

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

2016-1874 East Mall

Vancouver, BC V6T 1Z1

www.senate.ubc.ca

Vancouver Senate

MINUTES OF OCTOBER 14, 2009

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dean T. Aboulnasr, Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dr. J. Brander, Principal M. Burgess, Dr. B. Cairns, Mr. A. Cheung, Mr. G. Costeloe, Mr. G. Dew, Ms. A. Dulay, Dr. W. Dunford, Dr. S. Farris, Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. S. Haffey, Dr. P. G. Harrison, Mr. S. Heisler, Ms. K. Ho, Dr. A. Ivanov, Mr. A. Johal, Ms. A. Johl, Dr. B. S. Lalli, Dr. B. Larson, Mr. D. Leung, Dr. P. Loewen, Dr. P. L. Marshall, Dr. W. McKee, Mr. W. McNulty, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Dr. C. Orvig, Dr. K. Patterson, Dr. B. Perrin, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. M. Sami, Mr. J. Sealy-Harrington, Ms. B. Segal, Ms. A. Shaikh, Dr. S. Singh, Dr. R. Sparks, Mr. D. Thakrar, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. D. Verma, Dr. M. Vessey, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. T. Young.

By invitation: Ms. L. Castle, Dr. A. Kindler, Mr. M. Uribe.

Regrets: Dr. Y. Altintas, Ms. K. Aminoltejari, Dean M. A. Bobinski, Mr. B. Cappellacci, Ms. B. Craig, Dr. J. Dennison, Dean B. Evans, Dr. D. Farrar, Dr. W. Hall, Dean M. Isman, Ms. A. Kelly, Dr. S. B. Knight, Dr. D. Lehman, Dr. B. MacDougall, Dean D. Muzyka, Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Dean S. Peacock, Dean J. Saddler, Dean C. Shuler, Dean R. Sindelar, Dr. B. Stelck, Dean G. Stuart, Dean R. Tierney, Dr. R. Wilson.

Recording Secretary: Ms. L. M. Collins.

Call to Order

The President called to order the second regular meeting for the 2009/2010 academic year.

Senate Membership

DECLARATIONS OF VACANCY

The Secretary declared the following vacancies:

1. One (1) non-faculty representative of the convocation to replace resigning member Ms. Deborah Herbert; and
2. One (1) faculty representative of the Faculty of Forestry to replace resigning member Dr. Susan Grayston

ELECTION TO FILL SENATE VACANCIES

The following motion was made by request of the Secretary.

<i>Mr. Leung</i>	}	<i>That, upon recommendation of the remaining Convocation Senators and pursuant to the Rules & Procedures of Senate and the University Act, Mr. Sean Haffey and Ms. Betsy Segal be appointed to fill vacancies on Senate as non-faculty members of the convocation for the term from October 14, 2009 through August 31, 2011, and thereafter until replaced.</i>
<i>Dr. Anstee</i>		

Carried.

NOTICES OF REPLACEMENT

The Secretary announced that Dr. Bruce Larson and Dr. Benjamin Perrin had replaced resigning Senators Dr. Susan Grayston and Prof. Margot Young as faculty representatives of the Faculty of Forestry and the Faculty of Law respectively.

ELECTION OF VICE-CHAIR OF SENATE

In response to the call for nominations for the annual election of a Vice-Chair of Senate issued on the agenda for the September 16, 2009 meeting of the Senate, the Secretary had received nominations for Mr. Geoffrey Costeloe and Mr. William McNulty. An election by ballot was conducted at the meeting, and Mr. Costeloe was elected.

Minutes of the Previous Meeting

<i>Dr. Windsor- Liscombe Dr. Orvig</i>	}	<i>That the minutes of the meeting of September 16, 2009 be adopted as circulated.</i>
--	---	--

CORRECTIONS

The Secretary had received the following additions to the minutes under Admissions Committee, BC High School Mathematics (p. 08/09 11), append to first paragraph:

1. Pre-Calculus 12 was recommended for approval as a Grade 12 subject for admissions purposes.
2. The Committee's report noted that the Department of Mathematics had recommended that Foundations of Mathematics 12 not be accepted as a Grade 12 subject for admissions purposes.

The minutes were
adopted as
corrected.

