

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
www.senate.ubc.ca

OKANAGAN SENATE

AGENDA

Wednesday 05 November 2008

3:30 P.M. – 5:30 P.M.

Room: LIB 317 | UBC OKANAGAN CAMPUS

1. Senate Membership – Associate Registrar Mr. Fred Vogt

Declarations of Vacancy under Section 12 of the *Rules and Procedures of the Okanagan Senate*, and Section 36(6) of the *University Act*.

- Student Representative to Senate for the Faculty of Creative & Critical Studies (to replace Ms Christina Kuhn), to serve until 31 March 2009; and Student Representative At-large to Senate (to replace Mr Ben Steinberg), to serve until 31 March 2009.

2. Minutes of the Previous Meeting, 08 October 2008 – Prof. Stephen J. Toope
(approval) (circulated – Item 2)

3. Business Arising from the Minutes – Prof. Stephen J. Toope

4. Chair’s Remarks and Related Questions – Prof. Stephen J. Toope

5. Deputy Vice-Chancellor’s Remarks – Dr. Doug Owram

6. From the Board of Governors – Prof. Stephen J. Toope

Confirmation that the following recommendations of the Okanagan Senate were approved as required under section 38 of the *University Act* (information)

10 September 2008 Meeting of Senate

Curriculum proposal from the Faculty of Applied Science.

- 7. Agenda Committee – Mr. Robert Chavarie**
 - a. Oral Status Report on Special Leave of Absence: referral from September 2008 meeting of Senate (information)
 - 8. Academic Policy Committee – Dr. Jan Cioe**
 - a. Interim Arrangement for Granting of Graduate Degrees (approval) (circulated – Item 8a)
 - 9. Granting of Degrees – Prof. Stephen J. Toope**
 - a. Candidates for Degrees: lists as submitted by the Faculties and the College are available for advance inspection at Enrolment Services, and will also be available at the meeting (approval)

The Chair of Senate calls for the following motion:

“That the candidates for degrees, as recommended by the Faculties and the College, be granted the degrees for which they were recommended, effective November 2008, and that a committee composed of the Registrar, the appropriate Dean, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments (2/3 majority required).”
 - 10. Curriculum Committee – Mr. Christopher Eaton**

Curriculum Proposals from the Faculty of Arts and Sciences (approval) (circulated – Item 10)
 - 11. Learning and Research Committee – Mr. Peter Arthur**
 - a. UBC Class Scheduling Principles (approval) (circulated – Item 11a)
 - 12. Admissions and Awards Committee – Dr. Sharon McCoubrey**
 - a. Principles of Effective Undergraduate Admission to UBC (approval) (circulated – Item 12a)
 - 13. Other Business**
-

Regrets: Kelly Ross telephone (250) 807-9259 or email kelly.ross@ubc.ca
UBC Senates: www.senate.ubc.ca

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OKANAGAN SENATE

MINUTES OF 08 OCTOBER 2008

Attendance

Present: President S. J. Toope (Chair) (via videoconference), Deputy Vice-Chancellor Dr. D. Owram (Vice-Chair), Mr. F. Vogt (Associate Registrar and Acting Secretary), Dr. A. S. Abd-El-Aziz (Provost), Mr. P. Arthur, Dean B. Bauer, Dean R. Belton, Ms. S. Bertrand, Ms. M. Burton, Mr. N. Cadger, Dr. J. Castricano, Mr. R. Chavarie, Dr. J. Cheng, Dr. J. Cioe, Dr. F. de Scally, Mr. C. Devenish, Dr. J. Gustar, Dr. C. Hodge, Dr. J. Johnson, Dr. A. Joy, Dr. D. Keyes, Mr. M. Koovisk, Ms. R. L'Orsa, Dr. R. Lalonde, Mr. G. Lepp, Dr. G. Lovegrove, Dr. S. McCoubrey, Dr. C. Mitton, Acting Dean C. Mathieson, Dr. H. Najjaran, Dr. B. Nilson, Dr. B. O'Connor, Dr. G. Pandher, Ms. L. Patterson, Dr. M. Rheault, Dr. C. Robinson, Acting Dean K. Rush, Dr. C. Scarff, Dr. B. Schulz-Cruz, Dean I. Stuart, Mr. R. Whitehouse, Dr. S. Yannacopoulos

Guests: Mr. C. Eaton (Acting Associate Secretary)

Regrets: Mr. B. Silzer (AVP and Registrar), Mr. G. August, Dean R. Campbell, Acting Dean S. Cockcroft, Ms. L. Driscoll, Dr. M. Duran-Cogan, Dr. J. Gustar, Ms. C. Kuhn, Ms. V. Lymberopoulos, Ms. T. Palynchuk, Mr. B. Steinberg, Ms. G. Zilm

Recording Secretary: Ms. K. Ross

Call to Order

The President stepped down from his role as Chair as he attended the meeting via video-conference; the Vice-Chair Dr. Doug Owram called the Senate to order and presided over the meeting.

Agenda

The Agenda was accepted by consent.

Minutes of the Previous Meeting, 10 September 2008

Moved: Dr. Cioe
Seconded: Dr. Abd-El-Aziz

That the minutes of the Okanagan Senate Meeting of 10 September 2008 be adopted as amended.

CORRECTION

The first paragraph of page 3 under *Provincial Budget* of the minutes was corrected to state that the Premier would visit campus on 23 September 2008. The order of words in the first paragraph of page 6 was corrected.

The minutes were adopted as corrected.

Business Arising from the Minutes

None.

President's Remarks and Related Questions via videoconference

President Toope expressed his delight to attend the Okanagan Senate, albeit by video-conference.

MEETING WITH HIV RESEARCHERS

The President reported on his recent visit to a meeting with lead HIV researchers in the downtown east side of Vancouver; he conveyed his gratitude for their work the critical role played by universities in addressing important societal issues.

PRESIDENTIAL GOALS

The President stated that he had presented a detailed report on his own personal goals for the following year to the Board of Governors at their first meeting this fall. He shared with Senators his over-arching goals from that report.

1. **Government Relations** -- to enhance relationships between the University and the various levels of government, particularly the provincial government. The President indicated the importance of bringing the higher education agenda to the forefront of discussion with government. As part of this item, the President noted that he would serve as Chair of the University President's Council (TUPC), and that this role would provide an additional opportunity to focus on collaborations with government.

2. **Strategic Planning** -- to undertake extensive consultation with the wider community including the Senates on renewing the UBC Strategic Plan (*please see <http://www.strategicplan.ubc.ca/>*).
3. **Student Experience** -- to deepen the learning experience for students at the University of British Columbia. The President noted that the Vancouver campus may learn from practices at UBC Okanagan, as the Vancouver campus may have considerably greater challenges, which could result in a longer term process.
4. **Development Campaign** (pending Board approval) -- to emphasize the creation of a comprehensive development campaign to address the gap resulting from the University's funding needs growing faster than could be supported by tuition fees and government grant funding. The President noted that the Okanagan campus has already conducted a feasibility study, which would roll into a system plan; planning at the Vancouver campus was proceeding approximately two months behind the Okanagan.
5. **Administration & Finance Vice-Presidential Portfolio** -- to renew the portfolio to ensure a transparent budget linked clearly to the strategic academic goals.

The President also reported on each of the following items.

STRATEGIC PLANNING PROCESS

The President reported that the University has taken on a significant planning process to renew the UBC Strategic Plan as *TREK 2010* nears the end of its planned life span. The community has been asked to think about its aspirations for the future of UBC, which resulted in 1,400 survey responses at the first stage of consultation. The President felt encouraged by such a large initial response rate; he noted the commitment that he and the Deputy Vice-Chancellor have made to pay close attention to budgetary decisions with the strategic planning objectives in mind. President Toope noted that there would be opportunities for Senators to engage in the process over the following year.

PRESIDENT'S ADVISORY COUNCIL ON SUSTAINABILITY

The President reported that a President's Advisory Council on Sustainability had been created to coordinate and advance the university's operational and academic efforts. An academic program working group of the President's Advisory Council on Sustainability would be organized at UBC Okanagan similar to the Vancouver campus working group; he encouraged Senators to participate.

