earlier in the cycle. In doing so, UBC can also potentially reduce the number of revoked offers of admission in the summer, as the change between grades at point of admission and final grades has been minimized.

Table 3b: Change in BC secondary school admission average between point of admission (Feb/March) and final grades (July), Proposed Admissions Practice (Overall and Core)

	Feb/March	Proposed Admit Avg	
		July	Variation between Spring & Final averages
Linear BC School	Final Gr11s and interim Gr12s to March	Final Gr11s and final Gr12s	50%: All final Gr11 grades are the same; all Gr12 grades will change between March and July.
Semestered BC School	Final Gr11s and Final Gr12s up to January.	Final Gr11s and final Gr12s	25%: Only Gr12 courses from the final semester of the sr. year are new to the final average.

Messaging

General Messaging

UBC takes a holistic approach to undergraduate admissions. From an academic perspective, UBC will look at almost all your academic Grade 11 and Grade 12 courses. UBC will pay particular attention to courses that are related to your intended area of study. In addition, if you do poorly in a single course that is not related to your intended area of study at UBC, it will not affect your chances of gaining admission. UBC also considers an applicant's personal characteristics and extra-curricular activities via the UBC personal profile. Students who have the appropriate pre-requisites, the minimum number of Grade 12 courses with strong grades, and a strong personal profile will be eligible for a competitive assessment. That being said, taking one, two or three courses above the minimum or taking particularly rigorous courses (e.g., AP, IB or Calculus) can improve the chance of admission. Furthermore, taking non-academic courses (i.e., technical or applied courses) may also increase an applicant's chance of gaining admission. Finally, UBC understands that not all students have the same opportunities regarding course-selection, so an applicant's individual context will be taken into consideration.

Detailed Messaging

- UBC will look at your grades in nearly ALL your academic Grade 11 and 12 courses. There are some exclusions: Applied Design, Skills and Technology; Physical & Health Education; Career and Personal Planning (see <https://curriculum.gov.bc.ca/curriculum/10-12>).
- You must have the pre-requisite courses (Grade 11 and Grade 12) for your program of study.
- You must take at least six Grade 12 courses.
- You must take at least four Grade 12 courses related to what you want to study at UBC. English 12 always counts as one of these courses. Other courses can be determined either by identifying individual courses (e.g., English 12) or by groupings of courses (e.g., Arts will consider any second language a "core" course).
- If you do not have the minimum number of courses, UBC will still consider your application, although the university will look to understand why you are deficient in the number of courses presented.
- You must be able to provide a final assessment on the Literacy Assessment (BC/YT students only) before you can be admitted.
- If you don't have a grade in a required Grade 12 course at point of evaluation, a final grade in a Grade 11 course may be used as a substitute. However, make sure that you have taken the correct Grade 11 course that serves as a substitute for a missing Grade 12 course grade.
- UBC will make three academic assessments. The first is based upon your overall grades on all Grade 11 and 12 courses. The second will be based upon your grades on courses related to what you want to study at UBC. The third will be based upon the individual grade in courses deemed to be key for success in a particular program (e.g., English 12 or Pre-Calculus 12).
- In the overall assessment, UBC will drop your lowest course (lowest Grade 11 and Grade 12) on your overall academic assessment. If there is a course that you are interested in taking but are not sure if you will do well, feel comfortable that a good grade will help your chances of admission but a bad grade will not hurt your chances.
- On the overall assessment, UBC will use a maximum of two Grade 11 and two Grade 12 courses in the visual and performing arts.
- On the core assessment, UBC will look at all grades in courses related to what you want to study at UBC. UBC will not drop your lowest course if it is related to what you want to study at UBC. However, we will not use a Grade 11 grade if you take the course at Grade 12 level.

- Having high grades is important. But showing that you have challenged yourself in high school can also increase your chances of gaining admission. You can demonstrate this by taking a few courses above the minimum and/or by pursuing challenging course such as Advanced Placement courses (with or without the exam) or International Baccalaureate certificates.
- UBC may look favorably upon students who have taken Applied Design, Skills and Technology courses related to their intended area of study, although the grades will not be used in the calculation of either admission average.
- UBC understands that not all students have the same opportunities of access to courses. Applicants will be given the opportunity to tell UBC about how they made their academic decisions in high school. Students with fewer than the required number of courses who present strong grades may still be competitive based upon their individual context.

Internal Procedures

- Check for pre-reqs (Grade 11 and Grade 12)
- Check for minimum six academic courses at the Grade 12 level; if not, review file for individual context on how student chose their course load.
- Check for at least four Grade 12 courses that are relevant to what the student wants to study. Again, review file for individual context if fewer than four.
- Check that Faculty-imposed course-specific minima have been met.
- Check that there is a final assessment in the Literacy Assessment (BC/YT students only).
- If grades are missing for any of the required Grade 12 courses, ensure that the appropriate Grade 11 final grade is available.
- When conducting the overall academic assessment, drop the lowest course grade.
- Make sure the overall average does include more than the maximum number of visual and performing arts classes.
- When conducting the core academic assessment, if Grade 11 and Grade 12 grades are presented in the same discipline, use the Grade 12 grades only.
- Record four numbers in the system: 1) overall academic assessment/average, 2) number of courses in overall, 3) core academic assessment /average, 4) number of courses in core.
- For competitive programs, establish admission criteria that admits roughly 80% of the admit pool via a straightforward assessment (e.g., applicants who adhere to all the rules, meet course-specific minima for their program and have the strongest scores on the overall average, core average, personal profile score, are admitted). The remaining 20% of UBC's admit pool can be generated by taking a closer look at the applicants, adjusting for breadth, depth, and relevancy of coursework, in addition to individual context.

Examples of Competitive Admission Decisions

There are a variety of ways in which admission decisions can be rendered based upon the proposed methods of assessment.

The Discrete Scores Model

In this model, programs establish cut-offs for the 1) overall average, 2) core average, 3) course-specific minima (e.g., a minimum score of 80% is required in Pre-Calculus 12), and 4) the personal profile. The greater the emphasis a program decides to place on each measure, the higher the cut-off. If the applicant's assessments fall above all four cut-offs, admit the student. Roughly 80% of our admit pool should be generated in this manner. If the applicant has fewer than the required number of courses and/or their assessment falls below one or more of the cut-offs (by an acceptable margin), conduct a discretionary assessment based upon breadth (number of courses taken), depth (academic rigour of courses taken), relevancy (applicability to the student's intended area of study at UBC), and the individual context of the student, as appropriate.

Table 4: Examples of the Disaggregated Scores Model of Selection

	Student A	Student B	Student C	Student D
Overall Average				
Admit range	$\geq 86\%$	$\geq 86\%$	$\geq 86\%$	$\geq 86\%$
Discretion range	82% - 85%	82% - 85%	82% - 85%	82% - 85%
Applicant's score	89%	89%	89%	89%
Core Average				
Admit range	$\geq 90\%$	$\geq 95\%$	$\geq 90\%$	$\geq 90\%$
Discretion range	87% - 89%	91% - 94%	87% - 89%	87% - 89%
Applicant's score	91%	95%	87%	91%
Course-Specific Minima				
Admit Range	English 12 $\geq 80\%$; Pre-Calculus 12 $\geq 80\%$)			
Applicant's score	Yes	Yes	Yes	Yes
Personal Profile				
Admit range	3 (average)	2 (below avg.)	3 (average)	3 (average)
Discretion range	2 (below avg.)	n/a	2 (below avg.)	2 (below avg.)
Applicant's score	3 (average)	3 (average)	5 (best)	1 (worst)
Outcome	Admit	Admit	Discretionary admit	Refuse

Student A

This student is a very straightforward admit, having achieved all three competitive thresholds.

Student B

This student was also admitted. The student applied to a Faculty that chose to place a greater emphasis on the core (by elevating the competitive cut-off) and a lower emphasis on the

personal profile (by tolerating a profile deemed “below average”) excluding students who fall into the bottom 2% - “one of the worst”).

Student C

This student is a discretionary admit as their core average falls outside of the admit range and into the discretionary range. Nevertheless, in reviewing the file holistically, the applicant was admitted for one or more of the following reasons:

- Breadth in the core: the applicant presents an above average number of courses related to their intended area of study.
- Depth in the core: the applicant presents rigorous / advanced coursework in their intended area of study.
- Relevancy in the core: the applicant presents applied courses (where the grades were not used in the calculation of the core average) related to their intended area of study.
- Personal profile: the applicant presents a very strong personal profile.

If the applicant fell into the discretionary range because of they took fewer than the required number of courses, then some consideration may also be given to individual context. If the discretionary evaluation had supported a decision of “ADMIT”, the applicant would have been placed upon the waitlist.

Student D

This student is refused. While the applicant meets the cut-offs for the core and overall averages, the personal profile is outside of the discretionary zone.

The strength of the Discrete Scores model is that it ensures minimum standards of performance in all assessments and easily identifies areas of strength and weakness for discretionary decision-making. The dis-advantage of this model is that more complicated to administer.

The Aggregated Scores Model

In this model, all three scores are combined into a single numerical assessment in order to generate an ordinal scale. So, for example:

$$\begin{array}{c}
 \textit{Weighted Overall Average} \\
 + \\
 \textit{Weighted Core Average} \\
 + \\
 \textit{Weighted Personal Profile score} \\
 = \textit{Admission Score}
 \end{array}$$

The strength of the Aggregated Scores model is that it is easy to administer and to rank order applicants. The dis-advantage is that some fidelity is lost in the individual assessments and identifying strengths and weaknesses for the 20% of students who fall into the discretionary decision zone is a bit more difficult.

The Hybrid Model

As the name suggests, this model combines aspects of the Discrete Scores model and the Aggregated Scores model. For any of a) overall average, b) core average, and c) the personal profile score, a minimum threshold is established on one and an aggregated score (that can be rank ordered) is

generated for the others. For example, a Faculty may ask that all applicants present a minimum overall average of 85%. After that, applicants are rank ordered competitively based upon an aggregated score on the core average and the personal profile.

[Appendix 1: Use of English Courses in the UBC Undergraduate Admission Decision](#)

TO: Andrew Arida, Director, Undergraduate Admissions

FROM: Tiffany Potter, Associate Head (Curriculum and Planning) and First-year English Coordinator, Vancouver campus.

Sean Lawrence, Associate Professor, English, Faculty of Critical and Creative Studies, Okanagan campus.

19 June 2017

Advisory note re: changes to BC English 11 Curriculum

Thanks again Andrew for our useful conversations around the changes to the BC English 11 curriculum, both in reference to UBC admissions and to the First-year English eligibility requirement (LPI). We have reviewed the material currently available from the Ministry (still marked “draft”), and carried out consultation and discussion with colleagues and with UBC-V English Department Head Sian Echard. We both also participated in the telephone meeting on these issues with you and members of the Ministry course design team.

