



THE UNIVERSITY OF BRITISH COLUMBIA  
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## VANCOUVER SENATE

### MINUTES OF FEBRUARY 23, 2000

#### Attendance

**Present:** President M. C. Piper, Vice-President B. C. McBride, Dean F. S. Abbott, Dr. P. Adebar, Mr. R. Affleck, Dr. J. D. Berger, Dr. R. W. Blake, Dean J. Blom, Mr. P. T. Brady, Mr. P. T. Burns, Dr. H. M. Burt, Dean J. A. Cairns, Ms. E. J. Caskey, Mr. T. C. Y. Chan, Mr. A. Chui, Dr. D. Fisher, Dr. J. H. V. Gilbert, Dr. R. Goldman-Segall, Dr. D. Granot, Dean F. Granot, Mr. E. Greathed, Dr. S. W. Hamilton, Dr. A. G. Hannam, Rev. T. J. Hanrahan, Dr. P. E. Harding, Dr. J. Helliwell, Ms. L. Hewalo, Dr. D. D. Kitts, Dean M. Klawe, Dr. B. S. Lalli, Dr. V. LeMay, Ms. P. Liu, Mr. T. P. T. Lo, Dr. D. M. Lyster, Dr. M. MacEntee, Mr. S. MacLachlan, Dr. P. L. Marshall, A/Dean J. A. McLean, Mr. W. B. McNulty, Ms. V. G. Mirehouse, Ms. L. Morton, Dr. P. N. Nemetz, Mr. V. Pacradouni, Dr. G. N. Patey, Dr. W. J. Phillips, Mr. G. Podersky-Cannon, Mr. H. Poon, Mr. A. Potluri, Dean M. Quayle, Ms. C. Quinlan, Dr. V. Raoul, Dr. H. J. Rosengarten, Dean N. Sheehan, Prof. A. F. Sheppard, Dr. D. Sjerpe, Dr. C. E. Slonecker, Ms. K. Sonik, Ms. L. M. Sparrow, Dr. B. Stelck, Dr. R. Tees, Dr. J. R. Thompson, Mr. D. Tompkins, Mr. J. Tsui, Dean *pro tem.* A. Tully, Mr. D. R. Verma, Dr. D. L. Williams, Dr. R. A. Yaworsky, Dean E. H. K. Yen.

**Regrets:** Dr. W. L. Sauder (Chancellor), Ms. J. Dennie, Mr. E. Fidler, Mr. H. D. Gray, Ms. J. Hutton, Dean M. Isaacson, Dr. C. Jillings, Dr. S. B. Knight, Mr. J. Kondopulos, Mr. R. W. Lowe, Dr. W. R. McMaster, Dean D. Muzyka, Dr. T. F. Pedersen, Dr. J. Perry, Dr. K. Schonert-Reichl, Dr. C. Shields, Mr. J. E. Sookero, Dr. W. C. Wright, Jr.

#### Senate Membership

The President introduced two new members:

1. Mr. Ajay Potluri, student representative from the Faculty of Dentistry; and
2. Ms. V. Grace Mirehouse, appointed by the Lieutenant Governor in Council.

### **Minutes of the Previous Meeting**

The following corrections were made to the Minutes of the meeting of January 19, 2000:

1. p. 12284: delete "Dr. R. A. Yaworsky" from list of attendees; and
2. p. 12301, para. 1: amend second sentence to read: "...the Institute for European Studies had received endowment support, including funds from the European Union, and that the Institute for European Studies was the only institute in a Western University to receive funding from the European Union."

<i>Dr. Slonecker</i>	}	<i>That the minutes of the meeting of January 19, 2000 be adopted as amended.</i>
<i>Dr. Gilbert</i>		

Carried.

### **Business Arising from the Minutes**

#### **MASTER OF ARTS (EUROPEAN STUDIES) (PP. 12300-2)**

Dr. Berger, as chair of the Curriculum Committee, recalled that the motion to approve the Master of Arts (European Studies) had been defeated at the January 19, 2000 meeting of Senate. The Budget Committee and the Committee of Deans had since reviewed the proposed new program. Dr. MacEntee, as chair of the Budget Committee, stated that the discussion at the January meeting of Senate had revealed some confusion about the approval process for new programs. The Budget Committee and the Committee of Deans customarily review a letter of intent in order to verify that it is suitable to go forward to the provincial government. Once the provincial government approves and returns the letter of intent, the proposers may proceed to fully develop the program and courses, which are then reviewed by the Curriculum Committee.

Dr. MacEntee stated that three proposed programs, the Master of Arts (Women's Studies and Gender Relations), the Master of Arts (Asia Pacific Policy Studies), and the Master of Arts (European Studies), had circumvented the usual process, in that they had come to Senate for approval before their letters of intent had been forwarded for provincial government review. In conducting its review of the letters of intent, the Committee had found no major problems with

the proposals, although some members had raised concerns about funding sustainability for the Master of Arts (European Studies). Although the Budget Committee was willing to grant approval of the letters of intent, it was apparent from the Minutes of Senate that two of the three programs had already received Senate's final approval. Dr. MacEntee drew attention to the fact that this did not comply with the October 1996 motion regarding letters of intent. He reported that the Budget Committee had been working to clarify and revise the approval process, particularly with regard to collaboration between the Budget Committee and the Committee of Deans. Once the proposed revisions were finalized, the Committee planned to bring them to Senate for approval.

Dr. Berger gave notice that the following motion was to appear on the agenda for the March 22, 2000 meeting of Senate:

*"That Senate approve the Master of Arts (European Studies)."*

#### **LIBRARY CONSULTATION**

See 'Appendix A: Master of Arts (European Studies) Library Consultation Form'.

Dean Granot filed with the Secretary of Senate a curriculum consultation form completed by the University Library concerning Master of Arts (European Studies). Dean Granot stated that, contrary to the statements made by the University Librarian at the January 19, 2000 meeting (see Minutes of Senate, p. 12301), the form showed support for the new program and did not indicate the need for additional library resources.

## **Chair's Remarks and Related Questions**

### **FEDERAL AND PROVINCIAL BUDGETS**

The President reported that the federal government was to deliver its 2000/01 budget on Monday, February 28, and described the budget as "important for Canadian universities." President Piper identified the following critical areas of interest:

1. **Transfer payments to the provinces.** The President was optimistic that the federal government would begin to reinstate transfer payments to the provinces, and to include post-secondary education as a possible use for this funding. The amount of the transfer payments and any limitations on spending these funds would have implications for UBC's ability to seek funding at the provincial level.
2. **The 21st Century Chairs for Research Excellence program.** The President was hopeful that a total of 2000 chairs would be funded over the following three to four years.
3. **Other major research initiatives,** including the Canadian Foundation for Innovation, Genome Canada, and the Tri-university Meson Facility, among others.

Delivery of the provincial budget for 2000/01 was expected in late March 2000 at the earliest, due to recent leadership and cabinet changes. President Piper reiterated that BC universities would be working very aggressively over the following weeks to promote their collective budget submission, in which they had requested a five percent increase to operating funds as well as a research infrastructure grant in the amount of 15 cents for every dollar of funding from federal research granting councils.

### **Admissions Committee**

Dr. Lyster presented the reports, as chair of the Committee.

### **PRIOR LEARNING ASSESSMENT**

The following report had been circulated.

## **Prior Learning Assessment**

Enabling individuals to gain academic credit for what they already know has received considerable attention by educational scholars, particularly since the 1970's. However, prior learning assessment (PLA) has remained a marginal issue for universities. Recently in Canada the Canadian Labour Force Development Board pressed for enhanced PLA. British Columbia has gained a reputation as a leader in PLA post-secondary implementation, with the strong support of the BC Ministry of Advanced Education, Technology and Training (MAETT) and the Centre for Curriculum, Transfer and Technology (C2T2).

### **Recommendations:**

1. That UBC accept course credits earned through PLA from other recognized post-secondary institutions.
2. That PLA transfer credit be noted as such on the UBC student record.
3. That UBC create a part-time position for a PLA coordinator (using funding available from the province).
4. That the wording currently in the Calendar (p. 42) be changed as follows:

### **Current Calendar Entry**

#### **Challenge Credit**

"Courses that have been successfully `challenged' at other institutions will be useful to provide advance placement at the University, but credit for such courses will not be given toward a degree. The University of British Columbia will grant credit on transfer only where the course concerned is recognized by the University as suitable for transfer credit and is taken in the normal way by the student."

### **Proposed Calendar Entry**

#### **Credit Earned via Prior Learning Assessment or Challenge**

"Credits earned via prior learning assessment (PLA), challenge credit, or the equivalent, at another recognized post-secondary institution are accepted at UBC, so long as the course to which those credits apply is recognized by the University as suitable for transfer credit. The University only accepts PLA credits which are assigned to specific courses."

### **Rationale:**

PLA is increasingly widespread in the BC post-secondary system and students are applying to UBC who have received some credit via PLA. We need a policy for students who are requesting PLA transfer credit.

PLA already has a small but significant presence at UBC. Although UBC admits the vast majority of students on the basis of marks attained in Grade 12 (or equivalent), there are some exceptions to this practice which are relevant to PLA.