Business Arising from the Minutes

In response to a question raised about Imagine UBC at the September 16, 2009 meeting (*Minutes of Senate*, p. 09/10 21), Ms. Collins reported that although Senate had not required a report back on the December 2008 decision to cancel most undergraduate classes on the first day of Term 1 of each Winter Session, Ms. Janet Teasdale, Director, Student Development, had agreed to prepare a brief report for submission to Senate through the Academic Policy Committee.

Remarks from the Chair and Related Questions

H1N1 INFLUENZA PANDEMIC PLANNING

The President issued the following reminders about H1N1 pandemic planning:

- Current H1N1 information was available on the Health, Safety, and Environment website (www.hse.ubc.ca/healthpromotion/communityhealth/h1n1.html);

Remarks from the Chair and Related Questions, continued

- Students, faculty, and staff were asked to stay at home if experiencing influenza-like illness;
- Students were not required to provide doctor's notes to document this particular type of illness.

VANCOUVER 2010 OLYMPICS

The President noted the recent release of the second phase of the Vancouver 2010 integrated transportation plan. Beginning February 1, 2010 and ending March 22, 2010, TransLink was to provide increased capacity on routes across the Lower Mainland. There was to be no reduction in transit service to UBC during the mid-term break.

Service levels on campus were to be the same as for a normal mid-term break, with some units providing full or enhanced services to the UBC community and visitors to meet increased demands during the Olympic period.

The President noted that the Vancouver 2010 Integrated Security Unit and the RCMP were responsible for security, and that security plans were in place for the Doug Mitchell Thunderbird Sports Centre and the surrounding area.

TIMES HIGHER EDUCATION-QS WORLD UNIVERSITY RANKINGS 2009

The President noted the recent release of the Times Higher Education-QS World University Rankings 2009. UBC had fallen from a 2008 ranking of 34 to a 2009 ranking of 40. He expressed disappointment with the methodology used to generate institutional rankings, noting as an example that the number of faculty at each institution was based entirely on self-reported data. Some institutions had chosen to count more advantageously, e.g., by including clinical medical faculty, resulting in significant advances in their rankings compared to previous years. The President noted that although these rankings were among the least reliable comparative measures, they captured people's attention in the news and therefore merited some discussion.

Remarks from the Chair and Related Questions, continued

In response to a question from Mr. Haffey, Prof. Toope stated that UBC had chosen not to participate in rankings surveys. For institutions choosing not to participate, the compilers of the rankings gleaned information from websites and other publications.

Dr. Loewen noted that language like “one of the world’s top 40 universities” appeared regularly in UBC publications and websites. Prof. Toope expressed the opinion that this was not the best way to proceed, noting that he had chosen to avoid this type of reference in his own speeches and papers.

GIFTS TO THE UNIVERSITY

The President drew attention to two recent significant gifts to the University:

1. From the family, friends, and colleagues of Mr. Doug Mitchell, a \$10 million gift in support of rebuilding of the Thunderbird Sports Centre to become a host venue for the Vancouver 2010 Olympic and Paralympic Games. The venue had been renamed as the Doug Mitchell Thunderbird Sports Centre. This donation meant that no University funds would need to be used to construct the venue.
2. From HSBC Bank Canada, a \$2.17-million donation over seven years to support innovative community initiatives in Vancouver’s Downtown East Side and its surrounding neighbourhoods. The donation was to support the UBC Learning Exchange, enabling it to bring more UBC student volunteers into inner city schools and to continue offering free educational resources to Downtown East Side residents. The donation was to also support the UBC Faculty of Medicine, which had been conducting cutting-edge addictions research in the Downtown East Side in partnership with St. Paul’s Hospital.

Focus on People: Workplace Practices at UBC

The assembly recognized guest presenter Ms. Lisa Castle, Associate Vice-President, Human Resources. Ms. Castle gave a presentation on Focus on People: Workplace Practices at UBC, an organizational human resource strategy that applied to faculty and staff who were already at the University, as well as those who were yet to be recruited. This framework had resulted from extensive consultation and many months of drafting. More information was available at: **www.focusonpeople.ubc.ca**.

Focus on People: Workplace Practices at UBC, continued

The framework included five strategies:

1. Develop a sustainable, healthy workplace;
2. Retain faculty and staff through positive incentives;
3. Cultivate sound core leadership and management practices;
4. Attract outstanding faculty and staff; and
5. Identify and share institution-wide goals.