On this basis, the English Departments at both campuses are in agreement on our recommendations:

- 1) ENGL 12 final grades should remain the standard path to admission to UBC, in the same process that has operated for the last several years
- 2) Certain—but not all—BC ENGL 11 variant courses are appropriate choices for substitution for ENGL 12 grades in *calculations for early offers of admission where an official interim/final ENGL 12 grade is not available*
- 3) Students offered early admission on the basis of a grade in an ENGL 11 variant course should have their admission offer reviewed if:
 - a. there is a significant difference (e.g., more than 10 percentage points) in the final grades of their ENGL 11 variant and ENGL 12,
 - b. the ENGL 11 or 12 course grades are incongruous with the Literacy Assessment results.
- 4) In calculations for *early* offers of admission, UBC should use 4 credits from among the following ENGL 11 variants: Composition 11; Focused Literary Studies 11; or Creative Writing 11 (or the English First Peoples equivalents of these three English Language Arts courses).
- 5) We recommend that UBC *not* include in its calculations the following ENGL 11/English First Peoples variants: New Media 11 or Spoken Language 11.

Recommendations 4 and 5 are the product of extensive discussion. There have always been high school courses that are interesting and valuable, but that do not address/assess the particular

skills that provide the information needed for University admission, and in this case, needed to assess readiness for the level of work in first-year English at UBC. While all of the ENGL 11 variants are designed to address the basic core competencies in distinct ways, the three ENGL 11 variants recommended for Admission weighting all have a primary and significant focus on the critical reading and formal writing that are required in UBC courses. The others teach valuable content, but their focus is on skills other than those that will provide the information about academic English that is necessary in determining rankings in the highly competitive group of students applying to UBC.

We take care to note that all of the variants are equal paths to *ENGL 12, which is the official entry requirement*: choosing to take New Media or Spoken Language will not preclude a student from going to UBC, but only from early admission.

- 6) We recommend that the UBC academic progress of students from all five ENGL 11 streams be assessed in three to five years' time, and that the report be shared with the Departments of English so that we can use sound data to investigate the possibility of making any adjustments to the LPI requirement that the evidence suggests might be appropriate.

I will also offer a point of information on the First-year English Course-Entry Requirement (LPI Requirement). A 2016 Calendar update confirmed the minimum entry requirement of a final grade of 75% in BC English 12 or equivalent; it also eliminated the use of "interim" ENGL 12 grades for first-year English eligibility, and replaced interims with a minimum final grade of 80% in ENGL 11. Beginning in 2018W, the Department of English will accept a minimum grade of 80% in the three recommended courses (Composition 11, Focused Literary Studies 11, and Creative Writing 11 or their EFP equivalents) from the new curriculum, or in ENGL 11 from the existing curriculum, for eligibility for first-year English courses at UBC-V.

Appendix 2: Selective Environmental Scan of Canadian Universities and BC Grade 12 Courses used in the Calculation of the Admission Average

	UBC Vancouver	UBC Okanagan	Uof Victoria	SFU	Uof Alberta	Uof Toronto	McGill
Number of BC courses used	4	4	4	4	5	4	5
General Academic Courses							
Accounting							X
Agriculture							X
Art Foundations							X
Art History							X
Astronomy							X
BC/YT First Nations Studies	X	X	X	X	X	X	X
Biology	X	X	X	X	X	X	X
Biopsychology							X
Calculus	X	X	X	X	X	X	X
Chemistry	X	X	X	X	X	X	X
Child Psychology							X
Comparative Civilizations			X	X	X	X	X
Computer Information Systems		X					
Computer Programming		X	X		X		
Creative Writing							X
Earth Science							X
Economics	X	X	X	X	X	X	X
English or English First Peoples	X	X	X	X	X	X	X
English Literature	X	X	X	X	X	X	X
Ethics and Morality							X
Financial Accounting							X
Fine Art							X
Forensic Science							X
Foundations of Math			X	X	X	X	X
Francais - Communication et Litterature			X				X
Gender Studies							X
Genetics							X
Geography	X	X	X	X	X	X	X
Geology	X	X	X	X	X	X	X
Geometry					X		
Health Science							X
History	X	X	X	X	X	X	X
History of Christian Church							X
ICT: Applied Digital Communications			X				
Jewish History							X
Jewish Philosophy							X
Law	X	X	X	X	X	X	X
Philosophy				X			X
Physics	X	X	X	X	X	X	X
Pre-calculus	X	X	X	X	X	X	X
Psychology							X
Religion							X
Religious Studies							X
Social Justice		X	X	X	X		X
Social Studies							X
Statistics					X		X
Sustainable Resources		X		X			
Visual Arts: Media Arts							X

World Literature							X
World Religions							X
TOTAL	13	17	19	18	19	15	44
Language Courses							
American Sign Language (ASL)	X	X		X	X		
Arabic		X	X				
Croatian		X	X				
Français Langue or French	X	X	X	X	X	X	X
Francais Langue Seconde-Immersion			X	X	X		
German	X	X	X	X	X	X	X
Hebrew					X		X
Italian		X	X		X		
Japanese	X	X	X	X	X	X	X
Korean		X	X		X		X
Latin					X		X
Mandarin	X	X	X	X	X	X	X
Punjabi	X	X	X	X	X	X	X
Russian		X	X		X		X
Spanish	X	X	X	X	X	X	X
TOTAL	7			8	13	6	10
First Nations Language Courses							
Halq'eméylem	X	X	X			X	
Heiltsuk	X	X				X	
Hul'q'umi'num'	X	X	X			X	
Kwak'wala	X	X	X			X	
Liqwala/Kwakwala	X	X	X			X	
nsíylxcən (Okanagan Language)	X	X	X			X	
Nte?kepmxcin	X	X	X			X	
Nuu-chah-nulth	X	X	X			X	
Secwepemctsin (Shuswap Language)	X	X	X			X	
Sencoten			X			X	
Shashishalhem (Sechelt Language)	X	X	X			X	
Sim'algaxhl Nisga'a	X	X	X			X	
Sm'algyax	X	X	X			X	
Tsek'ene	X	X	X			X	
Upper St'at'imcets	X	X	X			X	
TOTAL	14	14	14	0	0	15	0

Appendix 3: Correlations between BC Grade 12 Course Grades and First-year Performance at UBC (Vancouver Campus), 2014

	Pearson r						UBC performance				
	n	rank	r	SE	mean	st dev	admt avg - course (mean)	Rank	UBC Ses Avg	mean Δ	mean Δ rank
Mandarin	375		<i>not sig</i>	18.19	92.29	6.73	1.53	4	72.74	-20	5
Social Justice *	111	21	<i>not sig</i>	7.37	91.40	7.30	1.33	7	72.27	-19	7
Korean *	49	24	<i>not sig</i>	14.43	97.53	3.16	7.16	1	72.59	-25	1
First Nations Studies	37	26	0.548	7.17	90.31	6.10	2.39	3	71.58	-19	9
Geology	48	25	0.532	5.53	90.00	6.46	0.92		69.66	-20	3
Physics	1,435	5	0.464	7.76	88.45	8.75	-3.47	25	74.30	-14	24
Geography	386	11	0.458	5.82	89.63	6.06	0.05	15	71.66	-18	13
Economics	506	10	0.457	5.87	90.75	6.28	0.37	13	72.25	-18	11
Chemistry	2,021	3	0.452	7.10	88.09	7.96	-3.29	23	73.32	-15	22
Calculus	1,156	6	0.443	10.28	85.68	11.46	-6.36	27	73.54	-	26
Punjabi	25	27	0.435	4.82	91.67	5.83	-0.92	17	70.44	-21	2
Biology	1,925	4	0.391	6.94	89.37	7.54	-1.67	19	72.98	-16	18
Law	904	7	0.358	5.34	91.36	5.56	1.37	5	72.04	-19	6
Computer Prog *	91	23	0.339	7.74	92.09	8.18	1.34	6	75.04	-17	14
Pre-Calculus	2,592	2	0.338	8.08	89.35	8.58	-1.81	20	73.03	-16	19
English	3,084	1	0.335	5.56	87.59	5.90	-3.45	24	73.18	-14	23
Francais Langue	205	16	0.335	7.55	86.03	7.98	-5.44	26	74.00	-	27
French	819	8	0.327	6.78	89.59	7.09	-1.85	21	74.10	-15	21
English Lit	357	13	0.319	5.51	88.51	5.87	-2.97	22	75.01	-13	25
History	675	9	0.309	6.38	88.87	6.55	-1.22	18	73.23	-16	20
Comp Civ **	162	17	0.303	6.75	90.83	6.98	0.99	9	73.82	-17	16
Phil & Religion **	249	15	0.303	6.97	90.49	7.25	0.99	9	70.59	-20	4
Music **	274	14	0.255	5.19	93.68	5.37	2.55	2	74.68	-19	8
Writing **	133	19	0.207	6.95	91.10	7.06	0.32	14	74.32	-17	17
Psychology **	110	22	0.206	7.59	88.97	7.72	-0.76	16	71.95	-17	15
Japanese	2	20	0.205	6.03	92.40	5.93	1.07	8	73.89	-19	10
Spanish	157	18	0.177	9.78	91.41	6.97	0.95	11	73.01	-18	
TOTAL	3,089										

Note: Includes students who attempted at least 24 credits and obtained a sessional average of at least 50%. * Course used by UBC Okanagan only. ** Course not used by either Okanagan or Vancouver.

Appendix 4: Correlations between Secondary School Admission Averages and First-year Performance at UBC, 2014

UBC Admission Decision Based Upon...	Correlation with first-year performance
Alberta secondary school admit avg (final)	$r = .59, p < .001$
BC secondary school admit avg (final)	$r = .54, p < .001$
International Baccalaureate (IB), final grades	$r = .66, p < .001$
Ontario secondary school admit avg (final)	$r = .52, p < .001$
US secondary school grade-point average, SAT I, SAT II, and parental / SES combined within UCalifornia System**	$r = .50, p < .001$

** From: Geiser, S., & Santelices, M. (2007). *Validity of high-school grades in predicting student success beyond the freshman year: High-school record vs. standardized tests as indicators of four-year college outcomes*. Berkeley: Center for Studies in Higher Education, University of California, Berkeley.

