

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

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Vancouver, BC V6T 1Z1

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Vancouver Senate

MINUTES OF NOVEMBER 18, 2009

Attendance

Present: Prof. S. J. Toope (Chair), Ms. L. Collins (Acting Secretary), Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Mr. A. Cheung, Mr. G. Costeloe, Dr. B. Craig, Dr. J. Dennison, Mr. G. Dew, Dr. W. Dunford, Dean B. Evans, Dr. D. Farrar (Provost & Vice-President, Academic), Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. S. Haffey, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Dr. A. Ivanov, Ms. A. Johl, Ms. A. Kelly, Dr. S. B. Knight, Dr. B. S. Lalli, Dr. B. Larson, Dr. D. Lehman, Dr. P. Loewen, Dr. B. MacDougall, Dr. P. L. Marshall, Dr. W. McKee, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Dr. K. Patterson, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. J. Sealy-Harrington, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Mr. B. Tomlinson, Dr. M. Vessey, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. T. Young.

By invitation: Mr. I. Burgess, Ms. S. Chung, Dr. A. Condon, Mr. A. Glynn, Mr. P. Ouillet (Vice-President, Finance, Resources & Operations), Ms. A. See, Dr. J. Stapleton, Mr. T. Patch, Dr. E. H. K. Yen.

Regrets: Dean T. Aboulnasr, Dr. Y. Altintas, Ms. K. Aminoltejari, Principal M. Burgess, Dr. B. Cairns, Mr. B. Cappellacci, Ms. A. Dulay, Dr. S. Farris, Ms. K. Ho, Dean M. Isman, Mr. A. Johal, Mr. D. Leung, Mr. W. McNulty, Dean D. Muzyka, Dr. C. Orvig, Dean S. Peacock, Dr. B. Perrin, Dean J. Saddler, Mr. M. Sami, Ms. B. Segal, Ms. A. Shaikh, Dean C. Shuler, Dean R. Sindelar, Dean G. Stuart, Mr. D. Thakrar, Dr. M. Upadhyaya, Mr. D. Verma, Dr. R. Wilson, Dr. R. A. Yaworsky.

Call to Order

The Chair called to order the third regular meeting for the 2009/2010 academic year.

Change to Meeting Agenda

Consideration of 'Item 9(d): Applicants Following the Alberta Secondary School Curriculum' was removed from the meeting agenda at the request of the Admissions Committee

Change to Meeting Agenda, continued

and by consent of the Senate. The Committee had requested additional time to consider revising its proposal to encompass a more general policy statement. Dr. Fielding stated that the Admissions Committee would welcome commentary from Senators in response to the document that had been circulated.

Minutes of the Previous Meeting

<i>Mr. Heisler</i>	}	<i>That the minutes of the meeting of October 14, 2009 be adopted as circulated.</i>
<i>Dr. Anstee</i>		

DISCUSSION

Referring to the discussion on International Engagement and Global Influence (pp. 09/10 28-33), Dr. Knight stated that international involvement was a great challenge and that for many years the level of participation had been dependent on the commitment of individual faculty members. He suggested that the University had previously failed to articulate a strong ethical base for its international activities, which would become the standard for faculty and student international involvement. He also urged the University not to shy away from discussions about cultural differences.

The minutes were adopted by unanimous consent.

Remarks from the Chair and Related Questions

ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA AND GROUP OF THIRTEEN MEETINGS

The President reported on recent meetings of the Association of Universities and Colleges in Canada (AUCC) and the Group of Thirteen (G-13) Canadian universities. He was pleased to report much clearer alignment of Canadian universities with respect to research advocacy messaging at the federal level than in the past. The unified message from the

Remarks from the Chair and Related Questions, continued

AUCC, the G-13, and the federal granting councils to the federal government in preparation for the following year's budget was that it was critical to fund direct operating support for research through the federal granting councils. The three groups were also advocating for movement toward covering the full indirect institutional costs of research (estimated at 40% of direct costs) over the following years. The President was hopeful that the upcoming budget would reflect a reinvestment in the granting councils, although he also acknowledged that the amount of available funding was dependent in part on the overall economic climate.