Ms. Castle gave an overview of implementation activities under each of the five strategies over the first two years.

Ms. Castle outlined the results of a recent Workplace Experience Survey that had been undertaken at both the Okanagan and Vancouver campuses.

DISCUSSION

Noting the 12 percent response rate for faculty on the Workplace Experience Survey, Dr. Baimbridge stated that he had not received any information about the survey through his faculty or department. He suggested that a tremendous communication gap had been responsible for the low response rate. Ms. Castle agreed that there was a gap to address and invited Senators to share their ideas about what might work best. Dr. Baimbridge suggested that asking heads to include an item on departmental meeting agendas would be useful.

Dr. Vessey asked about potential synergies between Human Resources and the UBC Faculty Association, pointing out that faculty customarily looked to the Faculty Association for guidance on employment issues. Ms. Castle stated that the process was intended to be as inclusive as possible. The Faculty Association had been apprised of the survey and had participated in discussions about the results. Furthermore, Human Resources and the Faculty Association had agreed to work together to consider how to supplement the low faculty response rate.

Focus on People: Workplace Practices at UBC, continued

Mr. Costeloe suggested focusing on two important messages: first, that connected faculty and staff provide for a better student experience, and second, that UBC is a top employer in British Columbia and Canada.

International Engagement and Global Influence: How Ambitious is the University of British Columbia?

Prof. Toope introduced his above-mentioned discussion paper. The paper had been circulated widely for comment, and Prof. Toope stated that he had received a number of responses that had provoked further thought. It had been pointed out, for example, that the paper failed to acknowledge the role of the Library in addressing internationalization.

Prof. Toope stated that he had written the paper because, upon his arrival at UBC, he had heard concerns that UBC could be more globally engaged. He clarified that he did not wish to signal a crisis in internationalization, but that he wished to generate discussion about how the University might add to its already significant efforts.

Prof. Toope drew attention to the following sections of the paper.

PURPOSES AND PRINCIPLES OF INTERNATIONAL ENGAGEMENT

Prof. Toope found it “utterly obvious” that a University the size of UBC located on the west coast of Canada should be the most internationally engaged university in the country. Although UBC was one of the most engaged, Prof. Toope felt that this could be more clearly articulated.

The paper set out the following principles for international engagement. Prof. Toope emphasized the importance of beginning from a basis of principle.

- International engagement is a good in itself for it reveals new worlds to students, staff, faculty, and alumni(ae); it is likely to enrich lives and open spirits. Only through increased international engagement will UBC be able to occupy a position at the centre of global dialogue around the

International Engagement and Global Influence, continued

issues that matter most to our world. For a major public, research-intensive university such as UBC, international engagement is a fundamental part of what many of us need and want to do; it is not a side-of-the-desk consideration.

- International engagement is not just about what happens out in the world; it is about what happens here on our campuses. Who can and do we interact with? What courses can students take that allow for in-depth exploration of perspectives transcending the Canadian experience?
- The university must steward its resources wisely, so international engagement must be built on a sustainable basis, supporting, not undermining, the teaching and research mission of the university. This is especially true from a student perspective because in any foreseeable future, not all students will have a direct opportunity to study or work outside Canada as part of an academic programme. Although we must work hard to expand access to international opportunities for students without independent means (through fundraising, etc), we must also find ways to “internally internationalize” so that all UBC students can benefit from UBC’s global connections through more global content in courses, and a more diverse campus community with more opportunities for interaction.
- Existing international ties developed by faculty members and students should form the primary basis for increased interaction, assuming that they are beneficial to the university, rather than trying to impose new relationships from the top down. The university-wide role is to provide strategic direction, share opportunities that come to the attention of university leadership, help gain access to resources for greater international engagement, and facilitate the sharing of information within the university.
- Engagement across borders and cultures is ethical only if the benefits are to a significant degree mutual. This does not require an exact balancing of benefit – something that cannot be evaluated with precision in any event – but it does require frank consideration of the distribution of burden and benefit in international relationships.
- International engagement must also take place in light of UBC’s environmental sustainability goals. This has important implications for travel in particular.
- UBC cannot be everywhere and UBC cannot effectively address all issues of global relevance. Effectiveness of engagement should be a primary test of purpose.