Appendix 5a: Number of BC/YT Grade 12 Courses Presented by UBC Applicants, 2016

Note: Excludes courses not considered academic (e.g., Work Experience, PhysEd, Cafeteria, etc)

	Vancouver				Okanagan			
	Grade 12 courses				Grade 12 courses			
	Apps	Mean	StDev	Max	Apps	Mean	StDev	Max
SD39 Vancouver	1755	7.7	2.0	16	56	7.0	1.6	
SD36 Surrey	920	7.1	1.5	14	95	6.4	1.3	11
SD41 Burnaby	631	9.7	3.0	23	20	8.1	2.6	14
SD43 Coquitlam	571	8.0	2.1	16	49	7.0	2.0	15
SD38 Richmond	538	7.7	1.7	15	23	6.9	1.5	10
SD23 Central Okanagan	80	7.8	2.3	15	374	7.1	1.7	
Offshore	297	8.2	1.4	13	99	7.5	1.5	10
SD44 North Vancouver	292	7.3	1.9	15	43	6.1	1.0	8
Online	293	7.5	2.0	18	35	7.0	2.1	
SD45 West Vancouver	237	8.6	2.6	19	27	7.1	1.9	13
Unknown	214	7.6	2.3	14	49	7.3	2.1	14
SD37 Delta	218	7.1	1.5	13	26	6.4	1.4	10
SD61 Greater Victoria	192	8.3	2.3	18	11	6.9	2.5	13
SD34 Abbotsford	166	7.8	2.0	16	36	7.0	1.9	
SD35 Langley	141	8.4	2.6	18	23	7.0	1.5	10
SD79 Cowichan Valley	138	8.4	2.3	17	19	6.8	1.6	10
SD22 Vernon	25	7.7	1.7		88	7.1	1.6	11
SD42 Maple Ridge-Pitt Meadows	75	7.3	1.8	16	7	7.7	1.9	10
SD67 Okanagan Skaha	27	8.5	1.8		49	7.5	1.8	
SD71 Comox Valley	62	7.2	2.1	14	7	5.8	1.2	8
SD91 Nechako Lakes	49	7.2	2.1	14	13	7.2	1.6	10
SD40 New Westminster	56	6.9	2.0	13	2	5.0	0.0	5
SD68 Nanaimo-Ladysmith	50	6.6	1.5	9	4	6.3	2.2	9
SD63 Saanich	50	8.6	2.5	15				
SD48 Sea to Sky	33	8.1	1.5	11	13	8.1	1.6	
SD58 Nicola-Similkameen	27	7.3	2.1		18	6.5	1.2	8
SD33 Chilliwack	32	8.3	2.4	16	8	7.1	1.6	9
SD73 Kamloops/Thompson	28	6.9	1.5	11	11	6.6	1.4	9
SD53 Okanagan Similkameen	20	5.8	1.0	8	17	6.1	1.1	8
SD8 Kootenay Lake	29	7.4	1.7	11	7	6.6	1.3	9
SD83 North Okanagan-Shuswap	11	8.0	2.6	13	24	7.7	2.2	14
SD20 Kootenay-Columbia	19	7.7	1.2	10	15	7.2	2.0	10
SD46 Sunshine Coast	14	6.8	1.7	11	9	6.3	0.9	8
SD72 Campbell River	16	8.9	1.7	14	6	6.5	1.0	8
SD75 Mission	20	7.5	1.9	11	2	7.5	0.7	8
SD82 Coast Mountains		6.5	1.2	8	7	6.7	1.2	8
Yukon	5	6.2	1.1	8	14	6.6	1.6	10
SD57 Prince George	13	8.5	1.9	11	5	4.8	1.3	6
SD60 Peace River North	13	7.0	2.0	11	4	6.5	2.4	9
SD5 Southeast Kootenay	5	6.6	1.5	8	11	6.7	1.6	9
SD69 Qualicum	13	7.2	1.3	9	2	7.0	1.4	8
SD62 Sooke	13	8.7	3.1	13	1	5.0		5
SD19 Revelstoke	5	6.8	1.1	8	9	5.7	1.0	7
SD47 Powell River	6	5.3	1.0	6	7	6.4	1.7	9
SD6 Rocky Mountain	4	8.3	1.5	10	7	6.9	1.1	8
SD28 Quesnel	6	8.3	1.2	10	4	6.3	1.7	8
SD64 Gulf Islands	9	7.4	1.1	9	1	7.0		7
SD51 Boundary	7	6.8	0.4	7	2	8.5	2.1	10
SD70 Alberni	6	6.7	1.4	9	3	8.5	3.5	11
SD59 Peace River South	4	8.0	1.2	9	4	6.3	1.5	7
SD54 Bulkley Valley	1	7.0		7	6	5.5	1.6	8
SD27 Cariboo-Chilcotin					4	7.5	1.3	9
SD78 Fraser-Cascade	2	7.5	0.7	8	2	7.0	0.0	7
SD10 Arrow Lakes	1	6.0		6	2	5.0	0.0	5
SD85 Vancouver Island North	3	7.5	0.7	8				
SD52 Prince Rupert	3	8.7	3.1					
SD74 Gold Trail	2	9.0		9				
SD50 Haida Gwaii	2	7.5	0.7	8				
Grand Total	7461	7.8	2.2	23	1380	7.0	1.7	15

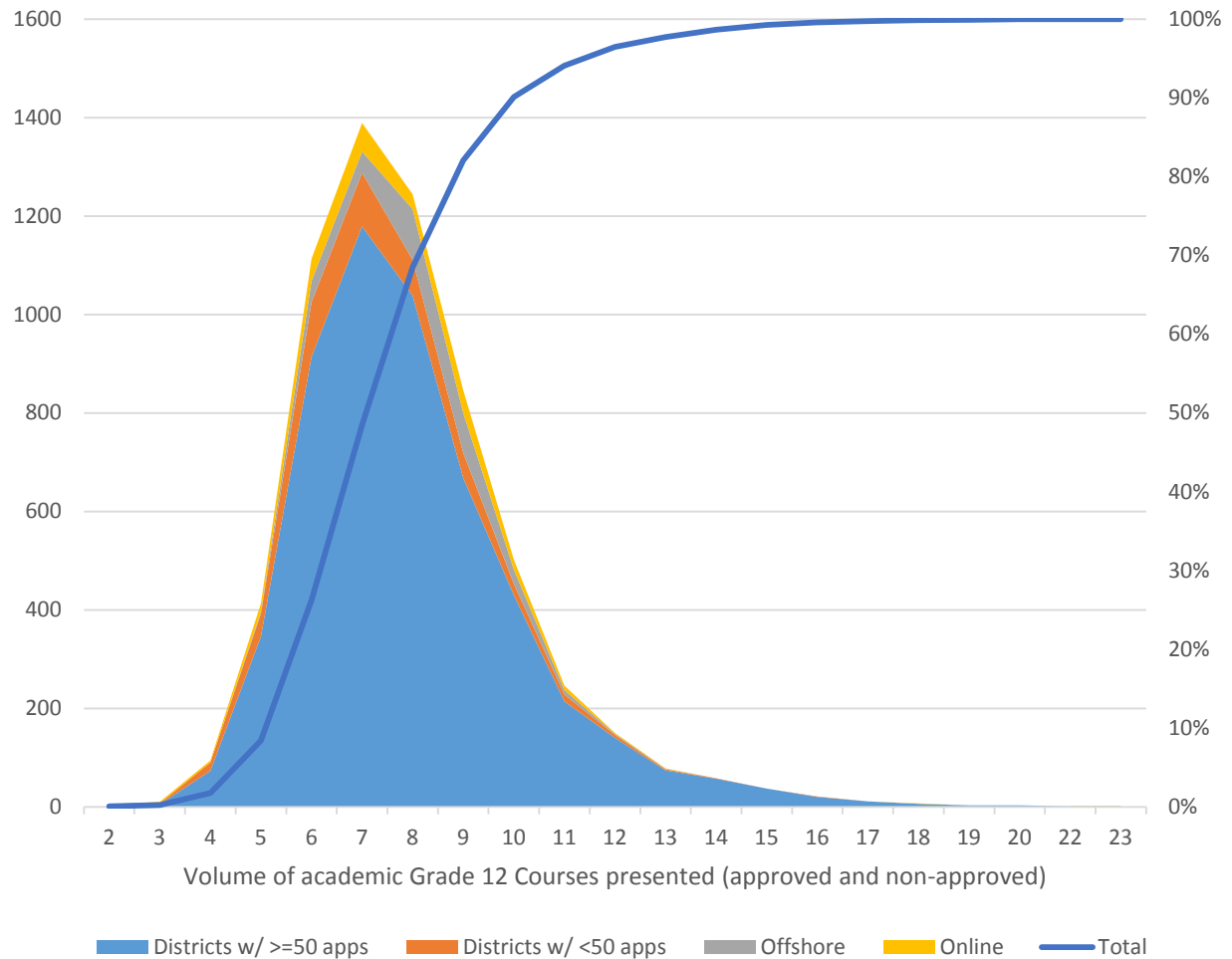
Appendix 5b: Number of UBC-Approved BC/YT Grade 12 Courses Presented by UBC Applicants, 2016