METRO VANCOUVER LAND DEVELOPMENT BYLAW DISCUSSIONS

The President reported that the university had been taken by surprise in October 2009 when Metro Vancouver introduced a proposal to establish nine new planning zones and numerous additional regulations pertaining to academic land use. The President expressed great personal worry about the possibility of Metro Vancouver taking an active role in the governance of academic land. He emphasized that it was important to distinguish this proposal from the regulation of development of non-academic land. In a recent open letter to the University community, the President had expressed concerns that the core research and teaching activities of the University would be negatively affected by the introduction of cumbersome approval processes that were unrelated to the University's academic mission. He noted that members of the Board of Governors had also expressed grave concerns.

The President stated that the new bylaw represented a fundamental departure from an existing legal agreement and that it had been developed without consultation. Furthermore, the University had recently received information about the proposed composition of a committee to oversee the bylaw: of 15 committee members, one was proposed to represent UBC.

Remarks from the Chair and Related Questions, continued

DISCUSSION

In response to a question from Dr. Singh about the motivation for the introduction of the new bylaw, the President stated that the provisions affecting UBC reflected a desire on the part of Metro Vancouver to take a more active planning role throughout the entire region, where municipalities currently had primary control.

In response to a question from Mr. Costeloe about timing, President Toope stated that although it normally took up to one year to finalize and implement a proposed bylaw, the process in this case might be expedited to conclude within three or four months.

Dr. Windsor-Liscombe stated that UBC had been originally located at Point Grey in part to avoid political interference. He noted that he was an elected member of the Advisory Design Panel of the University Endowment Lands Community Advisory Council, and that he had been routinely outvoted by members not representing local interests.

The President reiterated the need for the University to act forcefully against the proposed new bylaw.

Candidates for Degrees and Diplomas

Dr. Harrison
Mr. Mertens

} *That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective November 2009, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.*

Carried by the
required two-
thirds majority.

Financial Statements 2008/2009 and Budget Model

The assembly recognized guest presenters Mr. Pierre Ouillet, Vice-President, Finance, Resources, and Operations, and Mr. Ian Burgess, Comptroller.

FINANCIAL STATEMENTS

After introducing Mr. Andrew Glynn and Ms. Allison See of Financial Services, Mr. Burgess gave an overview of the Consolidated Financial Statements for the fiscal year ending March 31, 2009. Highlights were as follows:

- The March 31, 2009 Consolidated Financial Statements had been approved by UBC's Board of Governors on May 29, 2009;
- KPMG had issued an Unqualified Audit Opinion;
- Total consolidated revenue was \$1 472.1 million, which represented a four-percent decrease over the previous year. This amount included investment losses totalling \$188.9 million (20.9%).
- Total expenses were \$1 687.2 million, resulting in a year-end deficit of \$215 million.
- A new endowment policy had come into effect April 1, 2009 that set a spend rate of 3.5 percent and established a new endowment account structure: capital, stabilization, and spending.
- The stabilization account was \$108.9 million in deficit in March 2009.

Financial Statements, continued

- UBC's Long-term Debt Rating for fiscal 2008/09: Standard & Poor's rating AA+, Moody's Investors Service rating at Aa1.

BUDGET MODEL

Vice-President Farrar gave an overview of the budget model under discussion for implementation beginning with the 2009/2010 budget. The high level goals of the model were to support delivery of the University's strategic plan and to build a sustainable financial model for the Vancouver campus. Highlights of the presentation were as follows:

- North American universities were facing tremendous challenges, particularly in the areas of securing adequate public funding, recovering from endowment losses, and financing pension plan liability.
- UBC was fortunate in that provincial financial support remained strong, endowment losses had been moderate, and the University was not liable for declining pension plans.
- The structural deficit was chiefly related to faculty progression through the ranks, the elimination of mandatory retirement, and operating costs for new buildings.
- There were three objectives for the budget model:
 1. Deliver a balanced budget for 2010-2011 by fully addressing the projected \$25m shortfall.
 2. Develop a simple and sustainable budgeting framework to replace UBC's historical approach to budgeting and to adequately align resources with strategic priorities.
 3. Identify revenue and expense opportunities that will give faculties the long-term resources they need to continue to invest in teaching and research.
- The following measures were proposed to eliminate the \$25 million deficit:
 1. Reduction in building operations allocation: \$4 million.
 2. Increase ancillary dividends: \$3 million.
 3. Reduction in campus-wide contingencies: \$2 million.
 4. Three-percent reduction in administrative and central academic allocations: \$8 million.
 5. Two-percent reduction in Faculty allocations: \$8 million.
- The model was intended to respect historical allocations while moving toward improving predictability and accountability, encouraging the right behaviours, and aligning with the University's strategic plan.
- Emphases were on strategic flexibility, local decision-making, and continuous improvement.