BUDGET UPDATE

The President recalled that UBC faced an unexpected provincial government reduction of anticipated revenue increases in the amount of 6.2 percent in March 2008. He added that the anticipated reduction in the number of FTE student seats assigned over time to UBC

Okanagan continues to be problematic. The President remained optimistic, however, that there were ways to address such concerns with the provincial government. The President and Deputy-Vice Chancellor had agreed that the Okanagan campus build-out would continue as originally planned. He indicated that the university remains engaged in very positive discussions with the government.

GOVERNMENT LETTERS OF EXPECTATION

The President discussed the original Government Letter of Expectation that had been sent to all BC universities outlining the relationship between government and the universities. He described the first draft as unsettling to both UBC and other institutions. He stated that both he and the Chair of the UBC Board of Governors had refused to sign the initial letter – as did the other research-intensive universities in BC. Thereafter the Ministry of Advanced Education had withdrawn the original letter and sent a second draft. The President noted that the second version was improved overall and had a more cooperative tone. The President reported that the four research-intensive universities had signed the second version of the Government Letter of Expectation. UBC had also included a cover letter stating that the matter would need to be revisited.

Discussion

In response to a question from Dean Bauer regarding the protection of university endowment revenues during the current financial downturn, the President reported that the university endowment investment management responsibility rests with UBC Investment Management Trust Incorporated (UBC IMANT). UBC IMANT was established by the University in March 2003 as a wholly owned subsidiary. A review of the spend rate on the endowment fund, which is currently set at five percent, occurred every three years and that the next review would happen shortly. Should such a review indicate that the spend rate is too high given the current financial climate, it would be reduced. The President noted that most US endowment funds were paying out between 4 and 4.2 percent. The President expressed that he was encouraged by UBC IMANT's recent presentation to the Board of Governors, which indicated that the managers have been doing their best during this unpredictable economic time.

Vice-Chair's Remarks and Related Questions

FOLLOW UP ON BUDGET UPDATE

The Vice-Chair Dr. Ooram reported that he had recently met with senior officials from the Ministry of Advanced Education. He indicated that they did not share developments about the budget or what the Treasury Board might do, which complicates budget planning for UBC Okanagan. Deputy Vice-Chancellor Ooram remained hopeful that following meetings with the Council of Senates Budget Committee, he could bring a more detailed budget update back to the Senate in November 2008.

UNIVERSITY STATISTICS: ENROLMENT, GROWTH, RESEARCH

The Vice-Chair reported the following enrolment numbers and other University statistics for Term 1 of 2008/2009:

- 5,390 students enrolled in Term 1 at UBC Okanagan, including 260 graduate students. 32 graduate students had graduated in 2007/2008.
- Students came from the following regions:
 - o 40 percent from the Okanagan;
 - o 20 percent from Vancouver and the Lower Mainland;
 - o 20 percent from BC but from outside the aforementioned regions; and
 - o 20 percent from outside of the province
- 60 percent of the students are female and 40 percent are male.
- The largest increases over 2007/2008 occurred in Management, Human Kinetics and Engineering.
- Research grants had grown by 42 percent over the previous year.

Vice-Chair Dr. Owram conveyed his congratulations to Dr. Sharon McCoubrey, who was recently awarded the Outstanding Faculty Community Service Award. The Deputy Vice-Chancellor expressed gratitude to Dean Bauer for a recent successful welcome event for new faculty and staff in the Irving K. Barber School of Arts and Sciences. Dr. Barber had been delighted to meet the students and to receive a special card from those undergraduate students who had received funding for research.

Discussion

In response to a question concerning the 2010 Olympics, the President noted that, although a recent report on the 2010 Olympics had declared that there would not be a request for further public funds, there remained concern about over expenditure on facilities such as the Vancouver Convention and Exhibition Centre.

In response to a question from Mr. Emerson regarding the University budget and student awards, the President confirmed that most student award funds come either from the operating budget as a whole or from private donors. He announced that the Development Office has already received approximately 100 new scholarships and bursaries. The President expressed with confidence that funding for student awards would remain stable and continue to grow over time.

Nominating Committee

SENATOR COMMITTEE ASSIGNMENTS

Acting Committee Chair Dr. Jan Cioe recommended the following motions to Senate. Mr. Peter Arthur agreed to step in as temporary Vice-Chair while the Senate considered the motion. Vice-Chair Dr. Doug Owram left the room during that time.

VICE-CHAIR OF SENATE

Moved: Dr. Cioe
Seconded: Dr. Lalonde

That Dr. Doug Owram be elected as Vice-Chair of Senate until 31 August 2009.

Carried.

COMMITTEE ASSIGNMENTS

Membership of the Council of Senates Budget Committee:

Moved: Dr. Cioe
Seconded: Dr. Gustar

That Mr. Peter Arthur, Dr. Annamma Joy, Dr. Daniel Keyes, Dr. Gordon Lovegrove, Dr. Craig Mitton, and Dr. Ben Nilson be appointed to the to Council of Senates Budget Committee as Faculty Representatives until 31 August 2011 and thereafter until replaced.

AND

That Mr. Paul Emerson and Mr. Grayson Lepp be appointed to the Council of Senates Budget Committee as Student Representatives until 31 March 2009 and thereafter until replaced.

Carried.

Curriculum Committee

Acting Committee Chair Mr. Christopher Eaton presented the report on behalf of the Committee.

See also, 'Appendix A: Curriculum Summary.'

Moved: Dr. Gustar
Seconded: Dr. Lalonde

That Senate approve new and revised courses and programs brought forward by the Faculties of Arts and Sciences, Health and Social Development, and the College of Graduate Studies as set out in the attached proposals.

Carried.

Learning and Research Committee

Committee Chair Mr. Peter Arthur had circulated the proposed Strategic Research Plan for endorsement by the Senate.

Moved: Mr. Arthur
Seconded: Dr. Abd-El-Aziz

That Senate endorse the Strategic Research Plan for UBC Okanagan as presented by the Learning and Research Committee.

The Provost was invited to comment on the proposal. Dr. Abd-El-Aziz stated that in 2007, the Learning and Research Committee had originally asked the Provost's Office to create a Task Force to review the UBC Okanagan Strategic Research Plan. Dr. Abd-El-Aziz announced the 16 UBC Okanagan faculty and student member names who had participated on the Task Force over the previous year. The review process of the 2009-2014 Strategic Research Plan included two open forum consultations with the UBC Okanagan community in addition to a presentation to the UBC Okanagan Academic Council. The document was intended to serve three purposes:

1. To communicate the research vision that the Task Force desired to achieve in the next five years.
2. To translate the research imperatives in the Academic Plan into actionable strategies.
3. To serve as a decision-making tool for resource allocation and development.

A full report of the UBC Okanagan Strategic Research Plan is available upon request from the Okanagan Senate Secretariat.

Discussion

Dr. Cioe stated his concerns for the aspiration noted on page 3 that "...every UBC Okanagan student will have the chance to participate in an advanced scholarly research project" is an impractical but ideal goal; this is true also for the statement on page 8 to "create research opportunities for all fourth-year undergraduate students." He indicated his support for these sentiments in principle but asked the Provost how they would be realized given existing limitations on laboratory space, financial resources, volume of projects, among others; Dr. Cioe suggested that this language may create a false sense of expectation among students. The Provost responded by stating that these are goals to which UBC Okanagan is aspiring. He added that although not all undergraduate students would have full research experience, it was the hope of the Committee that, with time, the curriculum would provide an exposure to research, i.e., writing a research proposal. The Provost expressed the opinion that the document does not create false expectations since research falls under many umbrellas. Mr. Emerson suggested that several faculties already allowed their students to engage in practical research projects; he was supportive of the language as presented.

Dr. Lalonde recommended that the document reflect opportunities for faculty and students to conduct research that they enjoy. The Provost replied that the intent of the Committee had been to include interest-based research in the document; he noted that language to this effect would be included in the final version.