	Vancouver				Okanagan			
	Grade 12 courses				Grade 12 courses			
	Apps	Mean	StDev	Max	Apps	Mean	StDev	Max
SD39 Vancouver	1,755	6.3	1.8	16	56	5.7	1.5	11
SD36 Surrey	920	6.0	1.3	11	95	5.3	1.1	8
SD41 Burnaby	631	7.9	2.8	21	20	6.1	2.0	11
SD43 Coquitlam	571	6.4	1.6	13	49	5.3	1.3	9
SD38 Richmond	538	6.3	1.4	11	23	5.6	1.1	8
SD23 Central Okanagan	80	6.1	2.1	13	374	5.6	1.5	11
Offshore	297	6.2	1.1	10	99	5.3	1.0	8
SD44 North Vancouver	292	6.0	1.5	13	43	5.2	1.0	7
Online	293	6.1	1.6		35	5.7	1.7	11
SD45 West Vancouver	237	7.3	2.5	15	27	5.9	1.5	10
Unknown	214	6.0	1.9	13	49	6.0	2.0	11
SD37 Delta	218	6.0	1.2	10	26	5.3	0.8	7
SD61 Greater Victoria	192	6.7	1.9	13	11	5.9	2.7	13
SD34 Abbotsford	166	6.2	1.5	10	36	5.4	1.6	9
SD35 Langley	141	6.7	1.9	13	23	5.5	1.5	9
SD79 Cowichan Valley	138	6.7	2.2	16	19	5.8	1.1	7
SD22 Vernon	25	6.0	1.0	7	88	5.4	1.2	9
SD42 Maple Ridge-Pitt Meadows	75	6.0	1.4		7	5.6	1.6	8
SD67 Okanagan Skaha	27	6.7	1.8	10	49	6.5	1.6	9
SD71 Comox Valley	62	5.5	1.4	9	7	5.3	0.8	6
SD91 Nechako Lakes	49	5.8	1.6	13	13	5.5	1.2	7
SD40 New Westminster	56	5.9	1.5	11	2	4.0	0.0	4
SD68 Nanaimo-Ladysmith	50	5.5	1.2	8	4	4.8	1.3	6
SD63 Saanich	50	6.3	1.3	9				
SD48 Sea to Sky	33	5.4	1.1	8	13	5.5	1.1	7
SD58 Nicola-Similkameen	27	5.8	1.4	9	18	5.3	1.2	8
SD33 Chilliwack	32	6.7	2.0	13	8	5.4	1.1	7
SD73 Kamloops/Thompson	28	5.8	1.2	8	11	5.2	1.1	7
SD53 Okanagan Similkameen	20	5.5	1.0	8	17	5.7	1.2	7
SD8 Kootenay Lake	29	6.1	1.3	10	7	5.7	1.4	8
SD83 North Okanagan-Shuswap	11	5.8	1.6	8	24	5.1	1.4	9
SD20 Kootenay-Columbia	19	6.4	1.2	8	15	5.8	1.2	7
SD46 Sunshine Coast	14	5.7	1.0	7	9	5.0	0.9	6
SD72 Campbell River	16	6.5	1.1	8	6	5.7	0.5	6
SD75 Mission	20	5.8	1.4	10	2	7.5	0.7	8
SD82 Coast Mountains		5.4	1.1	7	7	5.2	0.4	6
Yukon	5	5.2	1.1	7	14	5.6	1.2	8
SD57 Prince George	13	7.5	2.1	11	5	3.8	1.0	5
SD60 Peace River North	13	5.8	1.5	8	4	5.8	2.6	8
SD5 Southeast Kootenay	5	6.0	1.4	7	11	5.2	1.2	7
SD69 Qualicum	13	5.8	1.1	7	2	6.0	0.0	6
SD62 Sooke	13	6.1	2.0	9	1	4.0		4
SD19 Revelstoke	5	6.6	1.1	8	9	5.4	0.9	7
SD47 Powell River	6	5.2	1.0	6	7	4.7	0.8	6
SD6 Rocky Mountain	4	6.3	0.6	7	7	6.0	1.2	7
SD28 Quesnel	6	6.5	1.2	8	4	6.0	1.6	8
SD64 Gulf Islands	9	5.6	1.0	7	1	7.0		7
SD51 Boundary	7	5.8	0.8	7	2	5.5	0.7	6
SD70 Alberni	6	5.8	0.8	7	3	4.5	2.1	6
SD59 Peace River South	4	6.8	1.5	9	4	5.3	1.0	6
SD54 Bulkley Valley	1	7.0		7	6	4.7	1.4	7
SD27 Cariboo-Chilcotin					4	5.8	1.0	7
SD78 Fraser-Cascade	2	6.0	0.0	6	2	5.0	1.4	6
SD10 Arrow Lakes	1	6.0		6	2	4.0	0.0	4
SD85 Vancouver Island North	3	5.0	0.0	5				
SD52 Prince Rupert	3	6.3	2.1	8				
SD74 Gold Trail	2	4.0		4				
SD50 Haida Gwaii	2	5.0	0.0	5				
Grand Total	7,461	6.4	1.8	21	1,380	5.5	1.4	13

Appendix 5c: List of BC School Districts

District Name	Main Office	Region	Communities Served
SD5 Southeast Kootenay	Cranbrook	Kootenays	Cranbrook, Fernie, Sparwood
SD6 Rocky Mountain	Invermere	Kootenays	Kimberley, Invermere, Golden
SD8 Kootenay Lake	Nelson	Kootenays	Nelson, Creston, Salmo, Kaslo
SD10 Arrow Lakes	Nakusp	Kootenays	Nakusp
SD19 Revelstoke	Revelstoke	Okanagan/Mainline	Revelstoke
SD20 Kootenay-Columbia	Trail	Kootenays	Castlegar, Rossland, Trail
SD22 Vernon	Vernon	Okanagan/Mainline	Vernon, Lumby
SD23 Central Okanagan	Kelowna	Okanagan/Mainline	Kelowna, Rutland, West Kelowna, Peachland
SD27 Cariboo-Chilcotin	Williams Lake	Northeast	Williams Lake, 100 Mile House, Canim Lake, Lac La Hache
SD28 Quesnel	Quesnel	Northeast	Quesnel, Wells
SD33 Chilliwack	Chilliwack	Fraser Valley	Chilliwack,
SD34 Abbotsford	Abbotsford	Fraser Valley	Abbotsford
SD35 Langley	Langley	Metro/Coast	Township of Langley, Langley City, Aldergrove, Fort Langley
SD36 Surrey	Surrey	Metro/Coast	Surrey, White Rock, Barnston Island, Cloverdale
SD37 Delta	Delta	Metro/Coast	Delta, Ladner, Tsawwassen
SD38 Richmond	Richmond	Metro/Coast	Richmond
SD39 Vancouver	Vancouver	Metro/Coast	Vancouver, University Endowment Lands
SD40 New Westminster	New Westminster	Metro/Coast	New Westminster, Queensborough
SD41 Burnaby	Burnaby	Metro/Coast	Burnaby
SD42 Maple Ridge-Pitt Meadows	Maple Ridge	Metro/Coast	Maple Ridge, Pitt Meadows
SD43 Coquitlam	Coquitlam	Metro/Coast	Anmore, Belcarra, Coquitlam, Port Coquitlam, Port Moody
SD44 North Vancouver	North Vancouver	Metro/Coast	District of North Vancouver, City of North Vancouver
SD45 West Vancouver	West Vancouver	Metro/Coast	Bowen Island, Lions Bay, West Vancouver
SD46 Sunshine Coast	Gibsons	Metro/Coast	Gibsons, Sechelt
SD47 Powell River	Powell River	Metro/Coast	Powell River
SD48 Sea to Sky	Squamish	Metro/Coast	Whistler, Squamish, Pemberton
SD49 Central Coast	Hagensborg	Northeast	Hagensborg, Bella Coola, Denny Island, Rivers Inlet
SD50 Haida Gwaii	Queen Charlotte City	Northwest	Queen Charlotte City, Masset
SD51 Boundary	Grand Forks	Kootenays	Grand Forks, Midway, Greenwood
SD52 Prince Rupert	Prince Rupert	Northwest	Prince Rupert
SD53 Okanagan Similkameen	Oliver	Okanagan/Mainline	Oliver, Osoyoos, Okanagan Falls, Keremeos
SD54 Bulkley Valley	Smithers	Northwest	Smithers, Telkwa, Houston
SD57 Prince George	Prince George	Northeast	Prince George, McBride, Mackenzie, Valemount
SD58 Nicola-Similkameen	Merritt	Okanagan/Mainline	Merritt, Princeton
SD59 Peace River South	Dawson Creek	Northeast	Dawson Creek, Chetwynd, Tumber Ridge
SD60 Peace River North	Fort St. John	Northeast	Fort St. John, Hudson's Hope, Prespatou
SD61 Greater Victoria	Victoria	Greater Victoria	Victoria, Oak Bay
SD62 Sooke	Langford	Greater Victoria	Colwood, Langford, Metchosin, Sooke
SD63 Saanich	Saanichton	Greater Victoria	Saanich, Central Saanich, North Saanich, Sidney
SD64 Gulf Islands	Salt Spring Island	Vancouver Island	Salt Spring Island, Galiano, Mayne, Saturna, Pender Islands
SD67 Okanagan Skaha	Penticton	Okanagan	Penticton, Summerland
SD68 Nanaimo-Ladysmith	Nanaimo	Vancouver Island	Lantzville, Nanaimo, Cedar, Ladysmith
SD69 Qualicum	Parksville	Vancouver Island	Parksville, Qualicum Beach
SD70 Alberni	Port Alberni	Vancouver Island	Port Alberni, Tofino, Ucluelet
SD71 Comox Valley	Courtenay	Vancouver Island	Comox, Courtenay
SD72 Campbell River	Campbell River	Vancouver Island	Campbell River
SD73 Kamloops/Thompson	Kamloops	Thompson Country	Kamloops, Chase, Barriere, Clearwater, Logan Lake
SD74 Gold Trail	Ashcroft	Thompson Country	Ashcroft, Cache Creek, Clinton, Lytton, Lillooet
SD75 Mission	Mission	Fraser Valley	Mission, Deroche, Dewdney,
SD78 Fraser-Cascade	Hope	Fraser Valley	Hope, Agassiz, Yale, Boston Bar
SD79 Cowichan Valley	Duncan	Vancouver Island	Duncan, Lake Cowichan, Crofton, Chemainus
SD81 Fort Nelson	Fort Nelson	Northeast	Fort Nelson
SD82 Coast Mountains	Terrace	Northwest	Terrace, Kitimat, Stewart
SD83 North Okanagan-Shuswap	Salmon Arm	Okanagan/Mainline	Salmon Arm, Enderby, Armstrong
SD84 Vancouver Island West	Gold River	Vancouver Island	Gold River, Zeballos
SD85 Vancouver Island North	Port Hardy	Vancouver Island	Port Hardy, Port McNeill
SD87 Stikine	Dease Lake	Northwest	Dease Lake, Atlin, Lower Post, Telegraph Creek
SD91 Nechako Lakes	Vanderhoof	Northeast	Vanderhoof, Fort St. James
SD92 Nisga'a	New Aiyansh	Northwest	Gitlakdamix, Gitwinksihkw, Laxgalts'ap, Gingolx

Appendix 5d: Volume of Grade 12 courses by School District and Admitted Student Volume to UBC, 2016



Appendix 6: Selective vs Comprehensive Assessments of UBC Undergraduate Admission

Curriculum	Van	Oka	Total	Summary
Secondary	75.2%	62.9%	73.8%	
Canadian Sec School	41.2%	53.2%	42.8%	Selective use of courses, four to six, depending upon curriculum; estimate that this represents 50%-70% of senior coursework completed
IB Diploma	11.3%	3.0%	10.2%	All academic courses
US Secondary School	8.2%	2.3%	7.4%	Selective use of courses, a minimum of 4 courses used but there are choices; this is approximately 40-50% of eligible senior coursework completed; SAT/ACT scores are also used
British-Patterned A Lvs	4.5%	1.5%	4.1%	Selective use of courses at O-level (there are usually 6-8 available but we only need 2). Most/All courses at A-Level. We need 3 courses at A-Level and we receive 3 about 90% of the time. AS-level courses can be used as well and those are available for about 60-70% of the applicant pool (usually 3-4 AS-levels exist if they are present on the record)
China Secondary	5.1%	0.6%	4.5%	All courses are used along with standardized exam results such as Huikao, Gaokao, SAT, ACT, AP exams etc...
India Secondary	1.1%	0.3%	1.1%	All academic courses are used; some grade adjustments are made on interim grade for CBSE or ISC curriculum
Hong Kong Secondary	0.4%	0.2%	0.4%	All academic courses
Turkey Secondary	0.3%	0.2%	0.3%	All academic courses
France Secondary	0.2%	0.0%	0.2%	All academic courses
Mexico Secondary	0.1%	0.1%	0.1%	All academic courses
Other World Secondary	2.8%	1.5%	2.7%	All academic courses are used for the most part
Post-Secondary	24.1%	34.8%	25.5%	
Post-Secondary	16.8%	25.0%	17.9%	All academic courses
Post-Secondary (UBC)	6.9%	9.3%	7.2%	All academic courses
Quebec CEGEP	0.4%	0.4%	0.4%	All academic courses
Other (i.e. MATU)	0.6%	2.3%	0.8%	All academic courses are used
Grand Total	100.0%	100.0%	100.0%	

Appendix 7A: Grade 12 Courses Used in the Calculation of an Overall and a Core Average for Vancouver Programs

The following is a first draft of how the new BC secondary school curriculum can be incorporated into both an overall and a core average. Faculties to determine which courses / subject areas are to be included in their core average. While the example below is for BC/YT students, the same principle of assigning courses/subject areas to a core average will be used for all secondary school applicants.