Budget Model, continued

DISCUSSION

Mr. Dew asked about internal administrative inefficiencies, e.g., UBC units charging each other for room rentals. Dr. Farrar noted that these kinds of practices were being examined, particularly with respect to ancillary units.

Mr. Costeloe asked about provincial government limits on tuition increases. Dr. Farrar stated that the BC provincial government had set the maximum increase at two percent. He noted that Alberta had recently deregulated tuition for professional programs, and that British Columbia institutions would likely advocate for a similar arrangement. Prof. Toope emphasized that advocacy in this area would be limited to professional programs, rather than to overall tuition policy at this time.

Dr. Young emphasized the importance of adequate government funding for the University's core operating costs so that the University could fulfil its academic mission. In response to a question, Dr. Farrar confirmed that the budget model had been crafted as a tool to help the University achieve its academic goals.

In response to a question from Dr. Hall, Dr. Farrar clarified that space costs would not increase unless units wished to expand their space allocations. Faculties would also be eligible for a rebate if they chose to vacate a portion of their current space. In response to a further question, Prof. Toope explained that the fundraising goal for the new alumni centre was to cover the entire cost of the building as well as operating costs. Dr. Hall also asked about additional benefits costs for academic units. Dr. Farrar clarified that both the budget and the costs would be decentralized, although the benefits program would still be centrally administered.

In response to a question from Mr. Mertens, Mr. Ouillet stated that there had previously been no requirement to secure funding for operating costs for a new building prior to

Budget Model, continued

approval for that building by the Board of Governors. It was recognized that improvements were necessary in this area and discussions were underway. Discussions included how to best incent efficiency in operating costs.

In response to a question from Dr. Dennison about the impact of eliminating mandatory retirement, Dr. Farrar stated that, of 66 people reaching the age of 65 in the previous year, only six had chosen to retire. Previous budget models had been built around the assumption that faculty would retire at age 65 and that starting salaries for new hires to replace them would be much lower. He stated that he felt it would be possible to stabilize this factor in the budget within five to six years.

The President recalled that several years earlier the budget had been highly variable and difficult to interpret and explain. He expressed his gratitude to Mr. Ouillet, Dr. Farrar, and Financial Services for working together toward a clear and stable budget model that demonstrated that the University's effectiveness in managing scarce public resources.

UBC Equity and Diversity Strategic Plan

The Provost & Vice-President, Academic had circulated the UBC Equity and Diversity Strategic Plan. At his request, the assembly recognized guest presenters Mr. Tom Patch, Associate Vice-President, Equity and Dr. Anne Condon, Associate Dean, Faculty of Science as co-chairs of the Equity and Diversity Strategic Plan Working Group.

In introducing the Plan, Mr. Patch emphasized that equity was not just about access, but also about full participation and inclusion. He explained that, as a person in a wheelchair, he had faced significant difficulty in making his way to the front of the Senate meeting room to make the current presentation. He stated that the wheelchair lift had broken down and that it had taken significant efforts by Land & Building Services and the Senate Secretariat to ensure that it was repaired in time. He cited several other examples of equity

Equity and Diversity Strategic Plan, continued

and diversity challenges, reiterating the need to create conversations where students did not feel marginalized or treated as tokens, and for hiring practices where people did not feel that they had been screened out due to a conscious or unconscious bias. He introduced Dr. Condon, who gave an overview of the Plan. Highlights were as follows:

- Many excellent equity and diversity initiatives were already in place at UBC. Examples included targeted funding from the Office of the Provost to support the hiring of Aboriginal faculty in Arts, research conducted by the Faculty of Graduate Studies to identify barriers for certain groups, and the designation of AMS equity representatives on certain committees. Dr. Condon's presentation also cited several other excellent initiatives.
- There remained significant challenges, e.g., under representation of women and visible minorities among academic administrators. Persons with disabilities were also under-represented in the UBC workforce.
- Other challenges included:
 - Offensive use of internet resources by students;
 - Perceptions by students that their curricula did not provide significant options to learn about diverse perspectives and cultures;
 - Challenges when classroom climate inhibited respectful debate or marginalized people because of their identity; and
 - Challenges for students who care for dependents.
- The overarching goals of the Plan were as follows:
 - Strengthen action around and deepen commitment to equity and diversity, building on current good practices; and
 - Communicate our commitment, efforts, and successes to all UBC stakeholders.
- Recommended actions would intersect in many ways with *Place and Promise: The UBC Plan* and implementation of the Equity and Diversity Strategic Plan should be an integrated part of that larger strategy.

DISCUSSION

Mr. Heisler expressed some concerns about the AMS Equity Officer program, suggesting that it involved excessive paperwork and that it was not meeting its objectives. Commenting on the challenge of achieving diversity, he noted that it was not diverse to appoint, for example, the same Aboriginal representative to multiple committees.

Equity and Diversity Strategic Plan, continued

Mr. Sealy-Harrington asked what the Working Group envisioned with respect to the potential broadening of admission requirements. Mr. Patch acknowledged that the Working Group did not have the necessary admissions expertise to make specific recommendations, and suggested that another small working group be established to discuss how to set broader criteria for judging applicant merit.

Dr. Knight reacted to challenges relating to classroom climate, emphasizing the need for instructors to understand that their students come from very diverse backgrounds and that English was not the first language for many students. He suggested that the Plan would be stronger if it more extensively addressed the learning process and the teaching and learning community.

Dr. Rucker noted several references to an “historical disadvantage” or an “historical injustice,” suggesting that the word “historical” was unnecessary. He suggested that the Plan be made more specific about which groups were considered to be underrepresented. He thought it important to decide how such groups were identified and by whom, with the goal of ensuring that one kind of imbalance was not simply replaced by another.

The President thanked the presenters for their work and Senators for their comments. He invited Senators to send any additional comments to Ms. Collins for transmission to the Working Group.

Place and Promise: The UBC Plan

The Provost had circulated a final draft of *Place and Promise: The UBC Plan*. The President recalled that the Senate had received three earlier drafts of the document and that feedback from Senators had helped to shape successive versions.

<i>Dr. Farrar</i>	}	<i>That Senate endorse Place and Promise: The UBC Plan.</i>
<i>Dr. Harrison</i>		

Place and Promise, continued

AMENDMENT

In response to a suggestion from Dr. Vessey, the assembly consented to the following amendment:

p. 2, Commitments, Research Excellence, revise to end: "...dissemination and application of research within and across disciplines."

The motion to endorse the amended document was put and carried.

The President thanked the Provost and the Deputy Vice-Chancellor for their leadership on the drafting of the Plan, and expressed his appreciation to all contributors.

Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

INDIVIDUAL JOINT DOCTORAL PROGRAMS

The Committee had circulated proposed academic regulations for Individual Joint Doctoral Programs. This proposal from the Faculty of Graduate Studies was to establish a system of individual joint doctoral programs to be completed jointly at UBC and another university provided that comparable and compatible degrees exist. The proposal had been designed to comply with the Council of Senates policy on Affiliations with Other Institutions of Learning. The proposed new regulations were as follows:

Proposed Calendar Entry:

URL: <http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,0>

New listing: "Individual Joint Doctoral Programs", in list on page above, preceding "Interdisciplinary Studies"

Degrees Offered: Ph.D, Ed.D., D.M.A

Academic Policy Committee, continued

Program Overview

UBC offers the ability for individual students to enter a collaborative academic program of scholarship & research, which is jointly designed, supervised and examined by faculty from UBC and another university. An Individual Joint Doctoral program is a single doctoral degree (either a PhD, an EdD, or a DMA) jointly awarded by the two universities. Each joint doctoral program is based on an existing PhD, EdD, or DMA program at UBC, but is individually developed and customized for a particular student in collaboration with another university.