First, there are instances where we give students credit for university level work, even though they have not taken the UBC courses to which that credit is attached. Students who pass a calculus challenge examination (a form of PLA) can receive credit for Math 100 (Calendar, p. 38). The UBC Calendar (p. 35) also notes that:

"advanced placement, and in many cases advanced credit, may be given in appropriate subjects where high academic achievement has been attained. This provision applies particularly to the Advanced Placement, International Baccalaureate (Higher Level), and General Certificate of Education (Advanced Level) programs."

Second, there are instances where we recognize, for specific purposes, learning that occurs outside the formal education system. Currently mature students are admitted to the university who "have pursued interests and activities that have contributed to an intellectual maturity" (Calendar, p. 43) although they receive no academic credit for such work. Furthermore, although academic grades are the sole bases of admission for the majority of applicants offered admission, our admission policies recognize that "additional criteria may be used in some programs in the selection of a limited number of qualified students." This broader based admission policy mechanism is used currently in Forestry and Applied Science.

Just as we recognize the learning that has occurred when students take other courses at other institutions, we should recognize the credits which other institutions award to students via PLA (so long as those credits are granted for course work which transfers to UBC). We also should note such recognition on the student record so that we can track the awarding of PLA transfer credit at UBC. The BC post-secondary system has a well-developed PLA protocol. The Ministry has targeted some funding to facilitate PLA and we should use this funding to appoint someone in the Registrar's office to act as a PLA co-ordinator (this person might have other duties in addition to PLA).

### **Background**

At the request of the Committee of Deans, UBC created a Prior Learning Assessment Committee in 1997 to discuss issues of PLA and to help provide direction for policy. This was in response to a province-wide initiative to introduce PLA into British Columbia's post-secondary system. A PLA Forum was held on the UBC campus on November 19, 1998. The above recommendations flow out of the work of that committee and from discussions at the Committee of Deans.

A working definition of PLA is: the achievement of course credits through the formal assessment of competencies that have been acquired through formal or informal learning.

<i>Dr. Lyster</i>	}	<i>That Senate approve the recommendations of the Admissions Committee with respect to Prior Learning Assessment.</i>
<i>Mr. Podersky-Cannon</i>		

Mr. Podersky-Cannon emphasized the importance of prior learning assessment, but reminded members of Senate that the recognition of courses by the University "as suitable for transfer

credit" was an active process. He further suggested that the issue could be referred to the Committee on Liaison with Post-Secondary Institutions for review at some point in the future.

The motion was  
put and carried.

## STUDENTS WITH DISABILITIES

The following report had been circulated.

### **Students with Disabilities**

It is proposed that an addition be made to the first paragraph of the current entry on Students with Disabilities in the Policy on Admissions section of the Calendar.

#### **Current 1999/2000 Calendar Statement, page 35, 2nd column**

"Academically qualified students who have physical, sensory or specific learning disabilities are encouraged to attend the University of British Columbia. The University has a wide variety of services, including several forms of special assistance, designed to accommodate the needs of students challenged by their disability.

Students with disabilities are encouraged to contact the Disability Resource Centre (see 'Disability Resource Centre' on page 67) for a description of the services available and to arrange access to them."

#### **Proposed Addition to Calendar Statement (in bold)**

"Academically qualified students who have physical, sensory or specific learning disabilities are encouraged to attend the University of British Columbia. The University has a wide variety of services, including several forms of special assistance, designed to accommodate the needs of students challenged by their disability.

**The University will ensure that applicants are not denied admission as a result of their disability and that, where appropriate, accommodation will be made with respect to admissions criteria.**

**Prospective applicants** and students with disabilities are encouraged to contact the Disability Resource Centre (see 'Disability Resource Centre' on page 67) for a description of the services available and to arrange access to them."

### **Rationale:**

The added statement will inform prospective applicants with a disability that consideration will be given on an individual basis to their application for admission as outlined in *University Policy #73, Academic Accommodation for Students with Disabilities*, approved by the UBC Board of Governors in May 1999. The policy states "The University will provide academic accommodation to students with disabilities in accordance with the *Human Rights Code (BC)* and the *Canadian Charter of Rights and Freedoms*. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes."

Under 'Definitions' the policy defines Student as either a registered student OR a person who has formally applied to the University as a prospective student.

Under 'Responsibilities of the University Towards Students with Disabilities' the policy notes two responsibilities which are specific to prospective students. These are the responsibility to:

- ensure that persons are not denied admission on the basis of their disability
- accommodate students with disabilities, where appropriate, with respect to admissions criteria.

Dr. Lyster  
Dean Quayle

}

*That Senate approve the recommendations of the Admissions Committee with respect to students with disabilities.*

Carried.

#### **FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION: ADMISSION DIRECTLY FROM SECONDARY SCHOOL**

The following proposal had been circulated. The proposal was to be effective for the 2001 Winter Session.

##### **Admission Directly from Secondary School**

###### **Present Calendar entry:**

"Admission from BC Grade 12

Graduates from grade 12 (or the equivalent) or grade 13 in any Canadian province are not admissible directly to the Faculty. Applicants with such standing should apply for admission to first year university."

###### **New Calendar Entry Proposal:**

"Admission from BC Grade 12 or Equivalent

The Faculty of Commerce & Business Administration will admit into Year 1 of the B.Com. program a limited number of first year students on the basis of a Grade 12 average calculated on English 12, Principles of Mathematics 12 and two other approved examinable Grade 12 courses."

###### **Rationale:**

This proposal is aimed at attracting high quality domestic and international students to UBC and to Commerce. Many business schools including Queen's, the University of Toronto, and the University of Western Ontario, have in place an admission policy that admits high school students directly into their program or guarantees their admission based on their high school academic performance. Commerce believes that we are potentially losing strong candidates for the B.Com. program by not permitting direct entry.



This proposal does not directly affect other faculties as the students will continue to take the same pre-requisite courses in either the Faculty of Arts or Science, which include 6 credits of English, Economics and Math and 12 credits of electives. Commerce is considering allowing Year 1 B.Com. students to take one or two Commerce 3-credit courses presently in the second year of the program e.g. Accounting, Organizational Behaviour or Marketing. These students will then replace these credits with non-Commerce electives in their second year. Students admitted in Year 1 B.Com. will be promoted based on the following new Commerce promotional rules.

<i>Dr. Lyster</i>	}	<i>That the proposal for direct entry to the Bachelor of Commerce program from secondary school be approved.</i>
<i>Dr. Hamilton</i>		

In response to a question from Mr. Podersky-Cannon, Dr. Hamilton stated that the Faculty of Commerce and Business Administration had not set a minimum secondary school grade point average for direct entry into the Bachelor of Commerce program. The Faculty intended to select approximately 40 high quality students for direct entry.

The motion was  
put and carried.

#### **FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION: NEW PROMOTION REQUIREMENT RULES**

The following proposal had been circulated.

##### **New Promotion Requirement Rules**

##### **Present Calendar entry:**

"Unsatisfactory Performance

Students whose performance in the Faculty of Commerce and Business Administration is unsatisfactory will be required to discontinue study in the Faculty for at least one year. Students who have failed to meet the promotion requirements of the University will be

considered to have failed the year and will be required to discontinue study in the University for a least one year.

1. Students will be required to discontinue study in the Faculty for at least one year if they:
  - a. pass all courses in which they are registered but achieve an average below 55% or
  - b. fail one or more of the courses in which they are registered and obtain an average below 60% in the courses passed.
2. Students will be considered to have failed the year and will be required to discontinue study at the University for at least one year if:
  - a. they are registered in 30 or more credits and receive a failing grade in 12 or more credits, or
  - b. they are registered in less than 30 credits and receive a failing grade in one-third or more credits."

**Proposed Calendar entry:**

Represents changes to sections numbered 1 & 2

"Unsatisfactory Performance

Students whose performance in the Faculty of Commerce and Business Administration is unsatisfactory will be required to discontinue study in the Faculty for at least one year. Students who have failed to meet the promotion requirements of the University will be considered to have failed the year and will be required to discontinue study in the University for a least one year.

**Students will be required to discontinue study in the Faculty for at least one year if they are:**

- a. Enrolled in a minimum of 27 credits and the average in all courses including any failures is below 60% or,
- b. Enrolled in a minimum of 27 credits and fail in 12 or more credits.
- c. Enrolled in 12-26 credits and fail one-third or more of those credits.
- d. Enrolled in 11 (or fewer) credits and fail in half or more of those credits."

**Rationale:**

Increasing the required pass percentage for all students would ensure that only students who have academically proven themselves are promoted to more advanced material. In addition, Commerce considers the new rules to be more clear to students and allow for easier implementation by the faculty.

*Dr. Lyster*  
*Dr. Berger*

}

*That Senate approve the proposed promotion regulations for the Faculty of Commerce and Business Administration.*

Carried.

## **FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION: MINIMUM GRADE FOR PRE-REQUISITE ENGLISH**

The following proposal was to be implemented in the 2001 Winter Session.

### **Minimum Grade for Pre-requisite English**

#### **Present Calendar entry:**

"Admission from Another Faculty

Students who have completed a first-year university program of at least 27 credits may apply for admission to the Commerce program. Applicants must have completed ENGL 112 plus one of ENGL 110, 111, 120, 121 (Arts One or minimum 16 credits of Foundation is acceptable), ECON 100, MATH 104 and 105 (MATH 100 and 101, 102, 103, or 102 and 121 are acceptable alternatives); and 12 credits of electives."