Dr. Johnson spoke in support of language indicating that UBC Okanagan would support any faculty members' areas of interest that are fruitful and reminded Senators of UBC's commitment to academic freedom. He hoped that the transparent management processes listed on page 12 should not take five years to establish. The Provost agreed that UBC faculty were free to pursue research interests of their own choosing and that funding models should support faculty in all such endeavours.

Dean Belton congratulated the Provost and the Committee for improving upon early drafts of the document. He requested further information about new facilities including "performance, studio, galleries, and media labs" (page 17, item (1.1)). Dr. Abd-El-Aziz stated that the document reflected recent discussions with AVP Operations Aidan Kiernan. The Provost stated that he would confirm this item with Mr. Kiernan, and adjust the final version if necessary.

Dean Belton stated that *Strategy 2.10* did not appear to fit in with the other strategies listed in the document; the Provost stated that the Committee asked that this item appear in both the Academic and Strategic Research Plans in order to show commitment by UBC Okanagan.

Dr. Mitton expressed his opinion that the document read as a wish list. He stated that as a research chair on this campus, he would like to know how the strategies would be implemented. The Provost encouraged Senate to endorse the Strategic Research Plan in principle; in cooperation with the Dean and faculty members, he would work on the operational plan to consider opportunities and directions forward. The Provost noted that our Deans as leaders of the University should play a key role in setting the overall direction. The Deputy Vice-Chancellor reminded Senators that the Strategic Research Plan was a living document that would evolve over time.

Dean Bauer commended the level of consultation involved to progress the Strategic Research Plan to the current version. He expressed a concern, however, that the plan appeared to duplicate the Academic Plan, albeit with greater detail. He shared Dr. Cioe's concern that it might not be realistic to fund the strategies outlined in the plan within five years and that UBC Okanagan might therefore not meet its objectives. The Deputy Vice-Chancellor expressed support for Dean Bauer's comment; he noted however that areas of excellence may emerge at UBC Okanagan over time. He added that the Strategic Research Plan sets a bar for the campus to aspire to -- without being unrealistic.

Dr. Najjaran suggested that more emphasis should be placed on the importance of people and that a few more strategies – outside of the one priority of "doing research" – be included, such as faculty members aspiring to teach more effectively, to be more entrepreneurial, to build a prosperous business, among others. He asked the Provost to expand on these other areas in the final version of the plan.

The President made two comments; the first was that it was hugely important that we do not seed the ground to believe that 'applied research' is the only way forward. He recommended that a sentence be added to the Vision Statement on page 3 that suggests 'a

vision for students to engage in research through a fundamental curiosity that may related to these areas of research priority’. The second was that he found the first sentence in the *Areas of Research Priority* to be jarring despite knowing the intention of the statement. He asked that “...minimum standard...” be rephrased with a more positive term. The Provost agreed to make the suggested revisions.

Acting Dean Mathieson responded to a statement from Dr. Rheault that the removal of Ph.D. tuition support is under review at UBC, noting that this financial support had not been removed. The President added that the review was initiated by UBC faculty members who were concerned that the commitment to Ph.D. students would be reduced due to a decrease in tuition resources. He noted that new Ph.D. funding packages would be created at UBC in order to recruit the best graduate students. Dr. Cioe was encouraged to hear that this item is currently under review.

The Deputy Vice-Chancellor emphasized that the Senate would be endorsing the document with comments and edits in mind. He congratulated the Committee on its work. The Provost shared his enthusiasm for the process undertaken by the Committee, which included unwavering commitment, continued quality of comments, and sounds advice from all members.

The motion was put and carried.

Admissions and Awards Committee – Dr. Sharon McCoubrey, Chair

The Committee Chair, Dr. Sharon McCoubrey recommended the new awards for consideration as listed.

Moved: Dr. McCoubrey
Seconded: Dr. Yannacopoulos

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.

Lena BENSON Aboriginal Scholarship: A \$2,000 scholarship is offered by the Benson family in honour of Lena Benson, an Elder of the Beaver Lake Cree Nation in Alberta, to an Aboriginal student at The University of British Columbia Okanagan. (First award available for the 2009/10 Winter Session)

Doug BIDEN Memorial Scholarship in Visual Arts: A \$1,000 scholarship is offered by Ingrid Abbott Biden, friends and colleagues in memory of Fine Arts Professor, Doug Biden, to a student in the Visual Arts Program in the Faculty of Creative and Critical Studies at The University of British Columbia Okanagan. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

INTERIOR Savings Lifelong Learner Bursary: A \$1,300 bursary has been endowed by Interior Savings Credit Union for students at The University of British Columbia Okanagan who have one or more dependents (children or other family members) and are entering or returning to post-secondary education after a pause in studies of one year or more. (First award available for the 2009/10 Winter Session)

UBC Okanagan Bursary: Bursaries totalling \$1,600 have been endowed by alumni, friends, and the community for undergraduate and/or graduate students at The University of British Columbia Okanagan. (First awards available for the 2009/10 Winter Session)

Discussion

In response to a question from Dr. Cioe, Dr. McCoubrey confirmed that UBC has a formal definition for the term *Aboriginal*. Dr. McCoubrey addressed Dr. Keyes query by stating that the Interior Savings Lifelong Learner Bursary would be available to both undergraduate and graduate students.

The motion was put and carried.

Report from the Deputy Vice-Chancellor – Deputy Vice-Chancellor Dr. Doug Owram

THE COLLEGE OF GRADUATE STUDIES REVIEW

The Deputy Vice-Chancellor reported that recommendations on the College of Graduate Studies Review are complete and would be posted to the Okanagan Senate Secretariat website for information immediately after the meeting today. He added that several items would be recommended for Senate approval in the near future.

The Provost added that Senators comments are welcomed; the Senate would ultimately decide which direction that UBC Okanagan would take with regard to this item. He reminded Senators that the primary goal of the review was to serve the student. Although the Provost had originally stated that the Learning and Research Committee would consider this item, it was agreed that the Academic Policy Committee was better suited to deal with this item under its terms of reference; Mr. Eaton agreed.

In response to a question from Dean Bauer, the Deputy Vice-Chancellor agreed that it would be the responsibility of the Senate to approve the establishment of a new Faculty.

Other Business

None.

Adjournment

There being no further business, the meeting was adjourned at 5:30pm.

The following regular meeting was scheduled to be held on Wednesday 05 November at 3:30 pm to 5:30 pm in Library 317.

APPENDIX A: CURRICULUM SUMMARY

Faculty of Arts and Sciences

Courses: New Undergraduate

- a. CHEM 213: Organic Chemistry for Biological Sciences I
- b. CHEM 214: Organic Chemistry for Biological Sciences II

Program Requirements: Change

- c. BA: Minor in Gender and Women's Studies

Inclusion: Faculty's Overview

- d. Repeating Courses Policy

Faculty of Health and Social Development

Courses: New Graduate

- a. HINT 504: Qualitative Methods – Interdisciplinary Health

College of Graduate Studies

Program: Change

- a. IGS: Themed Options

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05 November 2008

Memo to: Okanagan Senate

From: Academic Policy Committee

**RE: Interim Arrangement for the Granting of Graduate Degrees in
November 2008 (approval)**

Senators will recall that in April 2008, the Senate approved an additional interim arrangement proposed by the former Policies & Procedures Committee to grant graduate degrees. The Committee anticipated that further discussion in 2008 would clarify the respective responsibilities of the College of Graduate Studies and the disciplinary Faculties with respect to adjudicating candidates for graduation and making recommendations thereon to the Senate. The Academic Policy Committee recognizes that the current Review of the College of Graduate Studies has been completed, but Senate has yet to have the opportunity to consider its recommendations. To allow time for proper consideration of that review, the Committee proposes an additional interim arrangement to grant graduate degrees for 2008 until a permanent arrangement may be established.