Prof. Toope stated that he would think it unwise to design a central strategy to instruct faculty and students on how to connect with one another. A successful strategy would instead build on the strengths and connections that already exist. As individual choices

International Engagement and Global Influence, continued

made by departments, faculties, and students were aggregated, it would be wise to shape them such that the University became as successful as it could be. Although much of the work would continue to be done at local levels, a sense of encouragement and direction would help.

CHOICES OF REGIONS AND THEMES

Prof. Toope pointed out the following regions as particularly worthy of investments of time and attention:

- Asia, particularly China and India. Hong Kong was cited as a special case for UBC, with numerous alumni and academic linkages already in place.
- North America, particularly near neighbours on the west coast, and Latin America.
- Europe. Prof. Toope noted that Europe was reemerging as an important leader in research and development. Europe also constituted the best example in the world of robust student mobility. While many small connections with European partners were in place, UBC was not yet seen as a major force in this area.

Prof. Toope cited the themes of indigenous peoples and sustainability as two areas where UBC could make significant contributions to global dialogue.

Prof. Toope expressed the opinion that Canada was not doing as well as it could be with respect to student mobility. UBC fared better, however, than some other Canadian institutions.

Referring to the enrolment of international students, Prof. Toope de-emphasized the importance of full cost tuition fees, preferring instead the idea of opportunities for robust global engagement that offered diversity, challenge, and new perspectives.

Prof. Toope noted that Dr. John Hepburn's vice-presidential portfolio had recently been reorganized to include Research and International. Prof. Toope acknowledged that, although internationalization permeated all areas of the University, this change was designed to provide focused leadership to develop a policy base on international issues.

International Engagement and Global Influence, continued

SENATOR COMMENTARY

Dr. Windsor-Liscombe suggested some emphasis on existing links to Aboriginal peoples and other groups through the creative and performing arts. Prof. Toope agreed, citing several anecdotal examples of engagement through the arts. He noted the need for a mechanism to capture and share these experiences.

Dr. Young agreed that additional focus in the area of internationalization would be welcome. He suggested emphasis on certain international regions for altruistic reasons, e.g., Africa.

Dr. Lalli asked how to raise UBC's relatively weak profile in India. Prof. Toope cited a lack of federal or central planning for education programming and international engagement as one reason. While education was managed at the provincial level in Canada, most prospective international students considered their options by country and therefore expected information about Canada as opposed to about British Columbia. Prof. Toope stated that the Association of Universities and Colleges in Canada (AUCC) was working with the federal government to encourage the development of a national strategy. In the interim, Prof. Toope thought it would be most productive for UBC to work in concert with its sister universities in Canada to raise their collective profile among prospective Indian students.

Mr. Sealy-Harrington noted the paper's emphasis on interaction with Europe, and asked whether consideration had been given to potential research collaboration with European universities to address domestic Canadian issues. Prof. Toope agreed that these collaborations would be worthwhile. He noted the Department of Psychiatry's 2008 appointment of Dr. Michael Krausz, an expert from Germany on concurrent diagnoses of addiction and mental health, to help lead a mental health collaboration in Vancouver's Downtown East Side.

International Engagement and Global Influence, continued

In addition to bringing international influence to UBC, Prof. Toope considered it important to identify international partners who shared core challenges and interests. Ludwig-Maximilians University in Munich was one such potential partner. Representatives from UBC had visited several times with the goal of identifying respective strengths and eventually establishing research teams.

Prof. Toope reported that some European ambassadors and high commissioners had agreed to collaborate with Canadian institutions in discussions with the European Commission about whether the Erasmus Mundus scholarships and academic cooperation program could be extended to Canada.

Dr. Orvig pointed out multiple regulatory problems when visiting researchers interacted with the UBC infrastructure. The impression was that UBC was not friendly and supportive. Prof. Toope agreed, noting that Erasmus Mundus would provide a much needed framework for these kinds of collaborations, as they were difficult to accomplish on an ad hoc basis.

Referring to the appointment of a Vice-President, International & Research, Dr. Orvig expressed some concern that the emphasis on research would be diluted. Prof. Toope emphasized that research would remain a core focus, and added that vice-presidents, research were often very well connected internationally.