#### **New Calendar Entry Proposal**

"Students who have completed a first-year university program of at least 27 credits may apply for admission to the Commerce program. Applicants must have completed ENGL 112 plus one of ENGL 110, 111, 120, 121 (Arts One or minimum 16 credits of Foundation is acceptable), **with a minimum grade of 60% for each of the two required English courses**; ECON 100, MATH 104 and 105 (MATH 100 and 101, 102, 103, or 102 and 121 are acceptable alternatives); and 12 credits of electives."

#### **Rationale:**

To be successful in the Bachelor of Commerce program and in business, students must meet a minimum level of competency in several pre-requisites including English. English composition and language skills are key to success in analytical learning, specifically in the group work, presentations, essays and industry projects, which are all central to the B.Com. program.

As can be seen dramatically in Exhibit 4-8 (from the Commerce Undergraduate Program Review, not included in the Minutes), although the average GPAs of Commerce students are higher in all three areas, the difference is most pronounced in Calculus and Economics. However, in English courses, the effect is not as pronounced. Nonetheless, Commerce students do better than their cohorts in Arts and Science, especially in the 68% to 79% range of average GPAs.

Three important points should be kept in mind concerning these data. First, these data exclude grades for students who did not subsequently enrol in second year Arts, Science or Commerce in the fall of 1998. Second, the students in second year Arts and Science are mainly continuing (advancing), whereas second year Commerce students are newly admitted. As a consequence, Commerce has no students with failing grades in these courses. Third, these data only include students who completed these courses at UBC. Students taking any of these courses elsewhere are not in the sample, and these omitted students account for approximately 25% of second year Commerce students.

These results confirm that the overall grades in Economics and Mathematics (Calculus) seem to be positively skewing overall Core Grade Point Averages used for admission.

As overall core averages (English, Mathematics and Economics) are currently used to assess applications, students who are marginal in English, but do well in Calculus and/or Economics, will still gain entry into Commerce. Commerce is recommending that minima be placed on English courses.

\*Note: Hard copies of the graphs are available the Registrar's Office, file binder 19-50-06.

<i>Dr. Lyster</i>	}	<i>That Senate approve the proposal for a minimum grade of 60% in pre-requisite English courses for admission to the Bachelor of Commerce.</i>
<i>Dr. Hamilton</i>		

Carried.

## **FACULTY OF DENTISTRY: COMMUNICABLE DISEASES**

The following report had been circulated.

### **Calendar Entry Change, DMD and IDDCP Programs**

This motion involves one change and the insertion of new information.

Faculty Council approved a change in the title of the current paragraph entitled "DEPOSIT", (left Column of page 168 of the 1999/2000 Calendar) to "ACCEPTANCE".

The current statement in this paragraph dealing with the issue of the deposit fee amount and timing is to be retained.

Faculty Council approved the insertion of the following new statements relating to communicable diseases, the potential effect on the progression of a student should a student have any of the conditions mentioned and the recommendation that students have disability insurance. The new statements read:

"A health record which evidences immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox, Hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the University Student Health Services. Immunizations are available from your family doctor, Public Health Department and Student Health Services at UBC. Being a carrier of any one of the conditions may restrict both your educational opportunity to attain competency for graduation, and your practice as a dentist. Counselling is available to individuals who have, or are carriers, of communicable diseases.

Disability may result from practicing dentistry. Included are exposure to infectious diseases such as HIV, Hepatitis B, Hepatitis C and even the possibility of physical assault. Injury during the time of training may preclude a student from continuing through and practicing Dentistry. While the Faculty of Dentistry makes efforts to minimize such risks, it does not provide any insurance to protect students from loss of future income. We strongly recommend that students purchase disability insur-

ance while they are students and continue coverage during postgraduate training and practice."

**Rationale:**

The practice of dentistry does carry a risk of acquiring a communicable disease. The intent here is to identify the diseases currently involved, the requirement to be vaccinated and some of the potential implications of either having the disease or being a carrier. The admissions process cannot ask an applicant if they have a disease or use that information in our selection process. We must select based upon our published criteria. If an accepted student has a disease or is a carrier, then we have to provide specific counselling with the appropriate medical expertise. This will be coordinated through Dr. M. Boyd in her capacity as Associate Dean for Student Affairs in the Faculty of Dentistry. Counselling will be to advise a student that they can stay in the program, have their program modified or to suggest an alternate career.

Disability insurance should be taken out by students and maintained, less anything happen to a student that might affect their ability to graduate and protect them from loss of future earnings or possibly protect against tuition fee loss. This might be of value to our international students with such large fees and domestic students should the current fee structure change.

*Dr. Lyster*  
*Dean Yen*

}

*That Senate concur with the recommendation of the Admissions Committee in approving the proposed statement on communicable diseases and the study and practice of dentistry.*

In response to a question from Mr. Greathed, Dean Yen stated that students would be required to submit health records after having been admitted to the program, as the Faculty cannot require applicants to submit this information.

The motion was  
put and carried.

**FACULTY OF DENTISTRY: PROFESSIONAL ASSOCIATION**

The following report had been circulated.

**Professional Association**

Faculty Council approved a motion to insert a new sentence in the current section entitled "**Professional Association**" (left column, p 171 of the 1999/2000 Calendar). This section deals with the practice of Dentistry and refers graduates to the College of Dental Surgeons of BC in this regard. The intent of this motion is to notify prospective applicants and graduates that the College of Dental Surgeons of BC conducts a criminal records review as part of the licensing procedure in BC.

Insertion of the sentence in bold.

"The possession of a dental degree does not automatically confer the right to practice dentistry in any province of Canada. Each province has a licensing authority which grants the license to practice. In British Columbia, inquiries should be directed to: Registrar, College of Dental Surgeons of BC, 1765 West 8th Avenue, Vancouver BC, V6J 5C6, Tel: (604) 736-3621 Fax: (604) 734-9448 or their counterparts in other provinces. **For clarification of their ability to obtain a license to practice dentistry in British Columbia before beginning studies, persons convicted of a criminal offense including a conviction for an offense which resulted in a conditional or absolute discharge, and who are considering a career in dentistry, should write to the Registrar of the College.** Most provinces will accept for registration the certificate issued by the etc."

**Rationale:**

For informational purposes only to advise prospective applicants that a criminal record review is conducted by the College in BC as part of the procedure for licensure in this province.

*Dr. Lyster*  
*Dean Yen*

}

*That Senate approve the proposed changes to the Calendar entry entitled "Professional Association."*

Carried.

**FACULTY OF DENTISTRY: REGISTRATION AND ORIENTATION**

The following report had been circulated.

**Registration and Orientation**

Faculty Council approved the deletion of the last paragraph in the section entitled "**Registration and Orientation**," (right column, p. 168 of the 1999/2000 Calendar)

The last paragraph of this section currently reads:

"A successful applicant may be required to submit a health record to the University Health Service at the time of acceptance. The approved form will be included in the acceptance package. A certificate from a licensed dentist attesting to the applicants oral health is also requested."

The request is to delete the above paragraph.

**Rationale:**

This section is now redundant following the new statement on communicable diseases and the study and practice of dentistry. The issue of a certificate of oral health from a dentist is viewed by the Council as desirable, but we would anticipate difficulty enforc-

ing it. We will suggest in our promotional literature that applicants should have good oral health.

<i>Dr. Lyster</i>	}	<i>That Senate approve the proposed paragraph deletion.</i>
<i>Dean Yen</i>		

Carried.

#### **FACULTY OF DENTISTRY: INTERNATIONAL DENTAL DEGREE COMPLETION PROGRAM**

The following report had been circulated.

##### **IDDCP Program**

The Faculty currently requests a deposit of \$5,000 to secure a place, which deposit is offset against tuition and is non-refundable. We do indicate that this deposit is required in promotional literature, but it is not in the Calendar. The necessity for a health record and immunizations also applies to international students, so the second part refers them to the relevant section in the DMD section.

Faculty Council approved the insertion, after the section entitled Assessment and Interview, of a new paragraph, right column, on p. 168 of the 1999/2000 Calendar, entitled DEPOSIT.

##### **"Deposit:**

The successful applicant must submit a deposit of \$5,000 within two weeks of notification of acceptance by the University. This deposit is non-refundable and will be applied towards the tuition of the first term of third year. Please refer to the section on Acceptance on page 168 dealing with immunizations and disability, which also apply to this program."

##### **Rationale:**

To advise applicants of what the deposit fee is and when it is payable. The requirements for immunizations apply to international students as well as to domestic students.

<i>Dr. Lyster</i>	}	<i>That Senate approve the proposed changes to the International Dental Degree Completion Program Calendar entry.</i>
<i>Dean Yen</i>		

Carried.

#### **FACULTY OF GRADUATE STUDIES: MASTER OF ARTS (WOMEN'S STUDIES AND GENDER RELATIONS)**

The following report had been circulated.