In November 2008, groups of candidates are expected to graduate with the degrees of Master of Arts in Education, Master of Arts in Interdisciplinary Studies, Master of Arts in English, Master of Applied Science, Master of Education, Master of Science in Biology, Master of Science in Environmental Science, Master of Science in Interdisciplinary Studies, and Master of Fine Arts in Interdisciplinary Studies.

The Committee therefore recommends that - as the faculties of Applied Science, Arts & Sciences, Creative & Critical Studies, Education and Health & Social Development have each delegated to the College of Graduate Studies the responsibility of recommending candidates to the Senate for the granting of their respective graduate degrees at its October 2008 meeting - the name of the College shall appear as the recommending body on corresponding degree parchments and the Dean of the College shall sign such parchments in addition to the Chancellor, President and Registrar.

In approving this recommendation the Senate affirms that the above arrangement is not to be construed to set a practice or precedent for future matters in this regard so as to allow the Review committee latitude in making recommendations in this regard to Senate.

The Academic Policy Committee would like to draw to Senate's attention that several deans have expressed concern about the continuation of an arrangement that was intended to be interim and short-term in nature. They have indicated that, although they are willing to support the motion below as it pertains to the granting of degrees in November 2008, their faculties would not likely support any further extension of this interim arrangement for the recommendation of graduate degrees to the Senate.

Motion: *That the Senate approve the interim arrangement for the granting of graduate degrees in November 2008, as recommended by the Academic Policy Committee.*

Respectfully submitted,
Dr. Jan Cioe
Chair, Academic Policy Committee

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michelle.kruiswyk@ubc.ca

05 November 2008

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: October Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the programs and new and revised courses brought forward by the Faculty of Arts and Sciences as set out in the attached proposals.*

Respectfully submitted,
Mr. Christopher Eaton
Acting Chair, Curriculum Committee



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05 November 2008

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: October Curriculum Proposals

Attached please find the following for your consideration:

Faculty of Arts and Sciences

1. The inclusion of the following course in the list of science courses for the B.A. program:
 - a. COSC 132 (3) Surviving Security Threats in Our Information Society
2. The following new course:
 - b. COSC 447 (3) Directed Studies in Software Maintenance
3. The following revised programs:
 - c. B.A. and B.Sc. Psychology Major and Honours Programs



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 4 Faculty Approval Date: Sept. 2, 2008 Effective Session : 2008W</p>	<p>Date: March 2, 2007 Contact Person: Patricia Lasserre Phone: (250) 807-9502 Email: patricia.lasserre@ubc.ca</p>
<p>Proposed Calendar Entries: First and Second Years Credit Requirements ...</p> <p>Science Students must complete at least 6 first-year Science credits in laboratory Science, Mathematics, Computer Science, or approved Geography¹ courses from the following list:</p> <ul style="list-style-type: none"> • ASTR 110, 111, 120, 121; • BIOL 116, 117, 125, 122, 131, 133; • CHEM 111, 113, 121, 123; • COSC 111, 121, 122, 123, 132; • EESC 111, 121; • GEOG 108, 109; • MATH 100, 101, 111, 116, 142; • PHYS 102, 111, 112, 122, 140; • STAT 121. <p>¹GEOG 128 and 129 do not provide Science credit. ...</p>	<p>URL: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,857,1084</p> <p>Present Calendar Entry: First and Second Years Credit Requirements ...</p> <p>Science Students must complete at least 6 first-year Science credits in laboratory Science, Mathematics, Computer Science, or approved Geography¹ courses from the following list:</p> <ul style="list-style-type: none"> • ASTR 110, 111, 120, 121; • BIOL 116, 117, 125, 122, 131, 133; • CHEM 111, 113, 121, 123; • COSC 111, 121, 122, 123; • EESC 111, 121; • GEOG 108, 109; • MATH 100, 101, 111, 116, 142; • PHYS 102, 111, 112, 122, 140; • STAT 121. <p>¹GEOG 128 and 129 do not provide Science credit. ...</p> <p>Type of Action: Add COSC 132 to the list of computer science courses available for science credit for the B.A.</p> <p>Rationale: Provide more choice to B.A. students who are interested in computer science.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 4 Faculty Approval Date: Sept. 23, 2008 Effective Session: 2008W</p>	<p>Date: 2008-05-08 Contact Person: Yves Lucet Phone: 250-807-9505 Email: yves.lucet@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>COSC 447 (3) Directed Studies in Software Maintenance Maintenance of a large software system including prioritizing requests, modifying the design, implementing new features, fixing bugs, and regression testing. The student will undertake the maintenance of an existing project. Prerequisite: COSC 319 and permission of the unit head.</p>	<p>URL: http://okanagan.students.ubc.ca/calendar/proof/edit/courses.cfm?code=COSC</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course</p> <p>Rationale: Students completing COSC 319 (3) Software Engineering Project focus on creating the software with emphasis on the design, implementation, and testing. They have no time to learn the maintenance part, which is the most important phase in the software life cycle. This new directed studies course will focus exclusively on the maintenance phase from a practical perspective. Students will prioritize customer requests, and implement bug fixes or enhancements to existing software. They will be required to read and understand a large number of existing codes, and maintain a given software project such as those produced in COSC 319.</p>



UBC Okanagan Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit: Psychology & Computer Science Faculty Approval Date: Sept. 23, 2008 Effective Session: 2008W</p>	<p>Date: 2008.09.23 Contact Person: Jan Cioe Phone: 250-807-8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p><u>VII. Faculties, Schools, and Colleges</u></p> <p><u>Faculty of Arts and Sciences > Bachelor of Arts Programs > Psychology (B.A.)</u></p> <p>B.A. Major in Psychology</p> <p>Note: UBC Okanagan also offers a <u>B.Sc. Major in Psychology</u>.</p> <p>The Bachelor of Arts (B.A.) Major in Psychology provides a strong foundation for advanced training that can lead to a career in Psychology or other professions.</p> <p>Students gain a broad perspective in Psychology with courses in such diverse areas as biopsychology, cognitive, developmental, social, and abnormal psychology. In addition, students gain an understanding and appreciation of the empirical method as it is applied across the disciplines.</p> <p>Students intending to pursue graduate studies in Psychology are advised to consider taking the Honours Program since many Canadian universities expect</p>	<p>URL: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,857,989</p> <p>Present Calendar Entry:</p> <p><u>VII. Faculties, Schools, and Colleges</u></p> <p><u>Faculty of Arts and Sciences > Bachelor of Arts Programs > Psychology (B.A.)</u></p> <p>B.A. Major in Psychology</p> <p>Note: UBC Okanagan also offers a <u>B.Sc. Major in Psychology</u>.</p> <p>The B.A. Major in Psychology provides a strong foundation for advanced training that can lead to a career as a psychologist or other professional. Students considering graduate studies in psychology or professional schools are advised to enrol in the Major program. Students must apply for admission to the Psychology Major program. Students who satisfy all admission requirements may apply for a Psychology Major in the first term of their second year of study (the term in which they have registered for their 25th credit).</p>



potential graduate students to have completed an Honours degree.

Note: Psychology courses are now designated by the prefix PSYO; formerly, the prefix was PSYC. To determine the equivalency between the current course numbers and former course numbers, consult Chapter VIII, "Course Descriptions," or the Psychology web site.

Enrolling as a Psychology Major

Students are encouraged to declare their major in Psychology at the end of their first year. To be admitted to the major program, students must successfully complete both PSYO 111 and 121 (or equivalent) and a minimum of 24 credits. To continue as a Psychology Major, a student must complete both PSYO 270 and 271 (or equivalent); except with permission of the program, these courses must be completed in second year.

First and Second Years

B.A. requirements, including PSYO 111, 121.

A student must complete PSYO 270 (Introduction to Research Methods and Design) and PSYO 271 (Introduction to Data Analysis) to graduate as a Psychology Major.

Third and Fourth Years

- **At least 18 credits in 300- or 400-level courses outside of Psychology;**
- At least 30 credits of 300- and 400-level Psychology courses;
- Psychology breadth requirement of at least 3 credits from each of the

Note: Psychology courses are now designated by the prefix PSYO; formerly, the prefix was PSYC. To determine the equivalency between the current course numbers and former course numbers, consult Chapter VIII, "Course Descriptions," or the Psychology web site.

