



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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To: Vancouver Senate

From: Senate Teaching and Learning Committee

RE: **a) Report on the Credit/D/Fail Policy Implementation (approval)**
b) Report on Ongoing Activities of the Committee (information)

a) Report on the Credit/D/Fail Policy Implementation (approval)

The UBC Policy on Credit/D/Fail (CDF) Standing was approved by Senate in March 2009 and implemented in the 2010 Winter Session. This policy was designed to:

1. Address the interdisciplinary mandate of Trek 2010 by encouraging students' exploration of subject matters outside of their program of study
2. Emphasize learning/academic exploration of the new and unfamiliar
3. Expose students to a broader based curriculum
4. Encourage cooperation and collegiality across disciplines

The policy applies to elective undergraduate courses (courses that are not required for the student's declared or intended program of study, or prerequisites to required courses) that are normally graded on a percentage basis. Students may apply up to 12 credits of percentage grade electives towards an undergraduate degree on a CDF basis, with no more than 6 credits in any one session. The deadline for opting in or out of a CDF standing is the same as the deadline to drop a course without Withdrawal (W) standing.

The CDF policy required the Senate Teaching and Learning Committee to review the policy and report to Senate in October 2012 on its implementation and to make any necessary recommendations for change.

Data on enrolment for CDF standing for the academic years 2010 and 2011 has been supplied the Senate Teaching and Learning Committee for their review by Ms. Nancy Low, Enrolment Services. A summary of the most pertinent data is given in the attached tables. In consulting with the Academic Policy Committee and the Curriculum Committee, a number of issues with the data and reporting were identified:

1. While it is clear that students are participating in the Credit/D/Fail option, two-years of data does not provide sufficient information to evaluate the success of the policy and whether it is accomplishing what it is meant to achieve.

2. It would be useful to have a clearer understanding of the number and proportion of courses in each Faculty/Department that are available for Credit/D/Fail.
3. The fact that Professors and Instructors do not know which students in a given class are taking the class as Credit/D/Fail may lead to some misperceptions (e.g., students are not making sincere efforts because they are registered for the course in this manner). Releasing the data as to which students in a class were taking the course as Credit/D/Fail after final grades are posted may dispel such misperceptions; however, there is uncertainty as to how welcome students are to this suggestion.

To resolve these issues, the Teaching and Learning Committee recommends that new statistics be gathered to provide the Committee with sufficient information to review the policy in detail in two (2) years, recommending any necessary changes at that time.

Therefore, the Senate Teaching and Learning Committee recommends to Senate the following:

Motion: “*That Senate approve continuance of the policy on Credit/D/Fail standing. Furthermore, the Senate Teaching and Learning Committee will review the policy in two (2) years and report to the October 2014 Senate meeting with any recommendations for changes to the policy.*”

b) Report on the Ongoing Activities of the Committee (information)

1) Proposal for a Central Examination Database

The topic of a Central Examination Database was first discussed at the March 2011 Senate meeting with a recommendation that the Teaching and Learning Committee pursue this further. In January 2012 all Deans were requested by letter to indicate their level of support for a Central Examination Database. As a result of their feedback the student members of the Committee were requested to develop a more focused proposal. A revised proposal has now been submitted to the Committee for further discussion and development of a request to Senate to implement a Central Examination Database.

2) Proposal for Recording of Lectures

The students have expressed support for implementation of lecture capturing and have put together a well-prepared proposal along these lines. The Committee will be reviewing this proposal and discussing its potential benefits and challenges.

3) Co-Curricular Records

The Committee is currently engaged in discussions on Co-Curricular Records with students and representatives of the Centre for Teaching, Learning and Technology. Our aim will be to bring this item to Senate for discussion with the intent that a process for developing and implementation of a policy on Co-Curricular Records in the near future.

4) Undergraduate Research

a. "Enriched Educational Experiences at UBC (E3s)"

The "Enriched Educational Experiences at UBC: A Framework for Dialogue and Action" report was approved for circulation by the Committee of Deans this past summer and is now publicly available. It is being used by the Provost to encourage units to develop E3s at UBC. A presentation regarding the report was delivered to the Teaching and Learning Committee at its April 2012 meeting.

b. "Undergraduate Research Opportunities (URO)"

The Undergraduate Research Opportunities (URO) AMS Club has initiated a new program called SciCon. SciCon is a Science students' initiative and it is exclusively for Science students. SciCon is an exciting and new undergraduate program that allows first- and second-year students to get their first taste of research. It is a program offered by URO and focuses on leading students through the development of a theoretical research project – all based on the work of local researchers – with the mentorship of faculty members and graduate students. A SciCon participant will write a mock research grant application that is modeled after a summer studentship grant, and create a research poster that you can present at the SciCon Science Conference. Winners of The SciCon Science Conference will be selected to present their work at the Multidisciplinary Undergraduate Research Conference (MURC).
(Source: <http://uro.ubc.ca/scicon/>).

5) Graduate Education

The Committee believes that graduate education is an important subject for the Committee to discuss and hopes to do so in the coming year. In particular, the Committee will be exploring the idea of graduate student mentorship.

6) The UBC Campus as a Living Lab

Last year, UBC had entered into agreement with some external partners for pilot projects with the living lab initiatives. The Committee hopes to explore the progress of these initiatives, and, in particular, the availability of opportunities for graduate and undergraduate students participate in and learn from these projects.

Respectfully submitted,

Dr. Kenneth G. Baimbridge
Chair, Senate Teaching and Learning Committee

Credit/D/Fail Course Summary Statistics

2011W Grades by Course/Faculty							
	CDF Standing						
Course Faculty/School	CR	D	F	F SD	SD	W	Total
APSC	1						1
ARTS	483	25	24	2	1	10	545
CHD	1						1
COMM	7						7
EDUC	27						27
FRST	6						6
KIN	3						3
LFS	63	7	1				71
MEDI (Sci)	6	3	2				11
MUSC	2					1	3
SCIE	156	10	7			2	175
Total	755	45	34	2	1	13	850
2010W							
Total	657	35	38			23	753

FSD = Failed/Standing Deferred SD = Standing Deferred W = Withdrawn

2011W Courses by year

Year 1: 84 Year 2: 81 Year 3: 235 Year 4: 449 Year 5: 1 **Total =850**

2011W - CDF Student Faculty vs Course Faculty												
	Course											
Student Faculty/School	APSC	ARTS	CHD	COMM	EDUC	FRST	KIN	LFS	MEDI	MUSC	SCIE	Total
ARTS		219		3	5			19		1	58	305
COMMERCE	1	201	1	3	18	3	2	45		2	55	331
FORESTRY		1				2					1	4
KINESIOLOGY		3		1	1		1	1			2	9
LAND AND FOOD		4			1			4			5	14
MUSIC		3			1						1	5
PHARMACY		8			1				2		4	15
SCIENCE		120				1		6	9		68	204
Total	1	559	1	7	27	6	3	75	11	3	194	887