### Proposed Calendar Statement:

#### "M.A. in Women's Studies and Gender Relations

Administered by the Centre for Research in Women's Studies and Gender Relations (Faculty of Graduate Studies), the M.A. in Women's Studies and Gender Relations allows qualified students to undertake graduate work in the field of Women's Studies and Gender Relations. Issues related to women, gender analysis, or related topics will be presented in feminist frameworks. Candidates are selected by an Advisory Committee representing a range of relevant research areas, which assesses the availability of appropriate courses and faculty to provide supervision. The 30 credit M.A. is available on a full-time or part-time basis. There are two options, with thesis or without a thesis. Non-thesis students complete a shorter extended essay or research project. To be eligible to be considered for admission, students must: 1) Hold a B.A. or equivalent degree from a recognized university, in an area deemed relevant to Women's Studies by the Advisory Committee. 2) Have obtained at least a B+ (or equivalent) average in the last two years of undergraduate study with first-class standing in a minimum of 12 credits of relevant course work. 3) Demonstrate adequate preparation in feminist theory and methodology, or be willing to take extra courses, as required, to gain such preparation. 4) Submit a writing sample (e.g. essay), and a statement explaining why s/he wishes to do graduate work in Women's Studies. The student may describe relevant non-academic experience, and explain any discrepancies in the academic record. This statement should also specify the areas of most interest to the applicant, to enable us to ascertain the likelihood of an appropriate research supervisor being available if the thesis option is preferred. 5) Arrange to have three letters of reference sent directly to us, commenting on the student's suitability for the program. 6) Fulfill all general requirements for admission to the Faculty of Graduate Studies (e.g. TOEFL score).

About 50 faculty members from many departments and several Faculties are Associates of the Centre. Students complete required core courses in Methodology and Theory, and interact with Visiting Scholars at the Centre through a year-long seminar. There is considerable flexibility in the selection of other courses. Options may include a Practicum or Internship in the local community or abroad. For further information, contact the Director, UBC Centre for Research in Women's Studies and Gender Relations, 1896 East Mall, Vancouver V6T 1Z1, or check our web-page: <[www.wmst.ubc.ca](http://www.wmst.ubc.ca)>."

Dr. Lyster pointed out that much of this material had been approved at the January 2000 meeting of Senate, when the Master of Arts (Women's Studies and Gender Relations) was first presented by the Curriculum Committee. The Admissions Committee proposed to add the material in **bold**.

Dr. Lyster  
Mr. Brady

}

*That the admissions statement for the Master of Arts (Women's Studies and Gender Relations) be approved.*



In response to questions from Mr. Brady, Dr. Raoul described feminist theory as an approach to research and teaching which includes women, and questions approaches which exclude gender analysis. The practicum or internship portion of the program was to take place at one of an extensive list of community organizations. Dr. Raoul described the intended learning outcome as the recognition of the relevance of theory to real life situations and to policies made in the community. The academic component to the practicum would include regular meetings with faculty as well as assignments and a major research paper.

Dr. Lalli noted that the Department of Sociology offered a graduate program in gender and feminist studies, and asked how the new M.A. (Women's Studies and Gender Relations) would relate to that Department's activities. Dean *pro tem*. Tully agreed that many programs overlap, and stated that he viewed this as an expression of strength rather than as a contradiction. Dr. Tees pointed out that Senate had been asked to consider admission requirements only.

The motion was  
put and carried.

#### **FACULTY OF GRADUATE STUDIES: MASTER OF ARTS (ASIA PACIFIC POLICY STUDIES)**

The following report had been circulated.

##### **Proposed Calendar Statement:**

"Master of Arts (Asia Pacific Policy Studies)

The program provides advanced training in research and analysis on policy issues relevant to the Asia and Pacific regions, to graduate students preparing for positions in government departments, non-profit organizations, private sector enterprises and as preparation for academic doctoral programs. The program will be administered in accordance with the Policies and Procedures of the Faculty of Graduate Studies.

Applicants to the program must satisfy the admissions requirements of the Faculty of Graduate Studies. Applicants also must have a sufficient background in area studies and/or social sciences to permit advanced research and analysis of policy issues relevant to the Asia and Pacific regions. Preference will be given to applicants who have received formal training in one or more languages (other than English) of the standard set by the Faculty of Graduate Studies. Admission of the candidate is not complete until

the application has been accepted and the course of study has been approved by the Institute of Asian Research and the Faculty of Graduate Studies."

<i>Dr. Lyster</i>	}	<i>That Senate approve the admissions statement for the Master of Arts (Asia Pacific Policy Studies).</i>
<i>Dr. Fisher</i>		

In response to a query from Mr. Tompkins, Dr. Tees confirmed that the name of the degree had been changed to Master of Arts (Asia Pacific Policy Studies). Some of the circulated materials showed an earlier rendition of the degree name.

Making reference to earlier discussion about the approval of letters of intent, Prof. Burns asked for clarification about the status of both the Master of Arts (Asia Pacific Policy Studies) and the Master of Arts (Women's Studies and Gender Relations). Dean Granot replied that the letters of intent for both new programs had been circulated and that the Office of the Vice-President, Academic and Provost was collecting responses. Vice-President McBride clarified that he had not yet forwarded the letters of intent to the provincial government, and that the programs would only be made available to students after provincial government approval.

The motion was put and carried.

#### FACULTY OF MEDICINE: ADVANCEMENT

The following report had been circulated.

##### **Advancement**

##### **Present Calendar Entry (1999/2000), page 263, column 2:**

"The Faculty will determine the student's fitness for promotion at the end of each session.

A student whose academic standing is unsatisfactory may be required either to withdraw from the Faculty or to repeat the entire work of the year.

If the progress of a student has been unsatisfactory in any given session, the Faculty may permit a supplemental examination in the subject failed, provided that attendance has

been satisfactory, more than two subjects have not been failed, and an average of at least 60% in the work of the year including the failed subjects has been obtained.

The department or departments concerned may direct such work as will be necessary to prepare for the supplemental examination. It is the responsibility of the student to consult the heads of the departments concerned about such arrangements. If the student satisfies the requirements of the departments concerned and passes each supplemental examination with a mark of at least 65% he or she will be promoted.

A student in the first year who fails to be promoted will not be permitted to repeat the year except under special circumstances.

A student will not be permitted to repeat more than one year except under special circumstances.

A student who repeats a year is required to attain a mark of at least 65% in the examination in each subject.

Although satisfactory academic performance is prerequisite to advancement it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if considered to be unsuited to proceed with the study or practice of medicine."

### **Proposed Calendar Entry (Changes in bold)**

"Advancement

The Faculty will determine the student's fitness for promotion at the end of each session.

A student whose academic standing is unsatisfactory may be required either to withdraw from the Faculty or to repeat **all or part of the academic work for the year.**"

Delete the remaining 6 paragraphs and replace with:

**"If the progress of a student has been unsatisfactory in any given term, the Faculty may permit a supplemental examination in the course(s) failed, provided that attendance has been satisfactory and no more than two courses have been failed. The Supplemental Examination Program is offered to students who have failed one or more core components within a course (e.g., in-class assessment or the comprehensive examination). A course failure is formally and permanently noted on the student's transcript, as is the grade they achieve on their supplemental work (which must be 65% or better). The course director(s) or block chair(s) concerned will direct such work as will be necessary to prepare for the supplemental examination. It is the responsibility of the student to consult the course director(s) concerned about such arrangements. If the student satisfies the requirements of the course(s) concerned and passes each supplemental examination with a mark of at least 65%, he/she will be promoted. If the student does not pass the supplemental examination program, he/she may be required to withdraw from the program or to repeat a portion or the entire work of the year.**

Although satisfactory academic performance is pre-requisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw

from the Faculty if considered to be unsuited to proceed with the study or practice of medicine."

**Rationale:**

The wording in the present Calendar entry needs to change to reflect "the courses during the first two years of the new curriculum are interdisciplinary and not offered by individual departments." This wording precisely outlines the advancement process that is presently in place.

Effective: September 1, 1999

<i>Dr. Lyster</i>	}	<i>That Senate approve the revised advancement regulations for the Faculty of Medicine.</i>
<i>Mr. Greathed</i>		

Carried.

**SCHOOL OF REHABILITATION SCIENCES: OCCUPATIONAL THERAPY**

The following report had been circulated.

**Bachelor of Science in Occupational Therapy**

**Present 1999/2000 Calendar Entry (page 305, column 1):**

Under the heading: Degree Requirements

"Prerequisites

(3rd bullet)

- Sociology or Anthropology, three to six credits at 100- or 200-level (Archaeology courses will not be accepted as meeting the requirement)."

**Proposed Calendar Entry:**

"Degree Requirements

Prerequisites

(3rd bullet)

- SOCI 100 or equivalent, effective year 2000 admissions, with flexible policy for that year."

**Rationale:**

The current pre-requisite allows for any anthropology or sociology course. With the introduction of a new social science and occupational therapy course into second year, it would be preferable that all students have a common background to sociology concepts. The pre-requisite for other sociology and health courses at the 400-level is SOCI 100 or SOCI 300. (Credit is granted for only one).

Therefore, SOCI 100 was identified as the appropriate pre-requisite, and was most likely to be available at virtually any college or university.

Effective Date: September 1, 2000

Dr. Lyster	}	<i>That the proposed changes to the admission requirements for the Bachelor of Science in Occupational Therapy be approved.</i>
Dean Cairns		

Carried.

#### FACULTY OF SCIENCE: JOINT UBC-BCIT HONOURS BACHELOR OF SCIENCE IN BIOTECHNOLOGY

The following report had been circulated.