Dr. Singh agreed with earlier commentary about the relatively minor presence of Canadian universities in India, particularly compared to Australia. Given the recent strength of the Indian economy, he suggested that UBC do more to raise awareness. Prof. Toope agreed, citing the particular challenge of branding Canada in other countries. While Australia spent hundreds of millions of dollars to promote its higher education options to international students, the federal Canadian budget was \$2 million. In response to a ques-

International Engagement and Global Influence, continued

tion from Dr. Singh about trade missions to India, Prof. Toope stated that he had travelled several times as part of Canadian delegations, but that he had found them to be unproductive.

Mr. Wazeer observed that international students at UBC tended to marginalize themselves rather than interacting with the broader UBC community. He asked whether consideration was being given to how best to engage these students. Prof. Toope agreed that this description was accurate, noting that other Canadian institutions were also experiencing challenges associated with “ethnic enclaves”. Prof. Toope stated that he had also written a companion discussion paper on cultural diversity, and that he hoped to bring it to Senate for discussion in the future.

Dr. Dunford recalled that an alumnus had donated the Herstmonceux Estate to Queen’s University as a facility for international study, and asked whether such an opportunity might be open to UBC in the future. Prof. Toope agreed that Herstmonceux was a lovely facility, but expressed a preference for avoiding the development of satellite campuses. He noted the recent experience of the University of New South Wales in Singapore. After spending approximately \$20 million toward establishing a campus in Singapore, the University had announced the closure of the campus due to low enrolment only two months after it had opened.

Ms. Morgan-Silvester cited the global impact of UBC as one source of her pride in serving the University as Chancellor. She added that at the same time that UBC was reaching out, the global community was seeking leadership from UBC. She noted that UBC must make choices about which regions and issues to emphasize.

Place and Promise: The UBC Plan

The President had circulated a revised version of *Place and Promise: The UBC Plan*. Since Senate had reviewed it last, specific goals and actions had been added to the document in support of each commitment. Prof. Toope noted that the plan was not intended to be a detailed blueprint, but rather a broad framework within which Faculties and other units would continue to make choices. He drew attention to plans in certain thematic areas that as sub-plans of *Place and Promise*, e.g., sustainability, research, Aboriginal issues, and the campus plan. *Place and Promise* was intended to be a living document that would be published on the web and continue to evolve over time. In particular, the list of actions under each commitment was expected to change as milestones were reached. Quantitative and qualitative metrics would be developed to assess progress toward goals. Prof. Toope noted that a planned realignment of the University's budget framework would forge a closer connection to the strategic plan.

It was noted that Senate would be asked to endorse the document at its November 2009 meeting.

DISCUSSION

Referring to the “enriched educational experiences” under the commitment to Student Learning, Mr. Sealy-Harrington drew attention to the tension often experienced by students between engaging in co-curricular activities and meeting their prescribed academic obligations. Prof. Toope suggested that many of these experiences could be integrated into academic curricula, rather than being considered separate. While the plan would not dictate a particular solution, Faculties would be encouraged to rethink certain rigidities within their programs to expand opportunities for students. Mr. Mertens suggested that the language on enriched educational opportunities could be expanded to capture co-curricular activities, e.g., Engineers Without Borders, Africa Awareness, etc.

Place and Promise, continued

Dr. Orvig was pleased to note the reference to Research Excellence among the commitments, but asked for clarification on “areas of excellence.” Prof. Toope described research as the heart of the University and noted its important presence throughout the document. While the plan was not intended to signal a need to curtail research activity in any particular area, the idea was to identify areas of particular strength where global influence might be increased.

Mr. Heisler expressed support for the concrete nature of most of the actions. He noted that some statements, however, appeared more as outcomes, e.g., attracting outstanding students and faculty. He asked whether these areas could be more clearly articulated as actions. He found it confusing that administrators were listed separately from staff, and asked why staff were only mentioned sporadically. He suggested an increased focus on the need to attract outstanding staff. Prof. Toope agreed that administrators should not be listed as a distinct category. He also agreed with the observation that some of the actions were shown as outcomes, noting that it would be constraining to list actions in some areas.

Mr. Dew asked how the University would ensure alignment of activities with the plan, as opposed to “lip service.” Prof. Toope responded as follows:

- Place and Promise was intended to be more concrete than previous plans.
- Connections with the budget process would support closer alignment.
- There would be an annual report on progress toward the University’s goals.

In response to a question from Ms. Friesen, Prof. Toope stated that a team would be established and assigned the task of assessment. He hoped that a “dashboard” might be created that would provide real-time insight into progress toward goals.