Enrolling as a Psychology Major

~~**To be enrolled in the Psychology Major program, a student must be registered in PSYO 270 and 271, or have successfully completed these courses. To enrol in PSYO 270 and 271, a student must have a minimum grade average of 65% from all Psychology courses.**~~

First and Second Years

B.A. requirements, including PSYO 111, 121.

A student must complete PSYO 270 (Introduction to Research Methods and Design) and PSYO 271 (Introduction to Data Analysis) to graduate as a Psychology Major.

Third and Fourth Years

- ~~At least 48 credits in 300- or 400-level courses;~~
- At least 30 credits of 300- and 400-level Psychology courses;
- Psychology breadth requirement of at least 3 credits from each of the



<p>following five areas. Each area is defined by the centre digit in the course number (e.g., PSYO 219 satisfies category 1; PSYO 321 satisfies category 2, etc.); students may complete this requirement with 200-level as well as upper-level courses:</p> <ol style="list-style-type: none"> 1. Cognitive/Learning/ Perception; 2. Developmental; 3. Biopsychology; 4. Personality/Abnormal; 5. Social/Sex/Forensic. <p>Electives are available to complete the 120 credits required for the degree.</p> <p>For the Major, students need a minimum of 48 credits in Psychology courses, with at least 30 credits at the 300 and 400 level. It is possible to take additional upper-level Psychology credits beyond this minimum value.</p> <p>In addition, and with reference to non-Psychology course electives, students must complete at least 18 credits at the 300/400 level outside of Psychology. Therefore, at least 48 credits (including the minimum 30 credits in Psychology and 18 credits in non-Psychology) toward the degree requirement of 120 credits must be from courses numbered 300 and above. As a consequence it is possible to take a limited number of lower-division courses (including Psychology) during third and fourth years.</p> <p>Note: not all Psychology courses are</p>	<p>following five areas. Each area is defined by the centre digit in the course number (e.g., PSYO 219 satisfies category 1; PSYO 321 satisfies category 2, etc.):</p> <ol style="list-style-type: none"> 1. Cognitive/Learning/ Perception; 2. Developmental; 3. Biopsychology; 4. Personality/Abnormal; 5. Social/Sex/Forensic. <p>Electives are available to complete the 120 credits required for the degree. These courses must be chosen from the humanities, visual arts, languages, social sciences, or sciences, and must be courses which have approved credit at UBC Okanagan.</p> <p>For the Major, students need a minimum of 48 credits in Psychology courses, with at least 30 credits at the 300 and 400 level. It is possible to take additional upper-level Psychology credits beyond this minimum value.</p> <p>In addition, and with reference to non-Psychology course electives, students must complete at least 18 credits at the 300/400 level outside of Psychology. Therefore, at least 48 credits (including the minimum 30 credits in Psychology and 18 credits in non-Psychology) toward the degree requirement of 120 credits must be from courses numbered 300 and above. As a consequence it is possible to take a limited number of lower-division courses (including Psychology) during third and fourth years.</p> <p>Note: not all Psychology courses are</p>
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offered each year. A number of courses are offered in alternate years, and some may not be offered for several years. Students are advised to check the current schedule of course offerings.

Psychology Honours Program

The Honours degree program in Psychology enables high-achieving Psychology Major students to increase their concentration in Psychology and to gain research experience in the completion of an Honours thesis. Students are expected to satisfy high levels of competency in their academic achievement and to successfully complete a research project under the supervision of a faculty member.

Students intending to pursue graduate studies in Psychology are advised to consider taking the Honours Program since many Canadian universities expect potential graduate students to have completed an Honours degree.

Proposed Calendar Entries:

Faculty of Arts and Sciences > Bachelor of Science Programs > Psychology (B.Sc.)

B.Sc. Major in Psychology

...

Enrolling as a Psychology Major

Students are encouraged to declare their major in Psychology at the end of their first year. To be admitted to the major program, students must successfully

offered each year. A number of courses are offered in alternate years, and some may not be offered for several years. Students are advised to check the current schedule of course offerings.

Psychology Honours Program

The Honours degree program in Psychology enables high-achieving Psychology Major students to increase their concentration in Psychology and to gain research experience in the completion of an Honours thesis. Students are expected to satisfy high levels of competency in their academic achievement and to successfully complete a research project under the supervision of a faculty member. ~~Many Canadian universities expect potential graduate students to have completed an Honours degree.~~

URL:

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,858,996>

Present Calendar Entry:

Faculty of Arts and Sciences > Bachelor of Science Programs > Psychology (B.Sc.)

B.Sc. Major in Psychology

...

~~Applying for Admission and Enrolling as a Psychology Major~~

~~Typically, students apply for the Psychology Major in the second semester of their first year (the semester during~~



complete both PSYO 111 and 121 (or equivalent) and a minimum of 24 credits. To continue as a Psychology Major, a student must complete both PSYO 270 and 271 (or equivalent); except with permission of the program, these courses must be completed in second year.

~~which they will earn a minimum of 24 total credits). Students wishing to enter the Psychology program must submit a completed application to the Unit Head's office; applications are available online or at the office. To be accepted into the program, students must have a minimum grade average of 65% from all Psychology courses, have completed both PSYO 111 and 121 (or equivalent), and have earned a minimum of 24 total credits prior to the start of the program. Once accepted into the program, the student will be eligible to register in PSYO 270 and 271.~~

...

Type of Action:

Change in the process of declaring a psychology major. Editorial changes to make the language clearer to students.

Rationale:

Currently, students must submit a formal application and are admitted to the program on the basis of their existing psychology grades. Once accepted, they become eligible to take the required courses of PSYO 270 [Research Methods] and PSYO 271 [Introduction to Data Analysis]. A substantial proportion of applicants to our program [approx. 25%] do not meet the entry grade based on their first-year performance.

First-year grades, however, may not be an accurate indicator of the student's ultimate academic performance. While it is possible for students to enter the program by raising their Psychology GPA after taking more 2nd year psychology courses, those students will then be taking the basic courses in their 3rd year, as opposed to the preferred time of 2nd year. We see these courses as foundational to our research-based program and wish our majors to have these basics before entering the more



advanced courses. Moreover, taking the required courses in 3rd year would mean that students pursuing the honours program would need to do an extra year because the honours program has additional required courses which have 2nd year prerequisites.

The current proposal would allow students to self-register as a Psychology Major if they have the necessary prerequisites as they do in most other Arts and Sciences programs. In order to maintain standards, all Psychology Majors must register in and successfully complete the required research methods and statistics courses. These courses are considered foundational for Psychology Majors.

A recent modification to the B.Sc. in Psychology resulted in changes in the language which improved clarity. Similar changes have now been made to the B.A. description.

We believe that this language is clearer to students.



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

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 4 - Psychology Faculty Approval Date: Sept. 23, 2008 Effective Session: 2009W</p>	<p>Date: 2008.08.05 Contact Person: Jan Cioe Phone: 807-8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>Psychology Honours Program B.A.</p> <p>Graduation Requirements</p> <ul style="list-style-type: none"> • All general program requirements for the B.A. degree, including the general, English, Science, Language other than English, and Distribution requirements; • All requirements for the Psychology Major, including the breadth requirement; • Completion of PSYO 372 (Research Methods and Statistics), PSYO 373 (Advanced Research Methods and Statistics), and PSYO 490 (Undergraduate Honours Thesis) with a minimum average of 76% and at least 70% in each of these courses; • An average of at least 76% from all courses in Psychology; • An overall average of at least 72%; • Public presentation of the thesis; and • A minimum of 54 credits of Psychology, of which 42 must be upper-level courses. 	<p>URL: http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=18,282,857,989</p> <p>Present Calendar Entry:</p> <p>Psychology Honours Program B.A.</p> <p>Graduation Requirements</p> <ul style="list-style-type: none"> • All general program requirements for the B.A. degree, including the general, English, Science, Language other than English, and Distribution requirements; • All requirements for the Psychology Major, including the breadth requirement; • Completion of PSYO 372 (Research Methods and Statistics), PSYO 373 (Advanced Research Methods and Statistics), and PSYO 490 (Undergraduate Honours Thesis) with a minimum average of 76%; • An average of at least 76% from all courses in Psychology; • An overall average of at least 72%; • Public presentation of the thesis; and • A minimum of 54 credits of Psychology, of which 42 must be upper-level courses.