##### Honours Bachelor of Science in Biotechnology

**Proposed Calendar Entry (1999/2000 Calendar p.333, column 1) to be located after existing Honours programs:**

"The Department of Microbiology and Immunology of the University of British Columbia and the Biotechnology Program at the British Columbia Institute of Technology offer a five-year joint degree Co-operative Education program that integrates academic study at both institutions with related and supervised work experience. Enrollment is limited.

Entry into the program is at the second year level, is by application and requires completion of the first-year prerequisites listed below with at least the minimum admission average set by the UBC Faculty of Science for transfer into second year.

Applicants will also be judged on suitability for cooperative work experience by the UBC and BCIT Co-operative Education coordinators. Applications and detailed information are available from either the Department of Microbiology and Immunology, #300 - 6174 University Boulevard, Vancouver, B.C., V6T 1Z3, telephone (604) 822-3308 or the BCIT Biotechnology Program, 3700 Willingdon Avenue, Burnaby, B.C., V5G 3H2, telephone (604) 432-8324. The deadline for applications is March 1.

The first year of the program is a first-year science program that can be taken at UBC or another institution. The second and third years (**taken at BCIT**) include two four-month work terms along with academic and technical studies. The fourth and fifth years (**taken at UBC**) include two four-month work terms and advanced studies. Maintenance of an average of 75% in second and subsequent years is required to continue in the program. Completion of the requirements for the first three years of the program earns a Diploma of Technology in Biotechnology. Completion of the requirements for the entire five-year program earns an Honours B.Sc. in Biotechnology. The credentials are awarded jointly by UBC and BCIT.

Students who fail to maintain the required average in their fourth or fifth year could ask to have their BCIT courses evaluated on a course-by-course basis for potential UBC credit."

Dr. Lyster stated that, although Senate had already approved the majority of this material, the Admissions Committee wished to clarify that the program was to be offered at two different sites by adding the phrases in **bold**.

<i>Dr. Lyster</i>	}	<i>That the proposed changes to the Calendar entry for the Honours Bachelor of Science in Biotechnology be approved.</i>
<i>Dr. Berger</i>		

In response to a query from Mr. Brady, Dr. Berger confirmed that the diploma portion of the program had not been reviewed by the Continuing Studies Committee. He added that this diploma was to be an undergraduate credential, which conformed more to UBC's definition of a certificate program. The two institutions would jointly issue the diploma. The President confirmed that both the diploma and the degree had been approved at the January 2000 meeting of Senate. Dr. Lyster reminded members of Senate to submit admissions and advancement material to the Admissions Committee as early as possible, so that both the Admissions and Curriculum Committees might avoid confusion by reporting on a given item at the same meeting.

The motion was  
put and carried.

### **Appeals on Academic Standing Committee**

*See Appendix B: Appeals on Academic Standing Committee Report to Senate*

Prof. Sheppard, as chair of the Committee, presented the report for the information of members of Senate. He thanked Dr. Yaworsky for writing the report, and Ms. Lisa Collins and Ms. Karminie de Silva of Secretariat Services for their assistance in collecting the data. Prof. Sheppard invited Dr. Yaworsky to speak to the report. Dr. Yaworsky apologized for the lateness of the report, and expressed the hope that Senate could come to expect more regular reporting from the Committee than once every eight years.

In order to provide appellants with more information about the Committee's procedures and to make the process less intimidating, he encouraged the Registrar's Office to provide a copy of the report to each appellant or prospective appellant.

Dr. Yaworsky extended thanks on behalf of the Committee to the many members of Senate who had served on the Committee over the years, particularly its two past chairs: Dr. D. J. MacDougall and Prof. P. L. Bryden.

### **Continuing Studies Committee**

#### **FACULTY OF DENTISTRY: CERTIFICATE IN ORAL MEDICINE AND ORAL PATHOLOGY**

*See Appendix C: Certificate in Oral Medicine and Oral Pathology*

Dean Yen presented the report, as chair of the Committee. In accordance with the Guidelines for the Establishment of Certificate Programs (Minutes of Senate, March 20, 1996, pp. 11391-8), the proposal was presented for information only.

### **Library Committee**

#### **FUNDING FOR LIBRARY FACILITIES**

Dr. Rosengarten, as chair of the Committee, gave notice that the following motion was to appear on the agenda for the March 22, 2000 meeting of Senate:

*"That in recognition of the crisis facing the University Library, Senate urges the University Administration to give special consideration to the renovation and upgrading of the Library's current facilities, and that new facilities be made a major priority in the next fund-raising campaign."*

## **Nominating Committee**

### **CURRICULUM COMMITTEE MEMBERSHIP**

Dr. Williams, as chair of the Committee, presented the Committee's recommendation.

<i>Dr. Williams</i>	}	<i>That the Associate Vice-President, Academic Programs, be appointed an ex-officio member of the Curriculum Committee.</i>
<i>Prof. Burns</i>		

Carried.

## **Reports from the Vice-President, Academic and Provost**

### **A CHOICE OF TRANSFORMATIONS FOR THE 21ST-CENTURY UNIVERSITY**

*Note: The text of this article is not included in the Minutes. Copies are available from the Manager, Secretariat Services.*

Vice-President McBride had circulated for information copies of an article entitled *A Choice of Transformations for the 21st-Century University*, by James J. Duderstadt from the Chronicle of Higher Education, issue dated February 4, 2000. Vice-President McBride commented that the article contained interesting concepts about the structure and focus of universities.

### **ACADEMIC PLAN**

*(Note: The text of the Academic Plan is not included in the Minutes. Please see the URL <http://www.oldadm.ubc.ca/apacl>. Copies are also available from the Manager, Secretariat Services)*

<i>Vice-President McBride</i>	}	<i>That Senate endorse the Academic Plan.</i>
<i>Dr. Tees</i>		

Vice-President McBride presented highlights of the *Academic Plan*. He recalled that Senate had discussed a draft version of the document in October 1999. The core goals of the planning process had been to acknowledge strengths, to identify needs, and to recognize our unique contribution to society. Although UBC is already home to many outstanding world-class research and



teaching activities, he explained that the *Plan* would identify ways to improve research, scholarship, and the teaching and learning environments. The *Academic Plan* was to form a framework for realizing the *Trek 2000* vision, and would also assist units in developing their academic plans.

The development of an academic plan was one of the instructions in *Trek 2000*. The process began in October 1998 with a discussion paper about future directions for UBC. *Toward an Academic Plan* elicited a great deal of discussion. The Academic Plan Advisory Committee (APAC) met with over 2000 people, and adjusted the *Plan* dramatically as a consequence of those discussions. *Toward an Academic Plan* was also discussed at Senate in the fall of 1999. More ideas and criticisms were generated and later incorporated.

The Vice-President stated that the *Plan* would improve communication and coherence at all levels of the university. He made the following comments about specific areas of the document.

*Retention and Renewal of Faculty and Staff*

All members of the UBC community are aware of the difficulties in recruiting and retaining faculty and staff in an intensely competitive environment. It has become critically important to make the right hiring decisions, especially considering that many people remain at UBC for approximately 30 years.

*The Learning Environment and Research Excellence*

Some people have been critical of the large amount of space occupied by the "Learning Environment" section, especially as compared to the section on "Research Excellence." Research is already very strong at UBC, and the necessary improvements in this area are relatively straight forward. There is more room for substantial improvement in the teaching and learning environment. The *Academic Plan* focuses on flexibility in the curriculum and how credits are assigned, and emphasizes active learning and the integration of research in the learning environment.

### ***Links with Community***

Universities can no longer sit in isolation, but must seek integration with the community. Both the university and the community benefit from such integration. In addition to a Downtown Eastside presence, the *Academic Plan* also addresses UBC's involvement in other areas of the community. Academically focused community service is to be considered with regard to promotion and merit.

### ***Effective Governance***

Although UBC's Faculty and department structure serves the University well, this structure can also inhibit creativity and collaboration in course development and research activities. The *Academic Plan* suggests ways to remove or reduce these structural barriers. The intent is not to denigrate departments or disciplines, but to maximize the tremendous strength in those disciplines, and to study the exciting areas that come together on the boundaries of disciplines. This section also contains suggestions for streamlining the curriculum approval process.

### ***Unit-Based Academic Plans***

Unit based academic plans will form the basis for implementation of the *Academic Plan*. Criticism has focused on how units are defined, and whether a different definition of 'unit' will denigrate departments as they currently exist. Vice-President McBride expressed the opinion that the reverse may, in fact, be true. Areas of interest will be emphasized over organizational structures. One example of such an area is Asian studies. The Department of Asian Studies, the Institute of Asian Research and the many other departments making appointments in this area may wish to coordinate their hirings and to make the most effective use of their programs. Hiring plans will develop from the unit-plans.

Vice-President McBride stated that Senate would be directly involved in decisions about implementation of the *Academic Plan*.

***Resource Allocation***

Addressing the issue of resources for both existing and new programs, Vice-President McBride stated that new resources were to become available to the university. He presented the following projections, adding that the release of the upcoming federal budget would change these estimates. All figures are in millions.