Mr. Wazeer suggested stronger language about support for student life and campus culture, noting that shortfalls in these areas were of concern to students.

Place and Promise, continued

Dr. Loewen found the term “alumni engagement” to be fuzzy. He suggested language specific to connections with the student learning imperative, and the idea of an intellectual connection to the University -- for mutual benefit -- after graduation. Prof. Toope stated that the alumni base had expressed similar feelings.

Prof. Toope thanked Senators for their comments and invited them to forward any further reflections.

From the Council of Senates

UPDATE ON BUDGET COMMITTEE ACTIVITIES

Dr. Brander delivered a brief oral report as Chair of the Vancouver Sub-Committee of the Council of Senates Budget Committee.

The statutory role of the Council of Senates Budget Committee was to advise the President on the preparation of the University budget. The Committee received detailed information about the budget and had regular discussion with the President and other members of the administration, although the President was under no obligation to proceed as advised by the Committee. The Committee also provided oversight and reported back as necessary to the Senates and/or the Council of Senates.

Although there was one Council of Senates Budget Committee, that Committee had found it useful to conduct most of its work separately through a sub-committee at each of the two campuses.

The Provost and Vice-President, Academic planned to report to Senate in November 2009 on a new budget model. The goal of the present report was to invite comments from Senate as early as possible.

From the Council of Senates, continued

The Vancouver Sub-Committee was supportive of the new budget model. The new model would constitute a major change from past practice and would affect many academic units. A new model was necessary for the following reasons:

1. The University was facing a significant deficit that was mostly structural in nature;
2. The University was larger and more complex than in previous decades and the existing model had therefore become unwieldy;
3. The administration was committed to developing a budget model that would best support the research and teaching activities of the University.

The goals of the new model were as follows:

1. Eliminate the deficit;
2. Increase transparency and accountability;
3. Improve predictability for academic units;
4. Devolve additional decision-making authority to the local level;
5. Protect the existing academic units from extreme and sudden fluctuations while also allowing for explicit strategic flexibility; and
6. Identify and support the pursuit of new revenue opportunities.

Under the new model, 75% of tuition funds would be returned to Faculties, with some adjustments for certain kinds of teaching. A share of the per-student provincial government grant would also flow to the Faculties, although the exact proportion had not yet been determined. For graduate students, it had been suggested that half of these funds would only be released at the time of a student's graduation. A large portion of funding to support the indirect costs of research would flow back to the Faculties generating the research funds.

The application of these new rules would imply some reallocation of funding between Faculties. To avoid sudden fluctuations, the proposal was to apply the new rules to changes in enrolment. For 2010/2011, there would be funds available to "top up" Faculties as necessary to 2009/2010 levels. The new formula would take effect, however, for any changes in enrolment.

From the Council of Senates, continued

Faculties would absorb full budgetary responsibility for hiring, including benefits and career progress increments.

To address the \$25-million deficit, it would be necessary to allocate a cut of approximately two percent to Faculties for the 2010/2011 year. The University administration would take a slightly larger cut. This cut, taken together with the realization of some significant savings opportunities, was designed to balance the 2010/2011 budget and to allow for a sustainable budget for future years.

DISCUSSION

Referring to the proposal that academic units would receive funding for graduate students only upon graduation, Dr. Vessey expressed concern about the potential induction of behaviour within academic units, e.g., in academic advising, that was contrary to the mission of the University. He suggested the development of a feedback loop on completion rates and time to completion data, rather than a “bounty” on the head of each graduate. Dr. Brander clarified that the proposal was that academic units would receive half of the funding for each student at the time of admission and the other half at the time of graduation. He stated that this approach had been implemented elsewhere and that incentive effects had been observed, including perverse incentives. Dr. Brander expressed his personal support for this approach, noting that success would require careful balancing.

At the request of Dr. Baimbridge, Dr. Brander noted that the model proposed changes to funding for ancillary units, including IT Services and Plant Operations. Dr. Baimbridge stated that previous decisions to make these units “ancillaries” had resulted in wasted funding spent tracking and balancing ancillary unit budgets at the expense of completing University projects. The Committee was therefore supportive of a reconsideration of the funding model for ancillary units.

From the Council of Senates, continued

Dr. Harrison was impressed with the transparency of the process and expressed hope that the model retained its simplicity by avoiding the recreation of “one-off” special arrangements over time.