NEW BC12 CURRICULUM ³		Overall	Core			
			BA	Science ¹	BCOM	BMUS/BFA
Applied Design, Skills & Technology	Accounting 11/12				discretion	
	Computer Infor Systems 11/12		discretion	discretion	discretion	
	Computer Programming 11/12		discretion	discretion	discretion	
	Digital Communications 11		discretion	discretion	discretion	discretion
	Digital Media Development 12		discretion	discretion	discretion	discretion
	E-Commerce 12				discretion	
	Entrepreneurship 11				discretion	
	Financial Accounting 12				discretion	
	Food Studies 11/12			discretion		
	Marketing and Promotion 11				discretion	
	Media Arts 11/12		discretion			discretion
Dance	Dance Choreography 11/12	✓ ²	✓ ²			✓
	Dance Company 11/12	✓ ²	✓ ²			✓
	Dance Conditioning 11/12	✓ ²	✓ ²			✓
	Dance Foundations 11/12	✓ ²	✓ ²			✓
	Dance Technique & Perf 11/12	✓ ²	✓ ²			✓
Drama	Drama 11/12	✓ ²	✓ ²			✓
	Film & Television 12	✓ ²	✓ ²			✓
	Directing and Scriptwriting 11/12	✓ ²	✓ ²			✓
	Theatre Company 11/12	✓ ²	✓ ²			✓
	Theatre Production 11/12	✓ ²	✓ ²			✓
	Musical Theatre 11/12	✓ ²	✓ ²			✓
Music	Choral Music 11/12	✓ ²	✓ ²			✓
	Composition & Production 11/12	✓ ²	✓ ²			✓
	Contemporary Music 11/12	✓ ²	✓ ²			✓
	Instrumental Music 11/12	✓ ²	✓ ²			✓
Visual Arts	Art Studio 11/12	✓ ²	✓ ²			✓
	Sculpture 11/12	✓ ²	✓ ²			✓
	Drawing and Painting 11/12	✓ ²	✓ ²			✓
	Photography 11/12	✓ ²	✓ ²			✓
	Graphic Arts 11/12	✓ ²	✓ ²			✓
English Lang Arts	English / English First Peoples 12	✓req'd	✓req'd	✓req'd	✓req'd	✓req'd
	Composition 11	✓	✓	✓	✓	✓
	Creative Writing 11	✓	✓	✓	✓	✓
	Focused Literary Studies 11	✓	✓	✓	✓	✓
	New Media 11	✓				
	Spoken Language 11	✓				
	EFP: Composition 11	✓	✓	✓	✓	✓
	EFP: Creative Writing 11	✓	✓	✓	✓	✓
	EFP: Focus Literary Studies 11	✓	✓	✓	✓	✓
	EFP: New Media 11	✓				
	EFP: Spoken Language 11	✓				

Math	Calculus 12	✓	✓	✓	✓	
	Computer Science 11/12	✓	✓	✓	✓	
	Foundations of Math 11/12	✓req'd ³	✓			
	Geometry 12	✓	✓	✓		
	History of Mathematics 11	✓	✓			
	Workplace Mathematics 11	✓				
	Pre-calculus 11	✓req'd ³	✓			
	Pre-calculus 12	✓	✓	✓req'd	✓req'd	
	Statistics 12	✓	✓	✓	✓	
Science	Anatomy and Physiology 12	✓		✓		
	Chemistry 12	✓		✓		
	Environmental Science 11/12	✓		✓		
	Geology 12	✓		✓		
	Physics 12	✓		✓		
	Chemistry 11	✓ ⁴		✓req'd		
	Earth Sciences 11	✓ ⁴		✓		
	Life Sciences 11	✓ ⁴		✓		
	Physics 11	✓ ⁴		✓req'd		
	Science for Citizens 11	✓ ⁴				
	Earth Sciences 11	✓ ⁴		✓		
Language	Any Sec Lang 11	✓req'd ⁴	✓			✓
	Any Sec Lang 12	✓	✓			✓
	Français langue première	✓	✓			✓
	Français langue seconde - immersion	✓	✓			✓
Social Studies	Comp. World Religions 12	✓	✓			✓
	Contemp. Indigenous Studies 12	✓	✓			✓
	Economics 12	✓	✓		✓	✓
	Genocide Studies 12	✓	✓			✓
	Law Studies 12	✓	✓			✓
	Philosophy 12	✓	✓			✓
	Physical Geography 12	✓	✓			✓
	Social Justice 12	✓	✓			✓
	Urban Studies 12	✓	✓			✓
	20th Century World History 11	✓	✓			✓
	Asian Studies 11	✓	✓			✓
	B.C. First Peoples 11	✓	✓			✓
	Comparative Cultures 11	✓	✓			✓
	Human Geography 11	✓	✓			✓
	Political Studies 11	✓	✓			✓
	20th Century World History 11	✓	✓			✓
	Asian Studies 11	✓	✓			✓
	B.C. First Peoples 11	✓	✓			✓

¹ Note: Engineering, Land and Food Systems, Forestry, Kinesiology, and Science are all included in "Science core" for the sake of presentation. In reality, each program may define its core independently.

² Note: The overall average will include a maximum of four course grades from the Visual and Performing Arts: the two highest Grade 11-level courses and the two highest Grade 12-level courses.

³ Note: Foundations of Math 12 can be substituted for Pre-Calculus 11 for programs that do not require UBC Math.

⁴ Note: A language 11 and a science 11 are required for all applicants to the Vancouver campus

Appendix 7B: Grade 12 Courses Used in the Calculation of an Overall and a Core Average for Okanagan Programs

The following is a first draft of how the new BC secondary school curriculum can be incorporated into both an overall and a core average for Okanagan programs. Faculties to determine which courses / subject areas are to be included in their core average. While the example below is for BC/YT students, the same principle of assigning courses/subject areas to a core average will be used for all secondary school applicants.

NEW BC12 CURRICULUM ³		Overall	Core				
			Arts	Science ¹	BMGT	BFA	BSN/BKIN
Applied Design, Skills & Technology	Accounting 11/12				discretion		
	Computer Infor Systems 11/12		discretion	discretion	discretion		
	Computer Programming 11/12		discretion	discretion	discretion		
	Digital Communications 11		discretion	discretion	discretion	discretion	
	Digital Media Development 12		discretion	discretion	discretion	discretion	
	E-Commerce 12				discretion		
	Entrepreneurship 11				discretion		
	Financial Accounting 12				discretion		
	Food Studies 11/12			discretion			
	Marketing and Promotion 11				discretion		
	Media Arts 11/12		discretion			discretion	
Dance	Dance Choreography 11/12	✓ ²	✓ ²			✓	
	Dance Company 11/12	✓ ²	✓ ²			✓	
	Dance Conditioning 11/12	✓ ²	✓ ²			✓	
	Dance Foundations 11/12	✓ ²	✓ ²			✓	
	Dance Technique & Perf 11/12	✓ ²	✓ ²			✓	
Drama	Drama 11/12	✓ ²	✓ ²			✓	
	Film & Television 12	✓ ²	✓ ²			✓	
	Directing and Scriptwriting 11/12	✓ ²	✓ ²			✓	
	Theatre Company 11/12	✓ ²	✓ ²			✓	
	Theatre Production 11/12	✓ ²	✓ ²			✓	
	Musical Theatre 11/12	✓ ²	✓ ²			✓	
Music	Choral Music 11/12	✓ ²	✓ ²			✓	
	Composition & Production 11/12	✓ ²	✓ ²			✓	
	Contemporary Music 11/12	✓ ²	✓ ²			✓	
	Instrumental Music 11/12	✓ ²	✓ ²			✓	
Visual Arts	Art Studio 11/12	✓ ²	✓ ²			✓	
	Sculpture 11/12	✓ ²	✓ ²			✓	
	Drawing and Painting 11/12	✓ ²	✓ ²			✓	
	Photography 11/12	✓ ²	✓ ²			✓	
	Graphic Arts 11/12	✓ ²	✓ ²			✓	
English Lang Arts	English / English First Peoples 12	✓req'd	✓req'd	✓req'd	✓req'd	✓req'd	✓req'd
	Composition 11	✓	✓	✓	✓	✓	✓
	Creative Writing 11	✓	✓	✓	✓	✓	✓
	Focused Literary Studies 11	✓	✓	✓	✓	✓	✓
	New Media 11	✓					
	Spoken Language 11	✓					
	EFP: Composition 11	✓	✓	✓	✓	✓	✓
	EFP: Creative Writing 11	✓	✓	✓	✓	✓	✓
	EFP: Focus Literary Studies 11	✓	✓	✓	✓	✓	✓
	EFP: New Media 11	✓					

	EFP: Spoken Language 11	✓	✓				
Math	Calculus 12	✓		✓	✓		✓
	Computer Science 11/12	✓	✓	✓	✓		
	Foundations of Math 11/12	✓	✓				✓
	Geometry 12	✓	✓	✓			
	History of Mathematics 11	✓	✓				
	Workplace Mathematics 11	✓					✓
	Pre-calculus 11	✓	✓				✓
	Pre-calculus 12	✓	✓	✓req'd	✓req'd		✓
	Statistics 12	✓	✓	✓	✓		
Science	Anatomy and Physiology 12	✓		✓			✓req'd
	Chemistry 12	✓		✓			✓req'd
	Environmental Science 11/12	✓		✓			
	Geology 12	✓		✓			
	Physics 12	✓		✓			
	Chemistry 11	✓		✓req'd			✓
	Earth Sciences 11	✓		✓			
	Life Sciences 11	✓		✓			✓
	Physics 11	✓		✓req'd			
	Science for Citizens 11	✓					
	Earth Sciences 11	✓		✓			
Language	Any Sec Lang 11	✓	✓			✓	
	Any Sec Lang 12	✓	✓			✓	
	Français langue première	✓	✓			✓	
	Français langue seconde - immersion	✓	✓			✓	
Social Studies	Comp. World Religions 12	✓	✓			✓	
	Contemp. Indigenous Studies 12	✓	✓			✓	
	Economics 12	✓	✓		✓	✓	
	Genocide Studies 12	✓	✓			✓	
	Law Studies 12	✓	✓			✓	
	Philosophy 12	✓	✓			✓	
	Physical Geography 12	✓	✓			✓	
	Social Justice 12	✓	✓			✓	
	Urban Studies 12	✓	✓			✓	
	20th Century World History 11	✓	✓			✓	
	Asian Studies 11	✓	✓			✓	
	B.C. First Peoples 11	✓	✓			✓	
	Comparative Cultures 11	✓	✓			✓	
	Human Geography 11	✓	✓			✓	
	Political Studies 11	✓	✓			✓	
	20th Century World History 11	✓	✓			✓	
	Asian Studies 11	✓	✓			✓	
	B.C. First Peoples 11	✓	✓			✓	

¹ Note: Engineering and Science are all included in “Science core” for the sake of presentation. In reality, each program may define its core independently.