		Assured	Anticipated	Requested
CFI	New Opportunities	20.7		
	Other	51.2	160.0	
	<b>Total CFI</b>	<b>71.9</b>	<b>160.0</b>	
Recurring	21st Century Chairs Program	13.5	9.0	
	Research Overhead		9.0	15.0
	'Closing the Gap'		5.0	20.0
	<b>Total Recurring</b>	<b>13.5</b>	<b>23.0</b>	<b>35.0</b>

Prof. Burns asked how much of the one-time funding would be available to the humanities and social sciences. He expressed concern that, although Vice-President McBride had presented the funding as benefiting the entire institution, this new funding would be restricted to the sciences. Vice-President McBride responded that the CFI funds would be used to support the library, which would benefit the entire university, and that there were three or four CFI proposals pending in the humanities or social sciences. He added that additional funding secured by the sciences would free resources for use in other areas. The Canadian Institute for Health Research (CIHR) had recently expanded its mandate to include the social sciences, and it is also hoped that proposals from the social sciences would receive funding through the 21st Century Chairs for Research Excellence program.

Setting the context for discussion, the President reminded members of Senate that the motion under consideration was to "endorse" the *Academic Plan*. She suggested that members focus their discussion on the *Plan* in its entirety, rather than on proposing specific amendments.

Mr. Podersky-Cannon expressed the opinion that the *Academic Plan* contained few conclusions relative to the lengthy planning process. He added that the *Plan* reflected the sense that UBC should be "all things to all people," and stated that no institution in the modern world could hope to attain that goal. Mr. Podersky-Cannon pointed out that the *Plan* did not contain a significant discussion about which cuts would be taken during implementation, and how those decisions would be made. Vice-President McBride responded that unit-plans would be a critical part of setting priorities. Faculties would have open discussions as the unit-plans and hiring plans come together. Decisions with academic ramifications would clearly be brought to Senate for approval.

Dr. Fisher stated that the authors had made some improvements in the clarity of the language in this version of the *Plan*. He applauded the APAC for their focus on changing the curriculum, and for the international context. He pointed out, however, that the vote by the Faculty Association signalled concern by more than two hundred people. He raised the following criticisms:

1. Vague language. Even though the format had been revised to sentences as opposed to bullets, there was still no clear way to identify the key priorities;
2. 'Effective Governance' should contain an explicit reference to the Senate;
3. The concept of differentiated staffing ought to be expanded and explained;
4. UBC should consider determining minimum thresholds for all faculty in the areas of research, teaching and service.

While in agreement that individuals would wish to make changes to the *Academic Plan*, Dr. Blake spoke in support of the document as a whole. Because the *Plan* is meant to be a "living" document, it would allow for the rearrangement of priorities as new opportunities present them-

selves. He also expressed support for the Vice-President's statement that Senate would be involved in the process that changes the document, and encouraged his fellow senators to vote for endorsement.

Dr. Goldman-Segall, speaking in support of the document, stated that the *Academic Plan* served to legitimate what the Faculty of Education had been doing for at least a decade. The Faculty had always promoted interdisciplinarity as outlined in the *Plan*. Learning, teaching and research had been treated almost as a sacred trilogy, each informing the other. She complimented Vice-President McBride and the members of the APAC, adding that the Plan had evolved because a large number of people had worked together to bridge new connections.

Dr. Goldman-Segall expressed the opinion that, in order to become leaders in communications and information technology as outlined in *Trek 2000*, UBC must create a climate where faculty have the intellectual freedom to focus on different paths at different times in their careers. As the discoveries made by faculty enter the public domain, a climate of greater understanding would be created, and UBC would enhance its ability to attract larger scale funding.

Mr. Affleck described this version of the *Plan* as "bordering on excellent." He agreed with Mr. Podersky-Cannon, stating that the Plan should not try to do everything that is "fashionable in education." He pointed to resource problems that would inhibit the University's ability to succeed in certain areas, including broadening the student age profile and providing social space.

Prof. Sheppard stated that, although this version showed a great improvement over previous drafts, the document could be further improved by the explicit recognition that every recommendation would require additional resources. He suggested the addition of a statement to this effect to the introduction.

Dr. Berger spoke in favour of endorsing the plan, referring to the document as a "marvellous resource kit for units to use as a base to develop their own plans." He stated that the *Plan* contained guidelines that would apply in all fiscal climates, and that the level of detail would be enhanced through the creation of unit-plans at the grass roots level.

Dr. MacEntee drew attention to the fact that his question about the need for a plan had been answered at the end of the document (p. 15, para. 3). Referring to the statement that unit-plans would assist in "avoiding the misdirection and lack of focus than can result from decisions made incrementally," he stated that, in reality, units were faced with decisions on a daily basis. These decisions were necessarily incremental. He cited the recent 21st Century Research Chairs for Excellence proposal process as one example.

Dr. MacEntee stated that if the *Academic Plan* was a blueprint for individual units to address their academic futures, then it became a different document than what it purported to be. He expressed concern that units could be pushed into wasting time on creating elaborate mission statements as a result of the *Plan*. He asked what the central administration would do differently if the *Plan* were to be endorsed. Vice-President McBride responded that a plan would result in integrated decision making. Past decisions had been ad hoc and incremental because they had not been placed within a larger framework. The Vice-President emphasized that the individuality of units must be respected and built into the plan. He clarified that, although he did not expect units to develop mission statements, he did expect every unit to be able to articulate its priorities.

Prof. Burns stated that he had experienced four planning processes during his tenure at UBC, and that this document was the best that UBC could expect given the diversity of opinion on campus. This version of the *Plan* satisfied the criticisms he raised in October 1999. As a living and open-textured document, the *Academic Plan* would set out principles upon which a collective could gen-

erally agree. The Plan described academic initiatives as 'bottom-up,' and stated clearly that the senior administration shall implement these initiatives to the extent that it can. He urged the Senate to adopt the document, but also to maintain vigilance about how it would be implemented.

Dean Quayle stated that, as a planner and designer by profession, she had often wondered why UBC did not have a plan. She stated that the answer to that question was, in part, that planning problems were not easily solved and that the process was sometimes chaotic. She expressed pride that UBC had the courage to collectively embark upon the planning process, which signals that UBC is determined to improve its service to society. The implementation of the *Plan* will cause us to have to move beyond our comfort zones. While UBC may applaud the excellence of its current programs, it must also look ahead and create the new, and the *Plan* would help us through this challenging process. Dean Quayle described the transparent planning process as healthy for the university community. As the Faculty of Agricultural Sciences worked to transform itself, it had been helpful to have the larger planning process happening at the same time. The Dean stated that the Plan would require monitoring and the development of an operational schedule. It would be up to the members of the community to evolve and mature the *Plan*. Dean Quayle expressed her thanks to Dr. Michael Goldberg, Associate Vice-President Neil Guppy, Dr. George Spiegelman, Ms. Jeananne Robertson, and all the APAC members.

Dean *pro tem*. Tully agreed with Prof. Burns, in that a collective cannot expect complete agreement with any plan. He stated that both engagement in this debate and the outlining of a planning process had been valuable. He urged senators to see the "promise in the possibilities" in the *Plan*, and to seize the challenge to put it into effect. He added his thanks to the Committee and expressed pleasure in participating in this important decision.

Dr. Tees reminded members of Senate that Mr. Gray had stated in October that UBC should discard the plan after the process had been completed. He stated that the planning process had engaged everyone in an important way. He described the document as a "snap shot" of a plan that would change over time. Factors influencing this change were to include the 21st Century Chairs for Research Excellence program, government funding levels, and Budget Committee discussions about implementation costs. He emphasized the importance of vigilance in continuing to shape the *Academic Plan*.

Dr. Patey expressed concern that the *Plan's* ambiguity would doom UBC to be planning forever. He expressed the opinion that teaching and research should be equally addressed in the *Plan*. With respect to differentiated roles for faculty, he stated that he would be opposed to any weakening of the requirement that faculty do both research and teaching. He concluded by stating that, although many people had worked very hard on this process, he was not convinced of the necessity of an overarching plan.

Dean Klawe stated that, though the creation of the *Plan* had been beneficial, the process had been painful. She expressed the opinion that discussions about the *Academic Plan* had led her to better understand the departments within the Faculty of Science, and to become a better dean in a better Faculty. She stated that the 21st Century Chairs proposal process was "wonderful" because the planning process had led people to work together. The Dean expressed pride in the end result of the planning process, and indicated that she would vote to endorse the *Plan*.

Mr. MacLachlan had examined the Plan from a student's perspective, and reported that he found only positive possibilities for students. He stated that the *Plan* would serve to improve the educational process at UBC, with or without added resources. He expressed the belief that the students of UBC shared his support.



Dr. Sjerne stated that the document was much improved over the last version, and thanked the authors for their efforts in rewriting it. He expressed the opinion that the *Plan* was a good one, but that it did not border on excellence. He pointed out that every page of the document reflected the need for additional resources. As an example of a prospective use for new funding, Dr. Sjerne cited Virginia Tech's new Math Emporium. The new 58,000 square-foot building boasts 500 state of the art computers and workstations, a lecture room, and a student lounge. Open 24 hours per day, it is staffed 14 hours per day by teaching assistants, technicians, faculty, etc.

The motion was  
put and carried.

Vice-President McBride thanked the members of the APAC for their tremendous work, and specifically mentioned the following people: Dr. Michael Goldber, Dr. Richard Cavell, Ms. Joanne Archibald, Dr. George Spiegelman, Ms. Jeananne Robertson, Associate Vice-President Derek Atkins, Associate Vice-President Neil Guppy, and Dr. Brian Ellis. Members of Senate applauded. The President added her thanks to the APAC and to Senate. She described the endorsement of the *Plan* as an important decision, and stated that she would look forward to working with the Senate to begin implementation.