The academic and research program of a student enrolled in an Individual Joint Doctoral Program should be based on ongoing or developing research collaboration between research groups in the two participating universities and may also reflect an active collaboration between two universities that are part of a network. The student is expected to spend significant periods of time engaged in academic work at each university.

The student is enrolled in a specific graduate program at each university. The university of the student's principal supervisor will be designated as their "lead" university.

Individual Joint Doctoral degree arrangements should be established from the outset of the student's enrolment at UBC. Enrolment in a Joint Doctoral degree will not normally be allowed after the student is advanced to doctoral candidacy at UBC.

Admission Requirements

Students wishing to pursue a joint doctoral degree must be recommended for admission by a specific doctoral program at UBC. Students must satisfy the admission requirements of - and be admitted by - both universities.

Program Requirements

Each Individual Joint Doctoral Program will require a reciprocal written agreement between the two collaborating universities, which outlines the specific details of the academic program that the student will be required to complete. The agreement must specify arrangements related to the assignment and monitoring of supervision, required coursework, comprehensive examination, dissertation requirements including the language, length and format of dissertation, oral defense, and submission of final dissertation. The academic program must satisfy all doctoral requirements at each university.

The agreement must also specify additional responsibilities and regulations, such as the administration of student admission, enrolment, progression and graduation, provision of funding and infrastructure support, charging of tuition and other fees, intellectual property guidelines, maximum duration of program, misconduct and appeals processes, and the format and wording of transcripts and degree certificates.

Academic Policy Committee, continued

The written agreement is signed at each University by the academic vice-president, the Dean of Graduate Studies and the dean of the faculty in which the student is enrolled (or equivalent positions).

Contact Information

A student wishing to pursue an Individual Joint Doctoral Program should inquire within a specific graduate program about the possibility of doing so.

General information about Individual Joint Doctoral programs can be obtained at:

UBC Faculty of Graduate Studies
180-6371 Crescent Rd.
Vancouver, BC, Canada V6T 1Z2
Tel: 604.822.2848 Fax: 604.822.5802
Email: graduate@interchange.ubc.ca
Web: www.grad.ubc.ca

<i>Dr. Harrison</i>	}	<i>That Senate approve the attached academic regulations for Individual Joint Doctoral Programs.</i>
<i>Dr. Rucker</i>		

Carried.

Admissions Committee

Committee Chair Dr. Fielding presented the reports.

MASTER OF OCCUPATIONAL THERAPY HUMAN ANATOMY PREREQUISITE

The Committee had reviewed and recommended for approval a revised Calendar entry on admission requirements to the Master of Occupational Therapy program to specify the course content of the prerequisite human anatomy course.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on admission requirements for applicants to the Master of Occupational Therapy program, effective for entry to the 2010 Winter Session and thereafter.</i>
<i>Mr. Mertens</i>		

Admissions Committee, continued

DISCUSSION

In response to a question from Mr. Haffey, Dr. Fielding confirmed the text in Footnote 1 would appear as part of the Calendar entry.

The motion was
put and carried.

DOCTOR OF DENTAL MEDICINE: CHANGES IN ADMISSION REQUIREMENTS

The Committee had reviewed and recommended for approval a revised Calendar entry on admission requirements for applicants to the Doctor of Dental Medicine program. The proposed changes specified current 100-level English courses that satisfied the English prerequisite and removed Mathematics and Physics courses as prerequisites for admission.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to admission requirements for applicants to the Doctor of Dental Medicine program, effective for entry to the 2010 Winter Session and thereafter.</i>
<i>Mr. Tomlinson</i>		

Carried

SUBSTITUTION OF GRADE 11 GRADES FOR APPLICANTS TO DIRECT ENTRY UNDERGRADUATE PROGRAMS

The following is an excerpt from the Committee's report:

At its January 2009 meeting, the Vancouver Senate approved the proposal to substitute Grade 11 grades in place of required Grade 12 grades for the calculation of an admission average for out-of-province applicants to the Bachelor of Commerce and Bachelor of Arts programs, as outlined in the attached report entitled 'Substitution of Grade 11 Grades for Timely Admission Evaluations.' Senate also delegated to the Admissions Committee authority to permit any direct-entry undergraduate program to admit students under the conditions specified in the report. Approval was granted only for the 2008/2009 admission cycle (for entry to the 2009 Winter Session) with a proviso that the Committee report back on the effects of the pilot on both the timeliness and rates of uptake of offers of admission.