² Note: The overall average will include a maximum of four course grades from the Visual and Performing Arts: the two highest Grade 11-level courses and the two highest Grade 12-level courses.

³ Note: Foundations of Math 12 can be substituted for Pre-Calculus 11 for programs that do not require UBC Math.



18 October 2017

To: Vancouver Senate
From: Senate Curriculum Committee
Re: October Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, and revised degree parchments brought forward by the faculty of Arts, and Graduate and Postdoctoral Studies (Applied Science, Arts, Education, and Medicine) be approved.”*

Respectfully submitted,

Ian Sapollnik

Senate Curriculum Committee



FACULTY OF ARTS

New course

ASIA 592 (3) The Profession of Asian Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

NAME 581 (3) Ship Design

Arts

New courses

LING 503 (3) Topics in Language Acquisition; LING 511 (3) Topics in Phonology; LING 513 (3) Topics in Phonetics; LING 521 (3) Topics in Syntax; LING 527 (3) Topics in Semantics

Revised degree parchments

Master of Arts in Gender, Race, Sexuality and Social Justice; Doctor of Philosophy in Gender, Race, Sexuality and Social Justice

Education

New courses

EDCP 544 (3) Mathematics and Science Teaching and Learning with Technologies; LLED 560 (3) Picturebooks and Literacy Development

Medicine

New course

SURG 516 (3) Program Planning and Evaluation in Surgical Care Low Resource Settings

<p>Category: (1) Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2017</p>	<p>Date: October 24, 2016 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 592 (3) The Profession of Asian Studies</p> <p>Introduction to essential skills for academic and professional work in Asian Studies. Outlines career trajectories in the PhD and beyond, including grant applications, cv-writing, and job searches. Required of Asian Studies PhD students, normally in their first year.</p>	<p>Present Calendar Entry:</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This seminar will help prepare Asian Studies PhD students for success in the program and in future academic, alt-academic, and non-academic careers.</p> <p>We hope that the course will help ensure that the program's strong track record of job placements is maintained and that our students continue to excel after completing their PhDs. Formalizing this training with a for-credit course will help ensure that students devote time and energy to the topic, and have the opportunity to exchange skills and experience in a more formal, regular setting than occasional, not-for-credit, training sessions within or outside the Department (which cannot be required of students).</p> <p>The course also introduces recent issues in the development of the field along with the structure of relevant institutions, academic and para-academic. This prepares students to navigate their time in the program and their transition to future careers. It also helps them develop skills to think critically about the institutional contexts in which they study, carry out research, and seek employment.</p> <p>The course is required for all PhD students in Asian Studies. It is intended for incoming doctoral students in the Asian Studies program; it may be taken by other students, including PhD students in other departments, with the permission of the</p>

	<p>instructor. PhD candidates finishing their programs and preparing to go on the job market are also encouraged to audit the seminar. The presence of both the full class of incoming PhD students and their more senior PhD colleagues creates an opportunity for valuable peer review and interaction among students at all levels and from various subfields. This helps create community among the students who ordinarily take few of the same classes across fields and language areas.</p> <p>There are no prerequisites and all readings are in English.</p> <p>It introduces the structure and history of Asian Studies and related fields, as well as major issues that students and future graduates may face and the documents that are typically part of a job dossier.</p> <p>The main expected learning outcomes are self-reflexivity in engaging with the institutions in which the academic study of Asia takes place; an understanding of the significance and workings of hiring, conference organizing, grant selection and similar processes; familiarity with conventions of para-academic documents such as grant and employment applications; and awareness of relevant standards of ethics.</p> <p>These parts of students' preparation was previously taking place piecemeal, if at all. The program established this requirement as a three-credit course aimed at first-year PhD students because faculty felt that many new students were not well-prepared for their academic careers during the PhD and beyond, and some missed out on opportunities (for example, because they did not understand how to write a good grant application) or had a narrow vision of the field and the possibilities it offers.</p> <p>For the past two years this course has been</p>
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taught on a pilot basis under the course code ASIA 570B-001, and the syllabus has been adjusted based on the experience of these iterations. The weekly writing assignments are designed to ensure that students apply the knowledge about the field, the hiring process, and pedagogical practice that they have learned in class and from assigned readings to practical, real-world documents such as sample syllabi and curricula vitæ, with a focus on documentary genres and expectations most relevant to Asian Studies, a field that intersects with multiple disciplines and languages.

As a pilot (but required) course, it has shared the ASIA 570 designation with other classes and had no separate calendar entry, complicating course planning and often confusing students. This proposal will create a new entry to reflect a course that is already part of the program and make the curriculum clearer to students.

It is also part of an overall reform of the PhD curriculum in Asian Studies, which over the past couple of years has heightened the emphasis on coursework before the advance to candidacy. We now (starting with the 2016–17 academic year) require eight courses per year in the first two years, which is a significantly higher course load that in most of our peer programs at UBC. We made that change with the expectation that it would include courses like this that bring together the more specialized skills and knowledge in students' other seminars and language classes.

Because this class has already been taught, there should be no impact on the overall graduate curriculum and no new demands on departmental resources. Furthermore, at the same time as the Department added the requirement to complete a for-credit professional development seminar (which

	<p>lead to the creation of this class) in their first year, it increased the total number of courses required of incoming students (eight courses in each of their first two years), so this will not reduce enrolment in other graduate courses.</p> <p>Furthermore, it reduces the burden on individual supervisors to repeatedly provide such training on an ad hoc basis (which of course they will continue to do in other ways), which can also lead to uneven results. The goal is to create a unified, effective experience for students in the program.</p>
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UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: Oct 27, 2016 Effective Session (W or S): W Effective Academic Year: 2017	Date: September 15, 2016 Contact Person: Chris McKesson Phone: 7-0622 Email: mckesson@mech.ubc.ca
Proposed Calendar Entry: NAME 581 (3) Ship Design Corequisites: NAME 578, MECH 488, CIVL 437, and one of NAME 524 or APPP 501.	URL: n/a Present Calendar Entry: n/a Type of Action: New Course. Rationale for Proposed Change: The creation of the APSC MEL program in NAME resulted in a cohort of students whose academic progression runs: Term II > CO-OP > Term I. (By contrast the MEng progression is Term I > Term II > CO-OP). Integrating the January start MEL students in the previous two-term NAME 591 is unreasonable, and demanded a reorganization of the material. The chosen solution was to split the existing two-term NAME 591 course into two components. In the first component (proposed as NAME 581) students from both masters programs will complete a ship design as individual homework assignments, every member of the class working on the same assigned ship. The existing NAME 591 course will be changed to run only in Term II for the M.Eng students, who will complete, as teams of four or five, a ship design of their own choice. <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">x</div> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not </div> </div>

	<p>applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

LING: Linguistics Department

<p>Category: 1 Faculty: Arts Department: Linguistics Faculty Approval Date: 2017 May 18 Effective Session (W or S): W Effective Academic Year: 2017</p>	<p>Date: Jan. 30, 2017 Contact Person: Strang Burton and Lois Nightingale Email: Strang.Burton@ubc.ca; Arts.Curriculum@ubc.ca;</p>
<p>Calendar Navigation: Homepage > Course Descriptions > Courses by Subject Code > LING</p> <p>Proposed Calendar Entry:</p> <p>LING 503 (3) Topics in Language Acquisition</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LING</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course is required in order to introduce graduate-level academic training in a core area of our discipline, and to utilize the academic strengths of new hires in this area in our faculty complement.</p>
<p>Proposed Calendar Entry:</p> <p>LING 511 (3) Topics in Phonology</p> <p>Prerequisite: LING 510</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: new course</p>



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	<p>Rationale for Proposed Change: This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will fit into the program after existing first-year graduate programs, and is required in order to improve the depth of academic training in the area of phonology.</p>
<p>Proposed Calendar Entry:</p> <p>LING 513 (3) Topics in Phonetics Prerequisite: LING 508</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will fit into the program after existing first-year graduate programs, and is required in order to improve the depth of academic training in the area of phonetics.</p>
<p>Proposed Calendar Entry:</p> <p>LING 521 (3) Topics in Syntax</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: new course</p>



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<p><i>Prerequisite:</i> LING 520</p>	<p>Rationale for Proposed Change: This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will fit into the program after existing first-year graduate programs, and is required in order to improve the depth of academic training in the area of syntax.</p>
<p>Proposed Calendar Entry:</p> <p>LING 527 (3) Topics in Semantics</p> <p><i>Prerequisite:</i> LING 525</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course would fit into the program after existing first-year graduate programs, and is required in order to improve the depth of academic training in the area of semantics.</p>

GRSJ: Gender, Race, Sexuality and Social Justice

To: Senate Graduate Curriculum Committee
From: Associate Dean – Academic, Dr. Stefania Burk
Date: February 14, 2017

The following proposal was approved today at the meeting of the Faculty of Arts.

Re: Change to UBC degree parchment for students in the Doctor of Philosophy in Gender, Race, Sexuality and Social Justice

Re: Change to UBC degree parchment for students in the Master of Arts in Gender, Race, Sexuality and Social Justice

Background and Rationale:

At present, the UBC parchment for MA and PhD degrees obtained by students from the Institute for Gender, Race, Sexuality and Social Justice does not indicate their field of study. Considering the wide range of disciplines within the Faculty of Arts, we believe it would benefit students to have this information on the parchment. This would clarify the nature of their studies, and would be more indicative of a student's professional and research interests and accomplishments.