### **Other Business**

#### **BRITISH COLUMBIA FORESTS EXCELLENCE AWARDS**

Acting Dean McLean announced that Forests Minister David Zirnhelt and Forest Renewal BC chair Roger Stanyer had recently announced the winners of the fourth annual British Columbia Forests Excellence Awards. One of the winners was the Silviculture and Forest Engineering Institute of BC. The institute is allied with UBC's Faculty of Forestry, and offers post-graduate educational programs for professional foresters and forest engineers.

## **Tributes Committee - in camera**

### **HONORARY LL.B. DEGREE**

Dr. Helliwell, as chair of the Committee, proposed that an honorary LL.B. degree be granted to Herbert Griffin. Five years earlier, Senate had marked the 50th anniversary of the Faculty of Law by approving the granting of honorary LL.B. degrees to a group of approximately 20 lawyers who had been called to the bar before the creation of the Faculty. The Faculty had recently discovered that Mr. Griffin had been inadvertently overlooked.

*Dr. Helliwell*  
*Dean Blom*

}

*That Senate approve the conferral of an  
honorary LL.B. degree on Herbert Griffin.*

Carried.

### **EMERITUS STATUS**

Dr. Helliwell presented the following candidates for emeritus status.

Name	Proposed Rank (effective December 31, 1999)
Suzanne Buckley	Clinical Associate Professor Emerita of Paediatrics
Jerrold Coombs	Professor Emeritus of Educational Studies
James Ferris	Professor Emeritus of Pathology
David Matheson	Associate Professor Emeritus of Paediatrics
Peggy Ross	Clinical Associate Professor Emerita of Anaesthesia
Maelor Vallance	Clinical Professor Emeritus of Psychiatry

Name	Proposed Rank (effective June 30, 1999)
Jean Hugill	Clinical Professor Emeritus of Anaesthesia
Oleg Litwinow	General Librarian Emeritus
Duncan Murray	Professor Emeritus of Medicine
Donelda Parker	Associate Professor Emerita of Nursing
Dr. Joseph Sladen	Clinical Professor Emeritus of Surgery

Name	Proposed Rank (effective June 30, 1998)
Dr. Melville Shaw	Clinical Professor Emeritus of Medicine

<i>Dr. Helliwell</i>	}	<i>That Senate concur with recommendations of the Tributes Committee with respect to emeritus status.</i>
<i>Dr. Rosengarten</i>		

Carried.

#### HONORARY DEGREE PROCEDURES

Dr. Helliwell stated that, in response to the discussion in the fall of 1999 about the awarding of honorary degrees, the Tributes Committee had decided to make the documentation on prospective candidates available for viewing by members of Senate for a short period of time prior to the Senate meeting. He reminded members of Senate to assist the Committee in generating the best possible field of nominees.

#### **Adjournment**

There being no further business, the meeting was adjourned.

#### **Next meeting**

The next regular meeting of Senate will be held on Wednesday, March 22 at 8:00 p.m.

**Appendix A: Master of Arts (European Studies) Library Consultation Form**

*Note: The following was transcribed from a paper form filed with the Secretary of Senate by Dean Frieda Granot, Faculty of Graduate Studies.*

**UBC CURRICULUM CONSULTATION REQUEST**

**To:**

Dept./School: Koerner Library

**From:**

Name: Sima Godfrey

Dept./School: Inst. for European Studies

Phone: 822-8723 or 822-1452

E-mail: ies@interchg.ubc.ca

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

**New Programme - MA in European Studies**

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form. Please respond no later than: April 26, 1999

**Response**

<box checked>We support the Proposal.

**Comments (please type or print):**

Library needs are addressed in this document.

**Respondent**

Name: <signed> Jocelyn Godolphin, Head  
Humanities and Social Sciences  
Koerner Library

## **Appendix B: Appeals on Academic Standing Committee Report to Senate**

Senate has delegated to the Senate Committee on Appeals on Academic Standing the authority to hear and dispose of appeals from students from decisions of Faculties on matters of Academic standing - however, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgement by a Faculty. The decision of the Committee on an appeal is the final disposition of that appeal.

The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. By "allowing an appeal", the Committee may reverse the decision of the Faculty, and grant such academic standing as the Committee deems appropriate, or the Committee may quash the decision and send the matter back to the Faculty to be dealt with in accordance with proper procedures.

The Committee is required to make annual reports to Senate. The annual report shall state the number of appeals heard, their disposition, and the general nature of the appeals.

On this matter the Committee must request Senate's indulgence, as the current members of the Committee have ascertained that the last report made to Senate was on January 15th, 1992, relating to the 1990/91 academic year. Therefore, this "annual" report presents the Committee's activities for the following eight academic years: 1991/92; 1992/93; 1993/94; 1994/95; 1995/96; 1996/97; 1997/98; and 1998/99.

The following is a summary of the number of appeals heard and their disposition:

Academic Year	Number of Appeals Heard	Disposition of the Appeal		
		Dismissed the Appeal	Allowed the Appeal	Other Disposition
1991/92	4	2	2	0
1992/93	7	3	3	1 dismissed for lack of jurisdiction
1993/94	8	7	0	1 appeal withdrawn.
1994/95	10	8	1	1 appeal withdrawn.
1995/96	6	6	0	0
1996/97	5	3	2	0
1997/98	6	1	5	0
1998/99	5	2	3	0

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*Appendix B: Appeals on Academic Standing Committee Report to Senate*

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In the **sixteen** cases where the Committee "allowed the appeal", the Committee either sent the decision back to the Faculty, or granted such standing as was deemed appropriate.

At the risk of what may seem to be only a brief and general overview of the substance and the nature of the appeals, in **eight** cases where the appeal was allowed, the decision was sent back to the Faculty to be dealt with in accordance with proper procedure. In these instances the Committee:

- Ordered a recalculation of standing in accordance with an appropriate formula (there were conflicting interpretations as to the weight of the final examination towards the final grade);
- Ordered a review of an assigned standing in accordance with customary practice within the Faculty (the Faculty may not have considered information that ought to be considered);
- Referred the matter back to the Faculty to be dealt with in accordance with proper procedures (the Faculty may not have considered information that ought to be considered);
- Referred the matter of two course marks back to the Faculty to be dealt with in accordance with proper procedure (the Faculty should review a mark awarded in a course having regard to an allegedly misleading question, and conduct a review based on all accessible materials by an independent reviewer);
- Allowed completion of a degree upon successful completion of the outstanding elements of the original degree requirements (degree requirements and grading practices had changed and the student received wrong advice);
- Provided an opportunity for the appellant to submit additional information to the Faculty, and the Faculty to reconsider the request for removal of a grade from a transcript (there may have been relevant medical information that was not before the Faculty, and a misunderstanding related to the opportunity to submit additional information);
- Referred the matter of a medical deferment back to the Faculty to be dealt with in accordance with proper procedures (the full range of relevant considerations were not taken into account by the Faculty);
- Reversed a failed standing in a course and referred the matter back to the Faculty to be dealt with in accordance with proper procedures (evaluation criteria were changed and a clear pattern of expectations upon which students could rely were not re-established);

In **eight** other cases the Committee allowed the appeal and granted such academic standing as deemed appropriate. In these cases the Committee:

- Ordered a recalculation of standing in accordance with a defined formula accounting for a missing assignment;
- Modified the credit requirements and granting of transfer credits towards degree requirements (the Faculty did not give appropriate consideration to the adequacy of the advice provided to the student);
- Removed a mark of "F" from the student's transcript for a course (the Faculty had not given sufficient consideration to the unusual and medical circumstances involved in the appeal);

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*Appendix B: Appeals on Academic Standing Committee Report to Senate*

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- Granted readmission to a program of study (the Faculty had not given sufficient weight to the circumstances surrounding the original withdrawal);
- Removed a failed standing from the student's transcript for a course and allowed the student to repeat the course (the Faculty had improperly removed the student from the course prior to completion);
- Changed three grades from "F" to "W" (a medical condition lead to a failure in communication related to withdrawals);
- Deemed that the student had satisfied the requirements for the purposes of graduation (there was a mistaken belief regarding the qualification of a course for the purposes of fulfillment of a graduation requirement);
- Required an explanatory notation on the transcript (a medical condition lead to special conditions which contributed towards the failure of a course).

In the **thirty-two** other cases the appeal was dismissed.