Admissions Committee, continued

The Committee has closely monitored the implementation of this change, as outlined in the attached report on entitled 'Pilot Project Using Grade 11 Grades in Admission Decisions for the 2008/2009 Admission Cycle.' The Committee recommends that Senate extend the proposal for the 2009/2010 and 2010/2011 admission cycles (for entry to the 2010 and 2011 Winter Sessions respectively) to allow Enrolment Services to collect additional data on timeliness and rate of uptake of offers of admission. Once this additional data is available, the Committee will consider whether to recommend a permanent change.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes in admission requirements for out-of-province applicants to direct entry undergraduate programs, as specified in the report entitled 'Substitution of Grade 11 Grades for Timely Admission Evaluations', effective for entry to the 2010 and 2011 Winter Sessions.</i>
<i>Dr. Anstee</i>		

DISCUSSION

Dr Loewen suggested that better terminology be used to describe “false admits,” e.g., inadvertent admission of inadmissible students. In response to a question from Mr. Haffey, Dr. Fielding stated that four of the eleven students in this group had registered at UBC.

Carried.

MINIMUM STANDARDS IN ENGLISH FOR SECONDARY SCHOOL APPLICANTS

As part of its review of undergraduate admission policies, the Committee had reviewed English language admission standards for various undergraduate applicant groups and recommended a minimum standard of 70% as a final grade in English 11 or 12 (including provincial examinations where applicable) for applicants following an English language secondary school curriculum. The proposed change was to apply to the following applicant groups: Applicants Following the BC/Yukon Secondary School Curriculum, Applicants Following Secondary School Curricula in Canada outside of BC/Yukon, Applicants Following American Secondary School Curriculum, Applicants with International Bacca-

Admissions Committee, continued

laureate and Advanced Placement Courses and Applicants Following Other International Secondary School Curricula.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to admission requirements for undergraduate applicants following English language secondary school curriculum, effective for admission to the 2011 Winter Session and thereafter.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

DISCUSSION

In response to a question from Dr. Rucker, Dr. Fielding explained that there was no minimum grade requirement for English 11 or 12 currently in place. The minimum grade average for admission to the University had been set at 67%, with no specific requirement with respect to grades for high-school English.

In response to a question from Mr. Haffey, the President indicated that whether English grades should be adjusted could form part of the discussion if and when the Admissions Committee brought forward a policy on adjustment of applicant grades.

The motion was
put and carried.

ENGLISH LANGUAGE ADMISSION STANDARD -- CALENDAR CHANGE ON ADMISSION

The Admissions Committee had reviewed and recommended to Senate for approval a revised Calendar entry on English Language Admission Standard to remove the Language

Admissions Committee, continued

Proficiency Index (LPI) requirement for the Arts One program and the former Arts Foundations program.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on English Language Admission Standard.</i>
<i>Dr. Rucker</i>		

Carried.

Joint Report from the Curriculum Committee and the Admissions Committee

Curriculum Committee Chair Dr. Marshall presented the report.

GRADUATE PROGRAMS IN CRANIOFACIAL SCIENCE

<i>Dr. Marshall</i>	}	<i>That Senate approve the new Graduate Programs in Craniofacial Science with Orthodontics and Pediatric Dentistry as set out in the attached report.</i>
<i>Dr. Rucker</i>		

DISCUSSION

The assembly recognized guest speaker Dr. Edwin Yen as a representative of the Faculty of Dentistry. Dr. Yen described the new programs as a significant step forward in graduate dentistry. He noted that UBC was seen as a leader in attracting future academics to graduate studies in dentistry, even considering the temptation for Doctor of Dental Medicine graduates to enter private practice immediately upon graduation. The Faculty anticipated significant international demand for the new programs. By combining clinical and practical work, the new programs would also present opportunities to provide much needed service to the community.