Proposed Calendar Entries:

B.Sc. Honours in Psychology

Graduation Requirements

- All general program requirements for the Bachelor of Science;
- All requirements for the Psychology Major, including the breadth requirement;
- **Completion of PSYO 372 (Research Methods and Statistics), PSYO 373 (Advanced Research Methods and Statistics), and PSYO 490 (Undergraduate Honours Thesis) with a minimum average of 76% and at least 70% in each of these courses;**
- A minimum of 54 credits of Psychology, of which 42 must be upper-level Psychology;
- A grade average of at least 76% from all courses in Psychology;
- An overall grade average of at least 76%. This calculation shall be based on the set of credits which generates the greatest grade average and that minimally satisfies the B.Sc. Honours Psychology degree requirements; and
- Public presentation of the thesis.

URL:

<http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=18,282,858,996>

Present Calendar Entry:

B.Sc. Honours in Psychology

Graduation Requirements

- All general program requirements for the Bachelor of Science;
- All requirements for the Psychology Major, including the breadth requirement;
- ~~12 additional upper-level credits in Psychology, including completion of PSYO 372 (Research Methods and Statistics) and PSYO 490 (Undergraduate Honours Thesis), with minimum grades of 76%;~~
- A minimum of 54 credits of Psychology, of which 42 must be upper-level Psychology;
- A grade average of at least 76% from all courses in Psychology;
- An overall grade average of at least 76%. This calculation shall be based on the set of credits which generates the greatest grade average and that minimally satisfies the B.Sc. Honours Psychology degree requirements; and
- Public presentation of the thesis.

Type of Action:

Modification to the graduation requirements of the BA and BSc Honours programs.

Rationale:

The additional phrase [i.e., and at least 70% in each of these courses] is intended to set a minimum performance in the core courses



	<p>of the program. Since Honour degrees are associated with superior academic performance, we wished to ensure that students recognize that poor performance in one element could not be offset by exceptional performance in the others. The B.Sc. language is also modified to include PSYO 373, which when added to 372 & 490, will give the student the 12 credits referred to in the original B.Sc. language. This a requirement for the Honours B.A.</p>
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UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts & Sciences Unit/Dept.: Unit 4 - Psychology Faculty Approval Date: Feb 26, 2008 Effective Session: 2008W</p>	<p>Date: 2008.01.25 Contact Person: Jan Cioe Phone: 807-8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>B.Sc. Major in Psychology</p> <p>[12264] Biology Concentration</p> <p>...</p> <p>[13042] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in Arts courses that are recognized for credit toward a B.A. degree.</p> <p>[14462] Cognitive Concentration</p> <p>...</p> <p>[12337] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in Arts courses that are recognized for credit toward a B.A. degree.</p> <p>[14463] Research Design and Statistics Concentration</p> <p>...</p> <p>[12383] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in Arts courses that are recognized for credit toward a B.A. degree.</p>	<p>URL: http://okanagan.students.ubc.ca/calendar/pr oof/edit/index.cfm?tree=18,282,858,996</p> <p>Present Calendar Entry:</p> <p>B.Sc. Major in Psychology</p> <p>[12264] Biology Concentration</p> <p>...</p> <p>[13042] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in first and second year Psychology.</p> <p>[14462] Cognitive Concentration</p> <p>...</p> <p>[12337] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in first and second year Psychology.</p> <p>[14463] Research Design and Statistics Concentration</p> <p>...</p> <p>[12383] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in first and second year Psychology.</p>



[12338] B.Sc. Honours in Psychology

[14464] Biology Concentration

...

[13040] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in **Arts courses that are recognized for credit toward a B.A. degree.**

[14465] Cognitive Concentration

...

[12285] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in **Arts courses that are recognized for credit toward a B.A. degree.**

[14466] Research Design and Statistics Concentration

...

[13041] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in **Arts courses that are recognized for credit toward a B.A. degree.**

[12338] B.Sc. Honours in Psychology

[14464] Biology Concentration

...

[13040] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in ~~first and second year~~ **Psychology.**

[14465] Cognitive Concentration

...

[12285] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in ~~first and second year~~ **Psychology.**

[14466] Research Design and Statistics Concentration

...

[13041] Note: a minimum of 18 credits of Arts courses is required, including 6 credits of first-year English and 12 credits in ~~first and second year~~ **Psychology.**

Type of Action:

Changing language to B.Sc. Psychology degrees to reflect a Faculty of Arts and Sciences policy.

Rationale:

These changes are required given the Arts and Sciences decision to define psychology courses taken within a B.Sc. as Science. The degree requires that students take at least 18 credits of Arts course credits. The changed language copies the calendar degree requirements.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

Enrolment Services

Senate and Curriculum Services

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christopher.eaton@ubc.cakelly.ross@ubc.ca**05 November 2008****To: Okanagan Senate****From: Learning and Research Committee****Subject: UBC Okanagan Scheduling Principles (approval)**

Senators may recall that in April 2008 the Senate endorsed the UBC Okanagan Scheduling Guidelines as recommended by the Learning and Research Committee. The Senate asked that Class Scheduling Principles also be prepared for Senate approval by December 2008. At its September 2008 meeting the Learning and Research Committee approved a motion to recommend the Scheduling Principles to Senate for endorsement rather than for approval. The Agenda Committee referred this item back to the Learning and Research Committee to reconsider the motion for Senate to be for approval. Attached please find the draft UBC Okanagan Scheduling Principles submitted for consideration by the Senate.

Motion: *That Senate approve the Class Scheduling Principles at UBC Okanagan as recommended by the Learning and Research Committee.*

UBC Okanagan
Class Scheduling Principles

Class scheduling is student centered.

1. Credit courses that are required for a given year level of a program must be scheduled without conflicts.
2. Students in programs that require electives should have access to a reasonable number of courses relevant to the program.
3. Credit course period lengths must support pedagogical needs.

Classrooms are a University resource.

4. General-use classrooms are equally available to all faculties, units and departments.
5. Assignment of classrooms and laboratories for restricted use will only occur through an approval process after consultation with the affected faculties, Operations, Enrolment Services, and the office of the Provost.

Classrooms are a scarce resource that must be allocated wisely.

6. Credit course scheduling practices will support the UBC objective of maximizing classroom utilization and seat occupancy.
7. The UBC Okanagan class schedule will include at least one open period per week with no scheduled lectures. This period will be available for special campus events and meetings.
8. Scheduling of credit courses has first priority for classroom space. Non credit courses have second priority. Other bookings for UBC use have third priority and external bookings have the lowest priority.

Classes are scheduled to optimize educational opportunities

9. Credit courses will be scheduled to optimize:
 - 9.1. Student access to courses required for program completion
 - 9.2. Student choice of courses relevant to a year level of a program - by minimizing time conflicts between those courses
 - 9.3. Classroom seat occupancy
 - 9.4. Classroom utilization rates - by using a scheduling pattern and by assigning classes to appropriately sized rooms
 - 9.5. Accommodation of recognized special access, diversity or equipment needs.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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05 November 2008

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Principles of Effective Undergraduate Admission to UBC (approval)

The Admissions and Awards Committee is pleased to recommend for your approval a set of principles that the Committee anticipates would be very useful in guiding future undergraduate admission policy development. The principles were developed through the Vancouver Senate Admissions Committee, and the Vancouver Senate saw fit to approve the principles in May 2008. You will find attached a copy of the report as it was submitted to the Vancouver Senate.