- In **five** of these dismissed cases, students appealed a failed standing in the Faculty of Education's Extended Practicum. The circumstances varied but generally the appellants felt they received ambiguous feedback; or insufficient feedback; or there were differences in opinion among the assessments; or the Teacher Education Program Handbook was not precisely followed. In these cases the Committee felt the Faculty's decision was not improper or unfair.
- In **thirteen** of these dismissed cases, students appealed the requirement to discontinue studies for one year consequent upon a failed year or the requirement to withdraw from the Faculty. Circumstances varied but generally the appellants felt they should be exempt from the regulations for reasons of hardship; or financial or personal difficulties; or by applying new regulations retroactively; or because they perceived they were treated differently from other students. In these cases the Committee felt the Faculty's decision was not improper or unfair.\
- In **two** of these dismissed cases, students appealed the decision by the Faculty of Graduate Studies to reject their thesis. In these cases the Committee felt the Faculty's decision involved the exercise of academic judgement and was not arrived at through improper or unfair procedures.
- In **three** of these dismissed cases, students appealed the decision of their Faculty that they not be allowed to write a final examination nor a retroactive deferred examination. Circumstances varied but generally the appellants felt they should be exempt from the regulations for reasons of hardship; or personal difficulties or medical circumstances brought to the attention of the Faculty retroactively; or because they perceived that standards were applied unevenly; or they were unaware of Faculty regulations related to eligibility to write the examinations. In these cases the Committee felt the Faculty provided adequate notice of regulations and the Faculty's decision was not arrived at through improper or unfair procedures.
- In **seven** of these dismissed cases, students appealed the decision of their Faculty concerning an assigned mark or marks. Circumstances varied, but generally the appellants felt that the method of determining the final mark was unfair; or alleged errors in the marking papers or assignments; or requested consideration of medical certificates submitted retroactively only

after final marks were known; or they perceived they were treated differently from others in the course; or assessment criteria were vague; or Faculty appeal procedures were unfair. In these cases the Committee felt the Faculty's decisions were not arrived at through improper or unfair procedures.

- In **one** of these dismissed cases, a student appealed the decision of a Faculty not to waive a requirement related to completion of a degree. The appellant felt the requirement had been waived by a Faculty advisor. In this case the Committee felt that although erroneous advice had been provided, the Faculty was entitled to correct such an error in a timely manner, and the Faculty's decision was not arrived at through improper or unfair procedures.
- In **one** of these dismissed cases, a student appealed the decision of a Faculty not to grant full credit for time towards a required internship. The appellant felt the Faculty did not give proper consideration to all available information, and that the decision was arbitrary. In this case the Committee felt the Faculty's decision was not arbitrary nor arrived at through improper or unfair procedures.



## **Appendix C: Certificate in Oral Medicine and Oral Pathology**

### **POSTGRADUATE RESIDENCY LEADING TO A CERTIFICATE IN ORAL MEDICINE AND ORAL PATHOLOGY**

Faculty: Dentistry

Contacts: R. Priddy (Program Director)  
822-5902 rpriddy@interchange.ubc.ca  
A. Hannam (Assoc. Dean Grad/Postgrad Studies, Dentistry)  
822-3750 ahannam@interchange.ubc.ca

Type of Proposal: New

Course Level: Postgraduate

Proposed Calendar Description:

#### **Certificate in Oral Medicine and Pathology**

The Faculty of Dentistry offers a Certificate in Oral Medicine and Pathology. This accredited program is a three-year, hospital-based, clinical residency for students seeking specialty recognition by the Royal College of Dentists of Canada, and/or Provincial licensure in the specialty of Oral Medicine and Oral Pathology. It offers alternative paths for residents specializing in either or both disciplines.

#### **Admission Requirements:**

Applicants must have a dental degree from a recognized dental school. Admission requirements include at least five years of prior, full-time education in English in Canada (or the equivalent in another country). Alternatively, a score of at least 600 (old scale) in the Test of English as a Foreign Language (TOEFL) is required. The TOEFL should be taken not more than two years prior to application. Note that residents must be Canadian citizens or landed immigrants in Canada to be eligible for service-based stipends.

#### **Program Requirements:**

The program requires three years of full-time residence, whichever pathway is selected. Residents wishing to take advanced training in both Oral Medicine and Oral Pathology require four years to complete their program.

The following core courses are taken by all residents: DENT 540, DENT 561, DENT 734, DENT 741, DENT 743, DENT 744, DENT 752, DENT 753, and DENT 756.

In addition, residents electing to take the Oral Medicine path are required to complete DENT 541 in the third year of the program. Residents in the Oral Pathology path are required to complete PATH 700 and PATH 701 in the first year of the program.

### **Course Content:**

All the courses which comprise the new program are presently offered either by the Faculty of Dentistry or by the Department of Pathology. They are:

#### **DENT 540 (6) Research Methods and Seminars in Oral Biology**

A didactic course intended to develop the resident's ability to evaluate medical and dental literature critically. Emphasis on evidence-based diagnosis and treatment of oral disease.

#### **DENT 541 (6) Craniofacial Biology**

Seminars in orofacial neuroanatomy and neurophysiology, the craniomandibular musculoskeletal system, taste and oral sensation. Emphasis on acute and chronic orofacial pain.

#### **DENT 561 (2-6) Directed Studies in Dental Sciences**

Introduction to research methodology, including literature reviews, field-work and clinical trials. Participation in a study, and authorship of a published paper.

#### **DENT 734 (0) Clinico-Pathological Conferences**

Training in case presentations to peers in the Medical Round format. Clinical, radiological, laboratory, histological and treatment aspects of disorders in oral medicine and pathology.

#### **DENT 741 (0) Specialty Rotations**

Provision of clinical services. Diagnosis and treatment of oral disease in patients with systemic infectious diseases, cancer (including bone marrow cancer) bone-marrow transplantation, mucosal disease and oral manifestations of systemic disease.

#### **DENT 743 (0) Seminars on Hospital Dentistry**

Diagnosis and treatment of oral mucosal disease, salivary-gland disease, oral oncology, oral infectious disease, pharmacology and therapeutics.

#### **DENT 744 (0) Directed Studies in Hospital Dentistry**

Training in hospital-based dental service. Diagnosis and treatment of dental emergencies. Assessment and management of in-patients with oral manifestations of systemic disease, or other oral disorders affecting medical care.

#### **DENT 752 (0) Oral Surgical Pathology**

Oral surgical pathology rotation. Case reviews. Course includes basic oral tissue microscopy and histological laboratory procedures. Emphasis on the principal histopathological features of oral diseases.

#### **DENT 753 (0) Clinical Oral Medicine**

Seminars on pharmacotherapeutics, the oral manifestations of systemic disease, and metabolic disorders, including diseases of bone, mucosal disease, tumours of the head and neck, diseases of the para-oral structures and upper airway.

### DENT 756 (0) Oral Radiology

Case-based seminars addressing the diagnostic imagery associated with oral-maxillofacial disease. Interpretation of radiographic results, and application of diagnostic information in treatment planning

### PATH 700 (0) Pathology Conference

### PATH 701 (0) Surgical Pathology

These courses are offered by the Department of Pathology, and introduce the basic principles of pathology, laboratory procedures and disease processes. Residents undertake microscopic reviews, and cover all human diseases. They participate in prosection and autopsy procedures, and take part in a specific dermatopathology rotation. Residents also attend lectures, slide reviews and pathology rounds comprising a normal anatomic pathology rotation.

### **Academic Rationale:**

Presently, the Faculty of Dentistry offers independent Combined-M.Sc. degree programs in Oral Medicine and Oral Pathology. Both require an original research thesis.

Until now, Oral Medicine has not been recognized as a clinical specialty in Canada. The Canadian Dental Association and the Royal College of Dentists of Canada recently established a new, combined specialty in Oral Medicine and Pathology. Accordingly, the Faculty of Dentistry proposes to replace the two combined-degree programs it presently offers with a single, hospital-based, accredited Residency leading to a Certificate in Oral Medicine and Pathology. It is expected that the combined-degree programs would then be discontinued. The new program is similar to the Residency programs offered by the Faculty of Medicine. It provides pathways for postgraduate residents wishing to specialize in either or both Oral Medicine and Oral Pathology.

Students who become licensed specialists in Oral Medicine and Oral Pathology normally pursue their professions in University or Hospital settings. The new program concentrates on the professional training needed to achieve the specialty Fellowship status required in a hospital environment. The Faculty of Dentistry considers the intense clinical exposure now required for licensure precludes the completion of a meaningful M.Sc. research-based thesis within a three-year clinical training program. Residents contemplating a university career will be encouraged to pursue research training at the Ph.D. level. A Ph.D. program in Oral Biology is already offered by the Faculty of Dentistry.

Strong interest in the new program has already been expressed by prospective applicants. UBC is presently in a unique position to lead the way towards developing an ideal training environment for this new and innovative Canadian Specialty.

### **Status of Proposed Program Confirmed By:**

Chair, Faculty of Dentistry Committee for Graduate/Postgraduate Studies;

Dean, Faculty of Dentistry.

**Consultation Form:**

Date: January 25, 2000

Faculty Abbreviation: DENT

Program: Certificate in Oral Medicine and Oral Pathology

**Consultants' Report:**

Name	Department	Faculty	Response
BM McManus	Pathology	Medicine	Yes
GBJ Mancini	Medicine	Medicine	Yes
JB Epstein	Division of Oral Medicine and Clinical Dentistry	Vancouver General Hospital	Yes

When the reports from Drs. Mancini and Epstein were requested, the program was provisionally entitled a "Professional MSc" degree. This title appears on their reports. The Faculty later renamed the program more appropriately. The program itself was not changed.

**Library Consultation:**

No change in Library needs are anticipated. The program replaces (without increased student enrolment) the Combined MSc programs presently offered in the two respective disciplines. Enrolment in these programs will be discontinued.

**Budget and Space Needs:**

The proposal has no additional budgetary or space implications. It replaces (without increased student enrolment) the Combined MSc programs presently offered in the two respective disciplines. Enrolment in these programs will be discontinued.

*Effective Date: September 2000*