In the 2013/14 academic session the name of this program was changed from “Women’s and Gender Studies” to “Gender, Race, Sexuality and Social Justice”. The Department recently realized the parchment, for the Ph.D. and M.A. degrees, no longer indicated the field of study. We seek to rectify this omission with this request. In addition we are requesting this proposal be backdated as of 2013S to allow for students, who have graduated since 2013, to request an updated parchment.

Therefore, whereas Senate has allowed for a Faculty that wishes to change what appears on the parchment for an existing degree to make a proposal to the Senate Curriculum Committee for consideration and approval by Senate, *and whereas* Senate has allowed for “inclusion of information about the field of study” on the second line of the parchment (recommendation #8 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),

Proposal:

The Institute for Gender, Race, Sexuality and Social Justices propose that, as of the 2013W academic session, information about the field of study be added to the second line of the UBC parchment for students in the Institute for Gender, Race, Sexuality and Social Justice graduate programs as follows:

Master of Arts:

Line 1: "Master of Arts" (no change)

Line 2: Field of Study, "Gender, Race, Sexuality and Social Justice"

Doctor of Philosophy:

Line 1: "Doctor of Philosophy" (no change)

Line 2: Field of Study, "Gender, Race, Sexuality and Social Justice"



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Curriculum and Pedagogy Faculty Approval Date: May 3, 2017</p> <p>Effective Session <u>Summer</u> Effective Academic Year <u>2017</u></p>	<p>Date: March 25, 2015 Contact Person: Dr. Marina Milner-Bolotin Phone: 604-822-4234 Email: marina.milner-bolotin@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDCP 544 (3) Mathematics and Science Teaching and Learning with Technologies</p> <p>Course calendar entry:</p> <p>Theoretical underpinnings and pedagogical, social and economic implications of 21st century technology-enhanced mathematics and science education.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=EPSE</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New course creation</p> <p>Rationale for Proposed Change: This new graduate course provides students with a timely opportunity to unpack the theoretical underpinnings of the design of modern technology-enhanced math and science (M&S) learning environments. It challenges graduate students to explore how these technologies affect contemporary M&S education. The course addresses a critical gap that is also relevant to the UBC Faculty of Education: critical engagement of educators with technologies in the subject-specific context. The course will do it by dealing with the growing and timely area of study that focuses on the pedagogical implication of technology-enhanced M&S learning environments. This will be done by bridging theoretical and practical knowledge. The course provides much needed professional development opportunities for our graduate students M&S educators. It also attracts students in a range of department and Faculties, such as the Faculties of Science, Applied Science, and Land and Food Systems. The course challenges students to examine, critique and develop innovative technology-enhanced educational materials and contextually-relevant professional development opportunities, while considering their potential impact on student M&S learning. In addition, the course helps graduate students to develop critical thinking skills – such as evaluating already existing educational materials, evaluating the impact of technology implementation, grant writing, designing educational-technology professional-development activities, etc. It ran successfully four times in the Summers of 2011 (12 students), 2012 (11 students), 2013 (9 students), 2014 (6 students). Course evaluations and student feedback were overwhelmingly positive.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Department: LLED Faculty Approval Date: May 3, 2017 Effective Session (W or S): Summer Effective Academic Year: 2017</p>	<p>Date: February 1st, 2017 Contact Person: Margot Filipenko Phone: 604-827-5680 Email: margot.filipenko@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>LLED 560 (3) PICTUREBOOKS AND LITERACY DEVELOPMENT: Explore, analyze and critique recent developments in picturebooks, ways of engaging with these texts and bridging picturebook forms and innovations with theories of literacy development in children.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=c&code&code=LLED</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course creation</p> <p>Rationale for Proposed Change:</p> <p>In the 21st century children are inundated with a growing range of texts that incorporate images and illustrations to support or carry the informational load alongside the written text. Such texts include, for example, advertising, the Internet, computer games, as well as <i>picturebooks</i>. The role of illustration in <i>picturebooks</i> reflects a new type of text, different from the illustrated picture books of the past in which illustrations simply served to support the written text. Today picturebooks are multimodal texts that combine two or more communication modes to make meaning. Given the preponderance of picturebooks in the elementary classroom it is essential that teachers have an understanding of theory and research that underpins understandings of the relationship between text and image in picturebooks; the constantly changing landscape of children's picturebooks; students' patterns of engagement with picturebooks and the important role that such literature plays in effective literacy instruction that encourages children to think deeply and critically about what they read and view.</p> <p>This course has already been offered as a special topics course and is primarily intended as an elective in the LLED literacy graduate programs, Early Childhood Education graduate program and the Master of Arts in Children's Literature Program, but graduate students from other programs are welcome.</p>

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**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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Pass/Fail or

☐

Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine</p> <p>Schools: Surgery</p> <p>Faculty Approval Date: August 28th, 2017</p> <p>Effective Session: Winter</p> <p>Year: 2017</p>	<p>Date: Sept 5, 2017</p> <p>Contact Person: Dr. Brian D. Westerberg</p> <p>Phone: 604-875-5372</p> <p>Email: BWesterberg@providencehealth.bc.ca surgery.international@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>SURG 516 (3) Program Planning and Evaluation in Surgical Care Low Resource Settings</p> <p>Online Course. Program Planning and Evaluation in Surgical Care contexts. Theory, approaches and methods for conducting surgical care programs among populations in various low resource contexts. Key concepts, ethical approaches and practices, and practical skills development.</p> <p><i>This course is not eligible for Credit/D/Fail grading. Prerequisite: SURG 510</i></p> <p>Credit will be granted for only one of SPPH 540 or SURG 516.</p>	<p>URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SURG</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p> <p>‘Global Surgery 2030’, the recent publication of the Lancet Commission on Global Surgery emphasizes the need to strengthen the national health systems that provide surgical services and the need for international partners to support local leaders in provision</p>

	<p>of equitable surgical care. There is a need for design and implementation of contextual and effective surgical care programs with long term impacts in partnership with leaders, health systems and communities in low resources settings. As such, there is a need for Global Surgical Care professionals to have an understanding of assessment, program planning, evaluation, and engaging with partners and communities in order to provide appropriate and sustainable services and programs. The Branch of International Surgical Care recognized the need for students to develop an understanding in program planning and evaluation, and in 2015, formed a partnership with SPPH to run SPPH 540 for surgical care students. The need, however, for a course tailored to the needs of surgical care students, taking into account specific surgical care case study examples and programmatic approaches has been recognized. There are no courses specific to this topic to date, and this represents an opportunity to provide the background knowledge, discussion format and opportunity to build planning and evaluation skills with real world surgical care programs and scenarios. The course will equip students to engage effectively and ethically in surgical services and systems, becoming leaders in developing and evaluating impactful programs in low resource settings both internationally and in Canada.</p>
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12 October 2017

To: Senate
From: Nominating Committee

Re: A) Amendments to Policy 18: Appointment of Designated Senior Academic Administrators
B) Committee Adjustments

A) Amendments to Policy 18: Appointment of Designated Senior Academic Administrators

The Senate Nominating Committee has received a request from the Office of the University Counsel to amend Joint Board/Senate Policy 18: Appointment of Designated Senior Academic Administrators. The amendments proposed by the University Counsel related to adjusting the title of the Vice-President Research and International to that of Vice-President Research and Innovation, to delineate the procedures for the appointment of a Vice-Provost International, and consequential and editorial changes throughout. As Senate may be aware, Policy 18 is one of several joint Board and Senate policies established to implement the following power of the Board of Governors under Section 27 (2)(f) of the *University Act*: “with the approval of the senate, to establish procedures for the recommendation and selection of candidates for president, deans, librarians, registrar and other senior academic administrators as the board may designate”. Included in this package are both the policy itself and the procedures to Policy 18; while the Board has delegated to the President the ability to amend the procedures to Policy 18, the Senate has made no such delegation and thus considers and approves both policy and procedural changes. The Nominating Committee is in support of the changes and recommends them to Senate; however, in the course of its considerations over the past year, other issues with Policy 18 have come to this committee and its predecessor’s attention that the Committee resolved to address when an opportunity presented itself.

As some senators are aware, from the establishment of the offices of academic vice-presidents in the 1970s through 2012, both the Board and the Senate were represented on search committees. In 2012 the Board approved an amendment to remove the Senate’s representation in favour of faculty members at-large to be appointed to search committees by the Senate. While this change was noted the submission made to the Board of Governors in some detail, it was only described in a covering memorandum to the Senate as “to increase faculty member representation on the advisory committees.” That such an increase was accomplished by removing the Senate’s members was regrettably not noticed by the Senate Nominating Committee at that time. In substance, the change made



was to strike “by and from” the Senate and replace this with merely “by”. This change was not noticed by the Senate until 2016 when the Faculty Association objected to the Senate making appointments to the search committee for the Vice-President Academic & Provost without consideration of non-senators.

Upon review, while the Committee is fully supportive of faculty involvement in administrative appointments, it is of the opinion that this is best accomplished through active faculty participation in the formal senior governance structures of the University (Namely, the Board of Governors and Senates) and through open consultation and comments from faculty members, rather than through ad-hoc appointments of faculty at-large to search committees. The Committee is of the opinion that those faculty members involved in governing bodies have the most current and frequent interaction with those offices to be appointed and thus are best informed to serve on these search committees. The Committee further believes that co-representation should be restored between the Board and from the Senates as equal branches of UBC’s governing structure. The Committee notes that should a responsible executive (In this case the President or an academic vice-president) wish to have additional faculty members serve on these committees, they have - and will continue to have - the ability to appoint further members.

Therefore, the Senate Nominating Committee recommends to Senate:

That Senate approve the attached amendments to Policy 18 and its procedures with the proviso that the Board of Governors or the President concur with amendments to the Procedures to Policy 18 to change all appointments to be made “by” a Senate to read “by and from” a Senate.


B) Committee Adjustments

The Nominating Committee would recommend the following changes to the membership of committees of Senate:

That Dr Gage Averill be appointed to the Senate Tributes Committee until 31 August 2020 and thereafter until replaced, to replace Dr Catherine Dauvergne;

That Ms Ainsley MacDougall be appointed to the Senate Curriculum Committee until 31 March 2018 and thereafter until replaced, to fill a vacancy; and

That Ms Alexandra Glinsbockel be appointed to the Senate Library and Tributes committees until 31 March 2018 and thereafter until replaced, to replace Mr Jeffery Solis.