The Admissions and Awards Committee has since reviewed the principles and determined that they would be both applicable and useful in the Okanagan context. The Committee therefore recommends them for approval by the Okanagan Senate.

Motion: *That the principles for effective undergraduate admission to UBC recommended in the attached report – and excerpted below -- be approved for UBC Okanagan.*

Principles of Effective Undergraduate Admission to UBC

Alignment with UBC's Goals:

- Admission policies should ensure that the institution "...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world" (Trek 2010). Such students should be predisposed to take advantage of the opportunities to seek academic challenge, to do research, to develop leadership skills, to do community service, to foster global awareness, and to participate in sports and the fine and performing arts.

Corollary: Policies or practices that discourage the enrolment of top-quality students should be identified and reviewed.

Corollary: Where two or more principles are in conflict, the resolution should always aim to achieve the overall goals of the University.

Evidence-based Policy Review:

- Admission criteria will be based on knowledge of the strengths and weaknesses of educational systems world-wide and of student performance at UBC.

Corollary: Student achievement at UBC will be used regularly to review and modify admission policies and practices, and to identify areas of potential improvement in UBC curricula and pedagogy.

Corollary: The University needs the ability to forecast changes in demand for programs so that policies can be adapted within this framework of principles.

Excellence of Fit:

- Evaluation criteria will aim to identify those applicants who are most likely to prosper at the University of British Columbia.

Corollary: General university admission criteria shall identify where possible common core academic requirements for admission to all undergraduate programs.

Corollary: Admission criteria for specific UBC programs shall be based on the framework of the general admission criteria.

Corollary: In addition to evidence of academic achievement, diverse admission criteria may be used (i.e., broader-based admission).

Fairness:

- Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission.

Corollary: Fair and equitable treatment of applicants does not require the application of identical policies and practices because to do so would be to ignore the different educational backgrounds and needs of prospective students.

Corollary: What is considered sufficient evidence of readiness to succeed may differ for different academic programs.

Corollary: Grading schemes should not be equated to the BC high school system unless data on student performance support such a practice.

Corollary: Applicants who are continuing UBC students wishing to change program should not be disadvantaged as long as they are in good academic standing in their current program.

Integrity:

- Admission practices should conform to policies.

Transparency:

- Admission requirements should be clear and understandable to prospective students, counsellors, and others who influence student choice.

Corollary: The University will be openly direct in its communication of admission policies and practices.

Timeliness:

- An offer will be made in time for the applicant to plan for the transition to UBC and for UBC to meet its enrolment targets.

Corollary: Applicants must know the terms of an offer from UBC in time to compare it to offers from other institutions and to make reasonable financial and relocation plans for the eventual transition to UBC.

Corollary: To attract excellent applicants, UBC needs to make most offers before May 1st, which probably means that final grades cannot be considered from most educational jurisdictions and systems.

Corollary: Some applicants may be able to present evidence of readiness for success earlier than others so some offers of admission may be made much earlier than others using different sets of data.

Comprehensiveness:

- The terms of an offer of admission will include space in an academic program, and space in student housing and financial support when applicable.

Corollary: The application processes and decision timelines for both entry into academic programs and space in student housing must be linked because the allocation of student housing spaces must be part of a larger strategy for effective student recruitment.

Corollary: Offers of admission to an academic program and of merit-based financial assistance should be made at the same time based on similar sets of data because the allocation of scholarships must be part of a larger strategy for effective student recruitment.

Commitment:

- An offer of admission will not be revoked unless the applicant does not meet a minimum set of conditions that are conveyed with the offer.

Corollary: An applicant offered admission will in turn be expected to make a firm commitment to the university.

Corollary: The minimum conditions for retention of an offer of admission should be reviewed and modified regularly to ensure that as many students as possible succeed academically.

Corollary: All direct-entry programs should adhere to a common minimum set of conditions for retention of offers of admission.

Respectfully Submitted,
Dr. Sharon McCoubrey
Chair, Senate Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
 c/o
 Enrolment Services | Senate & Curriculum Services
 Brock Hall 2016 – 1874 East Mall
 Vancouver BC V6T 1Z1
 Tel: (604) 822-8141 | Fax: (604) 822-5945
 amandeep.mann@ubc.ca

April 28, 2008

To: Vancouver Senate
From: Admissions Committee
Re: Review of UBC Undergraduate Admission Policies: Principles of Effective Undergraduate Admission to UBC (approval)

Motion: *That the report of the Admissions Committee on “Review of UBC Undergraduate Admission Policies: Principles of Effective Undergraduate Admission to UBC” be received and that the principles for effective undergraduate admission to UBC recommended therein be approved.*

At the December 2007 meeting of the Vancouver Senate, the Admissions Committee was directed to “undertake a review of UBC’s undergraduate admission policies with a view to determining their efficacy in meeting the goals of Trek 2010 and the UBC Academic Plan and report back to the Senate no later than December 2008 with recommendations on any necessary changes”. The report presented herein completes the reporting responsibility delegated to the Admissions Committee. If approved by Senate, the principles presented in the report would guide any subsequent review of admission policies and practices, and also guide policy-makers as they prepare new admission policies in the future.

The composition and terms of reference of the Admissions Subcommittee on the Review of UBC Undergraduate Admission Policies were as follows:

Composition:

- Dr. Bruce Dunwoody, Associate Dean, Faculty of Applied Science
- Dr. Paul Harrison, Joint Faculties Senator, Faculty of Science (Chair)
- Dr. Michael MacEntee, Senator, Faculty of Dentistry
- Mr. William McNulty, Convocation Senator
- Mr. Raymond Pan, Student Senator at-large, Faculty of Science
- Ms. Deborah Robinson, Associate Registrar & Director, Student Recruitment, Admissions & Awards, Enrolment Services
- Ms. Rosalie Vlaar, Senior Policy Analyst, Student Recruitment, Admissions & Awards, Enrolment Services
- Ms. Amandeep Mann (non-voting, Secretary)

Terms of Reference:

- 1) *To undertake a review of UBC’s undergraduate admission policies with a view to determining their efficacy in meeting the goals of Trek 2010 and the UBC Academic Plan.*
- 2) *To deliver to the Admissions Committee an oral status report on the activities of the Subcommittee at the March 2008 meeting of the Committee.*
- 3) *To submit to the Admissions Committee, via the Senate Secretariat, a final report with recommendations not later than April 23, 2008.*



The subcommittee fulfilled its mandate and its work forms the basis of this report to Senate, which summarizes the disjunction between UBC's goals for recruiting excellent students and some of its current policies and practices and then suggests principles that should underpin an effective set of admission policies. Corollaries to those principles are provided as a guide to the review of policies and practices to follow. Although the individual senates of the UBC V and UBC O campuses determine their own admission policies, it will be important for further discussions to include both campuses, if only to establish which policies will be in common and which will reflect the different mandates of the two campuses.

ANALYSIS: POLICY VS. TREK GOALS

The Subcommittee reviewed documents and received oral input from the Undergraduate Admissions Office that helped to foster a discussion of the challenges and barriers to effective recruitment that are present in UBC's current practices. An earlier report on the BC provincial exam issue that formed the basis of a recommendation from the Admissions Committee to Senate in December 2007 also identified aspects of current practices that require review. Those practices have evolved from some that worked well when UBC recruited undergraduates almost entirely from BC high schools at a time when the school system was more uniformly structured and sequenced, and there was an excess of qualified applicants for most programs, the majority of whom saw UBC as their first (or only) choice for post-secondary education. Now BC schools are more variable in the way they structure the school year, with many more schools operating on a semester system than in the past, and the provincial exam system is more complex, with some exams mandatory in years prior to grade twelve and only one now mandatory in the final year. Further, UBC now aspires not only to serve BC but also to be a leading national and global university and so has to learn how to adapt its admission policies not only within BC but also to other educational jurisdictions. Finally, competition for the kind of students that UBC wants to attract has become more intense, within BC, across Canada, and over the globe. Reaction within the Undergraduate Admissions Office to that evolving landscape has resulted in new practices without a concomitant review of policy, and has led to periodic jurisdictional disagreements among the staff in the Admissions Office, representatives of faculties and Senate, and senior administration.