AMENDMENT

At the suggestion of Dr. McKee, the assembly consented to the following correction:

Joint Report of the Curriculum Committee and the Admissions Committee, continued

p. 11, DENT 514: parenthetical statement “(Continues in Year 2)”: correct to read, “(Continues in Year 3).”

The motion to approve the new programs as amended was put and carried.

Curriculum Committee

Committee Chair Dr. Marshall presented the report.

FACULTY OF GRADUATE STUDIES

Please see also ‘Appendix A: Curriculum Summary.’

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, and Medicine) be approved.</i>
<i>Dr. McKee</i>		

Carried.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the report.

CULTURE OF SERVICE

The following is an excerpt from the Committee’s report.

At the January 2009 meeting of Senate, the Nominating Committee was directed to consider ways in which to enhance the “culture of service” amongst members of the University community and to review ways in which service to the University is currently evaluated. The Committee was also directed to explore mechanisms by which faculty, students and staff can be encouraged to actively participate in the governance of the University and its units and report on its deliberations by the May 2009 meeting of Senate. The Committee was subsequently granted an extension, with a revised report back deadline of November 2009. The report presented herein is intended to fulfil the reporting responsibility assigned to the Committee.

Nominating Committee, continued

The Committee's recommendations were as follows:

1. **That the President convey to the Senior Appointments Committee Senate's advice that service expectations and service measures be more clearly articulated.**

Commentary: Service is one component of the tripartite review of personnel for promotion. A balanced record of research, teaching and service should be recognized as the optimal combination of accomplishment. The University's expectations of service vary depending on one's tenure status and rank. A higher level of service should reasonably be expected from associate and full professors, including significant service to the University. In order to cultivate a culture of service, the promotion process should outline explicit service expectations by professorial rank.

The Committee recommends, for example, that section 10 of current UBC CV template ('Service to the University') be expanded to include additional sub-categories, signifying both departmental and university level service and denoting the major types of service activities faculty may be involved in, e.g., standing committees, ad-hoc committees, task/working groups, designated service assignments etc

2. **That Deans and Principals, in association with heads of other academic units, ensure that service expectations are clearly articulated and communicated to faculty.**

Commentary: For example, the annual report submitted by each member of a Faculty (generally in the form of a CV) should require a narrative of service and a concise listing of such activity, highlighting internal university service. Department Heads responsible for preparing dossiers should gather information from as many sources as necessary in order to offer a fair assessment of the faculty member's record of service.

Deans and Department Heads could develop expected or typical service 'paths' for faculty in their particular departments or units to serve as models for their faculty. They should also evaluate the academic importance of service roles the faculty member has filled, the effectiveness of the faculty member's work in those roles and the appropriateness of the service record given the faculty member's professorial rank. In this regard, faculty members should

Nominating Committee, continued

compile a narrative account of their University and other service in their curriculum vitae and annual career progress report.

3. That the University executive consider:
 - a. The need for clear and consistent messaging from the senior administration to the University community about the importance of service;
 - b. Potential ways to recognize and communicate the importance of service in University activities, statements, and policies;
 - c. The establishment of University-level awards for service by faculty, potentially including a president's prize for faculty service or a research grant awarded for outstanding service. Such awards may be monetary or non-monetary.
 - d. The establishment of an integrated University-wide orientation for new faculty including an orientation to service culture and opportunities.

Commentary: These recommendations represent the purport of responses to Committee inquiries and parallel the findings of student consultation, via the Student Senate Caucus and the Alma Mater Society Council, particularly the need for University-level recognition of student engagement in service activities.

Dr. Windsor- Liscombe Mr. Mertens	}	<i>That the report of the Nominating Committee on "Culture of Service" be received; and</i>
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*That Recommendations 1 through 3(d) be
approved.*

DISCUSSION

Dr. Windsor-Liscombe reported that data and consultation summaries collected by the Committee were available from the Senate Secretariat upon request. He gave an overview of the groups consulted by the Committee, including deans, the UBC Faculty Association, the Senior Appointments Committee, and the Senate Student Caucus. He agreed with a UBC dean who had stated that service was a distinguishing feature of membership in the academy, along with teaching and research.