<div><div><div>The University of British Columbia</div><div>Board of Governors</div><div>Okanagan Senate</div><div>Vancouver Senate</div></div></div>	<div>Policy No.:</div> <div>18</div>	<div>Approval Dates:</div> <div><div><div>• UBCV Senate</div><div>May 14, 2008</div></div><div><div>• UBCO Senate</div><div>May 15, 2008</div></div><div><div>• Board</div><div>June 5, 2008</div></div></div> <div><div>Last Revision:</div><div><div><div>• UBCO Senate</div><div>January 25, 2012</div><div><div>[October, 2017</div><div>anticipated]</div></div></div><div><div>• Board</div><div>February 3, 2012</div><div><div>June 14, 2017</div></div></div><div><div>• UBCV Senate</div><div>February 15, 2012</div><div><div>[October, 2017</div><div>anticipated]</div></div></div></div></div>
	<div>Responsible Executive:</div> <div>President</div>	
<div>Title:</div> <div>Appointment of Designated Senior Academic Administrators</div> <div>(Joint Senate and Board Policy)</div>		
<div>Background & Purpose:</div> <div>Section 27(2)(f) of the University Act, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for senior academic administrators.</div> <div>For extensions and acting appointments, please refer to Policy No.24 (Extension of Appointments for Designated Senior Academic Administrators).</div>		

1. Definitions and Interpretation Rules

- 1.1 A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

2. Scope

- 2.1 This Policy applies to all appointments of *Designated Senior Academic Administrators*.
- 2.2 Currently, the President of the University holds the title of Deputy Vice-Chancellor for UBC Vancouver and the Vice-President, Academic and Research (UBC Okanagan) holds the title of Deputy Vice-Chancellor and Principal for UBC Okanagan. If at some point in the future, it is determined that the position of Deputy Vice-Chancellor is to be held by a person other than the

President in the case of UBC Vancouver or the Vice-President, Academic and Research (UBC Okanagan) in the case of UBC Okanagan, the process for dealing with appointments for the Deputy Vice-Chancellor and Principal (UBC Okanagan) or the Deputy Vice-Chancellor (UBC Vancouver) as set out in this Policy and any associated Procedures will apply. However, unless and until such a determination is made, the normal selection process for the President or for the Vice-President, Academic and Research (UBC Okanagan), as applicable, will be applied.

3. Selection of Candidates

- 3.1 For the selection of candidates for *Designated Senior Academic Administrators*, the President shall convene an *Advisory Committee* as described in the Procedures and will consider the advice of the *Advisory Committee* in making a recommendation to the Board of Governors.
- 3.2 The President's recommendation, which may include recommended terms and conditions of the appointment, will be considered by the Board of Governors which must approve the appointment and has the authority to establish the terms and conditions for any such appointment.

4. Procedures Not to Conflict

- 4.1 Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Policy #18
Definitions and Other Interpretation Rules

1. Definitions

In Policy #18 – Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Academic Associate Vice-Presidents”*** means the positions designated as such by the President, from time to time, in the Procedures associated with this Policy.
- b. ***“Academic Vice-~~P~~residents”*** means the following:
 1. Provost and Vice-~~P~~resident Academic (UBC Vancouver); and
 2. Vice-~~P~~resident, Academic and Research (UBC Okanagan).
- c. ***“Advisory Committee”*** means an advisory committee to the President as defined in Article 2 in the Procedures associated with this Policy.
- d. ***“Deans”*** means:
 1. the Deans of UBC Okanagan Faculties;
 2. the Deans of UBC Vancouver Faculties;
 3. the Deans of Dual-Campus Faculties.
- e. ***“Designated Senior Academic Administrators”*** means the following:
 1. Deputy Vice-Chancellor and Principal (UBC Okanagan);
 2. Deputy Vice-Chancellor (UBC Vancouver);
 3. *Academic Vice-~~P~~residents*;
 4. Vice-~~P~~resident, Research and ~~International~~Innovation; and
 5. *Academic Associate Vice-Presidents*.
- f. ***“Dual-Campus Faculty”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole Dual-Campus Faculty was the Faculty of Applied Science.]
- g. ***“Responsible Executive”*** means:
 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- h. ***“Principals”*** means:
 1. the Principal of the College of Health Disciplines; and
 2. the Principal of the College for Interdisciplinary Studies.
- i. ***“UBC Okanagan Faculty”*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Okanagan Faculties were the Faculty of Arts and Sciences (now known as the Irving K. Barber School of Arts and Sciences), the Faculty of Creative and Critical

Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]

- j. ***“UBC Vancouver Faculty”*** has the same meaning attributed to the term "Faculty of UBC Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Vancouver Faculties were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

PROCEDURES

Approved: June 5, 2008

Revised: ~~December 5, 2016~~ June 14, 2017

Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors." Note: the most recent procedures may be reviewed at <http://universitycounsel.ubc.ca/policies/index/>.

1. Academic Associate Vice-Presidents

- 1.1 The following individuals are designated as *Academic Associate Vice-Presidents*:
 - 1.1.1 Associate Vice-President, Research;
 - 1.1.2 Vice-Provost, International;
 - 1.1.3 Provost and Vice-Principal (Academic) (UBC Okanagan);
 - 1.1.4 Vice-Principal (Research and Innovation) (UBC Okanagan);
 - 1.1.5 Deputy Provost (UBC Vancouver);
 - 1.1.6 Vice-Provost, Graduate and Postdoctoral Studies (UBC Vancouver);
 - 1.1.7 Vice-Provost and Associate Vice-President, Academic (UBC Vancouver); and
 - 1.1.8 Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities (UBC Vancouver).
- 1.2 Currently, the Dean of the Faculty of Graduate and Postdoctoral Studies holds the title of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver). Where a Vice-Provost concurrently holds the position of Dean of a Faculty, the normal selection process for a Dean will be applied. If, at some point in the future, it is determined that the position of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver) is to be held by a person other than the Dean of the Faculty of Graduate and Postdoctoral Studies, the appointment process for *Academic Associate Vice-Presidents* will be applied.

2. Advisory Committee for the Appointments

- 2.1 For the *Deputy Vice-Chancellor and Principal (UBC Okanagan)* or the *Deputy Vice-Chancellor (UBC Vancouver)*, the President will convene an *Advisory Committee* with the following membership:

For the Deputy Vice-Chancellor and Principal for UBC Okanagan or the Deputy Vice-Chancellor for UBC Vancouver			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair

Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Deputy Vice-Chancellor as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

- 2.2 For the selection of an **Academic Vice-President**, the President will convene an **Advisory Committee** with the following membership:

For the Academic Vice-Presidents			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Persons appointed by the Chair from the members of the Board of Governors, at least one of whom must be a faculty member	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	2	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Dean or Principal selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students

	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

- 2.3 For the selection of the Vice President, Research & International and Innovation, the President will convene an **Advisory Committee** with the following membership:

For the Vice President, Research & International and Innovation			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan.	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Vice President, Research & International and Innovation as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the Chair	Chair and Members of Advisory Committee

	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the Chair	Students
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- 2.4 For the selection of an *Academic Associate Vice-President*, the President will convene an *Advisory Committee* with the following membership:

For the Academic Associate Vice-Presidents other than the Associate Vice-President, Research and the Vice-Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The <i>Academic Vice-President</i> to whom the <i>Academic Associate Vice-President</i> will report	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least one of whom must be a faculty member	President
	1	Person selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the President	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students

For the Associate Vice-President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	The Vice-President, Research & International and Innovation	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice-President, Research & International and Innovation	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee
	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President	Students

For the Vice-Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The Provost and Vice-President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	1	Provost and Vice-Principal (Academic) (UBC Okanagan)	Ex Officio
	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Provost and Vice-President Academic (UBC Vancouver)	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	2	Persons selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate

	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student registered in a degree or diploma program at UBC Okanagan selected by the Board of Directors of the Student Union of UBC Okanagan	UBCSUO Board of Directors
	1	Student registered in a degree or diploma program at UBC Vancouver selected by the Council of the Alma Mater Society of the University of British Columbia	AMS Council
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee
	N/A	One student registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee

- 2.5 The Chair of the **Advisory Committee** for the selection of an **Academic Associate Vice-President** must consult with the President before confirming the composition of the **Advisory Committee**.
- 2.6 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.
- 2.7 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selections.

3. Replacement of Advisory Committee Members

- 3.1 **Vacancy or Inability to Participate:** If a member of an **Advisory Committee** becomes unwilling or unable to serve as a member of the **Advisory Committee** before it has completed its work, the Chair, in consultation with the President, may appoint a replacement member. While the replacement member may be any person whose participation is expected to contribute significantly to the **Advisory Committee's** activities, the usual practice is for the replacement member to be from the same stakeholder group as the person being replaced.
- 3.2 **Student Status:** If a student member of an **Advisory Committee** ceases to be a student at the University but remains willing and able to continue to serve as a member of the **Advisory Committee**, the Chair, in consultation with the President, may permit the student to continue to serve or may appoint a replacement student member. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student selected from the graduate students associated with a specific campus, the replacement student will be appointed from the graduate students associated with that campus.
- 3.3 If a replacement member is not appointed, the **Advisory Committee** may complete its work notwithstanding the vacancy.

4. Procedure for Advisory Committee

- 4.1 The Chair of the Advisory Committee will be responsible for calling meetings.
- 4.2 Meetings may be held face-to-face, via telephone conference, video conference or any means determined by the Chair of the Advisory Committee.
- 4.3 The quorum required to transact business at meetings will be a majority of the members of the Advisory Committee unless otherwise determined by the Chair.

5. Customary Practices: In making appointments to an *Advisory Committee*, including replacement appointments under Article 3 of these Procedures, the President will endeavour to provide for a diverse and balanced *Advisory Committee*.

6. Term and Remuneration

- 6.1 The form and amount of remuneration of *Designated Senior Academic Administrators* must be established and documented in writing at or before the effective date of the appointment.
- 6.2 Designated Senior Academic Administrators may be appointed for terms of up to five years.

7. Responsible Executive

- 7.1 **Appointment:** The individual responsible for Policy #18 and these associated Procedures is the President.
- 7.2 **Sub-Delegation:** The Responsible Executive is not limited in sub-delegation of the duties hereunder but remains responsible for oversight.

8. Administrative Leaves

- 8.1 As part of the terms of an appointment, a *Designated Senior Academic Administrator* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided, however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Designated Senior Academic Administrator* during any such administrative leave must be documented in writing at or before the effective date of the appointment.
- 8.2 Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning to the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members, administrative leave will only be granted to the *Designated Senior Academic Administrator* if he or she holds a tenured appointment and actually returns to active duty as a faculty member for at least one year immediately after the period of the administrative leave.
- 8.3 If an administrative leave is granted, time served as a *Designated Senior Academic Administrator* and time taken on administrative leave will not be included in the years of service for the purpose of calculating study leave.
- 8.4 During the period of administrative leave, the faculty member continues to be a full-time employee of the University, and is required to comply with the University's policies and procedures.

- 8.5 Any arrangements with respect to administrative leave for a ***Designated Senior Academic Administrator*** that were established and documented in writing prior to May 1, 2008 will not be affected by these Procedures.
- 8.6 Any deviations from the Articles of these Procedures dealing with administrative leave may only be made with the written approval of the President.