A search for principles on which to base a set of admission policies and practices should start with the University's overall goals. President Toope has argued that UBC should be recognized as the preeminent research-intensive university in the province and be supported financially so that it can become one of the world's great universities. To support that goal, our admission policies should ensure that the institution "...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world" (Trek 2010, <http://www.trek2000.ubc.ca/principles/index.html>). Currently there are enough spaces in the BC post-secondary system to satisfy the needs of high school graduates but not enough spaces at UBC V for all who might apply. We may presume that students predisposed to take advantage of the kinds of opportunities that UBC hopes to offer them - in terms of academic challenge, involvement in research, service activities, and international exposure - will also be the most successful undergraduates and the most engaged alumni. Thinking along that line may provide some guidance on the development of principles for how the admission process should work to our advantage, for example by fitting admission criteria to both student accomplishments and the requirements for success in UBC programs.

Many current admission policies and practices may be keeping us from achieving our goals and a few are presented here. First, a desire to attract more students from other provinces may be hindered by the practice of equating school grades to a BC-derived standard without reference to the actual performance of students from different provinces at UBC. There are some data available, e.g., of performance in mathematics, that could inform the development of differentiated scales. Second, attracting good students from colleges outside BC and from other universities is difficult when UBC cannot inform applicants about the UBC equivalencies of the courses they have taken. We need a comprehensive, centrally maintained database. Third, with students being recruited from around the world there are opportunities for UBC faculties and schools to tailor their admission requirements to take advantage of the strengths and peculiarities



of local education systems but many UBC programs have not found ways to support the extensive use of broader-based admission. Fourth, it is imperative that UBC be able to present to prospective students a unified recruitment message and a common set of application processes, lest we confuse and discourage applicants at a time when they do not yet know much about UBC and can easily be influenced by clearer offers of admission from our competitors. Currently UBC does not integrate well enough the admission, housing, and scholarship components of a comprehensive offer. Last, although most students are, in effect, admitted to UBC on interim grades, it has been our tradition to wait for final grades to confirm offers. Increasingly, final grades do not become available until well after most applicants have been given firm and attractive offers of admission from other institutions.

It is still true that the majority of undergraduates admitted to UBC were schooled in the BC system and it is important to remember that UBC's admission requirements directly influence both the BC education system and individual student behaviour. For example, the continued presence of foreign language instruction in BC high schools is partly due to UBC's requirement of a second language for BC high school applicants. Any change in UBC's admission policy and practice should consider the effect on the BC education system and on individual student behaviour but change that could enhance recruitment of excellent students from any jurisdiction should not be avoided just because of its potential effects locally.

The examples above were sufficient evidence that UBC's admission practices needed a review but first it is necessary to define a set of principles. Principles can be used to test policies and practices to ensure that they are helping to meet the university's goals. The principles are presented below together with corollary statements that could guide any subsequent review of admission policies and practices, and we recommend them to Senate for approval.

PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC

ALIGNMENT WITH UBC'S GOALS:

- Admission policies shall ensure that the institution "...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world" (Trek 2010). Such students should be predisposed to take advantage of the opportunities to seek academic challenge, to do research, to develop leadership skills, to do community service, to foster global awareness, and to participate in sports and the fine and performing arts.

Corollary: Policies or practices that encourage the enrolment of top-quality students will be identified and reviewed.

Corollary: Where two or more principles are in conflict, the resolution will always aim to achieve the overall goals of the University.

EVIDENCE-BASED POLICY REVIEW:

- Admission criteria will be based on knowledge of the strengths and weaknesses of educational systems world-wide and of student performance at UBC.
- Corollary:* Student achievement at UBC will be used regularly to review and modify admission policies and practices, and to identify areas of potential improvement in UBC curricula and pedagogy.
- Corollary:* The University needs the ability to forecast changes in demand for programs so that policies can be adapted within this framework of principles.



EXCELLENCE OF FIT:

- Evaluation criteria will aim to identify those applicants who are most likely to prosper at the University of British Columbia.

Corollary: General university admission criteria shall identify where possible common core academic requirements for admission to all undergraduate programs.

Corollary: Admission criteria for specific UBC programs shall be based on the framework of the general admission criteria.

Corollary: In addition to evidence of academic achievement, diverse admission criteria may be used (i.e., broader-based admission).

FAIRNESS:

- Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission.

Corollary: Fair and equitable treatment of applicants does not require the application of identical policies and practices because to do so would be to ignore the different educational backgrounds and needs of prospective students.

Corollary: What is considered sufficient evidence of readiness to succeed may differ for different academic programs.

Corollary: Grading schemes will not be equated to the BC high school system unless data on student performance support such a practice.

Corollary: Applicants who are continuing UBC students wishing to change program will not be disadvantaged as long as they are in good academic standing in their current program.

INTEGRITY:

- Admission practices shall conform to policies.

TRANSPARENCY:

- Admission requirements shall be clear and understandable to prospective students, counsellors, and others who influence student choice.

Corollary: The University will be openly direct in its communication of admission policies and practices.

TIMELINESS:

- An offer will be made in time for the applicant to plan for the transition to UBC and for UBC to meet its enrolment targets.

Corollary: Applicants must know the terms of an offer from UBC in time to compare it to offers from other institutions and to make reasonable financial and relocation plans for the eventual transition to UBC.

Corollary: To attract excellent applicants, UBC needs to make most offers before May 1st, which probably means that final grades cannot be considered from most educational jurisdictions and systems.

Corollary: Some applicants may be able to present evidence of readiness for success earlier than others so some offers of admission may be made much earlier than others using different sets of data.



COMPREHENSIVENESS:

- The terms of an offer of admission will include space in an academic program, and space in student housing and financial support when applicable.

Corollary: The application processes and decision timelines for both entry into academic programs and space in student housing must be linked because the allocation of student housing spaces must be part of a larger strategy for effective student recruitment.

Corollary: Offers of admission to an academic program and of merit-based financial assistance should be made at the same time based on similar sets of data because the allocation of scholarships must be part of a larger strategy for effective student recruitment.

COMMITMENT:

- An offer of admission will not be revoked unless the applicant does not meet a minimum set of conditions that are conveyed with the offer.

Corollary: An applicant offered admission will in turn be expected to make a firm commitment to the university.

Corollary: The minimum conditions for retention of an offer of admission will be reviewed and modified regularly to ensure that as many students as possible succeed academically.

Corollary: All direct-entry programs will adhere to a common minimum set of conditions for retention of offers of admission.

CONCLUSION

The analysis above serves to demonstrate the need to review admission policies as the environment in which the university exists continues to change. Universities are one of the few institutions that have survived since the Middle Ages but, although their role in modern society owes much to the past, they are not the same institutions nor are the social determinants of their viability the same and they must adapt. It is relatively easy to make changes for the sake of competitive advantage, for example, but it is also easy to make changes that may have only a short-term benefit. Policies to be developed must be founded on a set of guiding principles and where two or more principles are in conflict, the resolution should always aim to achieve the overall goals of the University. A set of principles is presented in this report in the hope that it will set in motion a thorough review of policies and practices in the Undergraduate Admissions Office at UBC Vancouver overseen by the Senate Admissions Committee. Unless changes are made, UBC is unlikely to continue to be an institution that “...*attracts and retains the best undergraduate...students from across BC, Canada and the world*” (Trek 2010).

Further review should involve wider consultation with students, faculty, and staff at UBC V, with constituent groups such as school teachers, counsellors and college representatives, and also with colleagues at UBC O, the latter to determine where common policies are appropriate. The review must encompass policy and practice in the areas of student housing and financial assistance and awards as well because of the critical roles played by those resources in attracting and retaining excellent students. The Admissions Committee is prepared to work with Enrolment Services and the Student Awards Committee to ensure that the review is guided by the principles presented here and meets the academic needs of the institution.