Before making its report, the Committee had also sought information about practices at other G13 universities.

Nominating Committee, continued

Although the report focused on service by faculty, Dr. Windsor-Liscombe noted that the governance of the University relied on service from faculty, staff, and students. With respect to staff in particular, the Committee noted significant contractual and jurisdictional issues and decided not to attempt to impose the will of the Committee or of Senate in this area.

Dr. Windsor-Liscombe described the Committee's recommendations as proactive rather than prescriptive.

Dr. Öberg stated that she had recently observed two difficult faculty promotion cases. She noted that it was difficult to measure societal engagement outside academia and that the language in the faculty collective agreement was unclear as to whether this kind of engagement was meant to be considered as service. She spoke in support of the development of better measures for internal and external service. The President pointed out the following action under the Community Engagement commitment in *Place and Promise*: "better define and assess 'service' for purposes of tenure and promotion."

Speaking to the need for service recognition, Dr. Windsor-Liscombe suggested that an event be planned in recognition of people serving on Tri-Council adjudication committees.

Dr. Baimbridge spoke in strong support of Recommendation 2, noting that service expectations were not currently communicated to faculty members. Mr. Haffey commended the Committee on their work, as it concretely demonstrated the problems related to service. He stated that those who do provide service are not always recognized or rewarded.

Mr. Dew spoke in support of the motion, noting that the primary foci were on measurement and communication. He suggested that more consideration be given to the efficiency and effectiveness of committees to ensure that participants felt that their time was valued.

Nominating Committee, continued

Dr. Windsor-Liscombe drew attention to the Committee's suggestion that certain administrative tasks currently undertaken by faculty could be handled more effectively by staff. Dr. Anstee suggested an exit survey of Senators who have served their terms but have chosen not to stand for re-election as a way of identifying sources of dissatisfaction.

The motion was
put and carried.

Student Awards Committee

Committee Chair Dr. Stelck presented the report.

NEW AWARDS

See also 'Appendix B: New Awards.'

<i>Dr. Stelck</i>	}	<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>
<i>Mr. Cheung</i>		

Carried.

Tributes Committee -- in camera

In closed session, the assembly considered recommendations from the Tributes Committee with respect to candidates for honorary degrees to be granted in 2010.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, December 16, 2009.

APPENDIX A: CURRICULUM SUMMARY

Faculty of Applied Science

NEW COURSE:

EECE 570 (3)

Faculty of Arts

NEW COURSES:

CRNS 549 (6)

GERM 510 (3)

GERM 521 (3)

GERM 522 (3)

PROGRAM ENTRY:

Addition of a thesis option and removal of courses no longer required for M.A. students in the ACRE program.

College for Interdisciplinary Studies

NEW COURSES:

ONCO 548 (3-9)D

WMST 506 (3)

Faculty of Medicine

COURSE CHANGES:

MEDI 549 (12-18)D

RHSC 549 (12-18)D

OBST 549 (12-18)D

APPENDIX B: NEW AWARDS

LAW Foundation Entrance Bursary: Bursaries totaling \$27,000 are offered by the Law Foundation to students entering their first year of the J.D. (Juris Doctor) in law who have demonstrated financial need. (First awards available for the 2009/10 Winter Session)

Peter N. NEMETZ Prize in Government and Business: A \$500 prize is offered by a former student of Dr. Peter N. Nemetz in recognition of the unwavering commitment of Dr. Nemetz to his students, his ability to inspire his students' interest in Commerce 394 and his exceptional care and attention to individual students who seek his mentorship in this area. The prize is awarded to the student obtaining the highest standing in Commerce 394 and is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session.)

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

Award 08316 – Dorothy A CAMERON Memorial bursary (revised description): A bursary has been endowed in memory of Dorothy A. Cameron by her husband, Donald Cameron, for students in the first year of the M.D. program.

How amended: The original award description provided a bursary for a student's entire first year tuition. With the decreased value of this endowment, covering a student's entire first year tuition is no longer possible. In consultation with the donor, the award description has been revised to reflect this change.