Principal Burgess emphasized the need for careful evaluation and oversight of the new model. He described academic activities as diverse and complex social goods and noted the risk that the new model would attract the University’s primary activities to those things that are best measured.

Dean Aboulnasr emphasized that a simple budget model did not necessarily equate to a rational model. She stated that because the University was in the business of changing the world, it would be reasonable to expect that its budget would need to remain complex and time-consuming to administer. She expressed concern that the University might lose sight of its goals in an effort to simplify. She welcomed transparency, stating that it was long overdue. Dean Aboulnasr asked whether the Committee had recommended any changes to the budget model. Dr. Brander agreed that it was important not to oversimplify the budget model. He stated that the Committee had not assessed the proposed budget model as perfect in every respect, but was satisfied that it represented an improvement over past models and would lead to further improvements in future.

Dr. Baimbridge noted that Faculties would need to more tightly control their enrolments, given the closer connection between enrolment and budgets. The President agreed, highlighting the importance of the University’s enrolment strategies. Rather than creating an incentive for Faculties to overcrowd their programs, the hope was to place both enrolments and budget in the context of the University’s strategic plan. He drew attention to the idea that not all funding would be allocated to faculties based strictly on enrolment

From the Council of Senates, continued

formulas. A portion of funding would be retained by the administration to be allocated in strategic ways.

Dr. Ivanov asked how the validity of the model would be assessed prior to its implementation, particularly to ensure that the new model would drive the desired behaviours.

Prof. Toope stated that the model had been subjected to continuous consultation and stress testing, and that the model would continue to evolve over time.

Dr. Harrison asked about the particular problem of deficits in academic units related to unfunded career progression salary increases. He suggested that these increases be provided for in the budget. Prof. Toope agreed, stating that while this matter remained under discussion, recent thinking had been that funding for progression increases should be managed centrally, rather than individually by academic units.

Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

GRADUATE STUDENT VACATION POLICY

The Committee had circulated for approval a proposed new policy on vacation for graduate students. In response to consultation with Human Resources, some late changes to the policy had been proposed and a revised version of the document was circulated. The revised text for approval was as follows:

Proposed Calendar Entry

Graduate Student Vacation Policy

Graduate students are entitled to three weeks of vacation (15 working days) from their academic obligations per academic year.

- For the purpose of calculating vacation allotments, the academic year means the period of time from September 1 to August 31 of the following year.

Academic Policy Committee, continued

- Any vacation time taken during the period between the Christmas and New Year statutory holidays is not debited from the three-week vacation allotment.
- Vacation allotments will be prorated for the portion of the year in which a student is registered.
- Vacation leave will not interrupt disbursement of student stipends or merit-based student financial assistance.
- There will be no vacation pay in lieu of any vacation time not taken.
- The exact duration and timing of any vacation, including extensions of vacation, are subject to prior approval by the student's supervisor and by any faculty member providing the student with Graduate Research Assistantship (GRA) funding. Vacations must be arranged so that there is minimal impact to the student's research and other obligations to the University.
- This policy does not affect a student's employment as a Graduate Teaching Assistant (GTA) or Graduate Academic Assistant (GAA). Although students may request to align vacation taken under this policy with that taken from paid employment, vacation taken under this policy is approved separately from that for paid employment at the University.
- Attendance at academic conferences shall not be considered vacation time.
- Student vacation requests within these guidelines will not be unreasonably denied.
- Should a conflict arise between a student's vacation request and a supervisor's expectations, the Graduate Program Advisor will make a final determination.

<i>Dr. Harrison</i>	}	<i>That Senate approve the proposed calendar entry on Graduate Student Vacation Policy</i>
<i>Dr. Rucker</i>		

DISCUSSION

Dr. Harrison stated that UBC was alone among its peer institutions in not providing policy guidance to graduate students and their supervisors about vacation. The policy had been in development within the Faculty of Graduate Studies, in consultation with graduate students, for several years.

Academic Policy Committee, continued

In response to a question from Mr. Costeloe about how to define “academic obligations,” Dr. Harrison stated that this term was meant to cover all courses as well as research and teaching responsibilities.

In response to a question from Dr. Baimbridge, Dr. Harrison confirmed that statutory holidays would not be counted as part of a student’s vacation allotment.

Dr. Orvig spoke in support of the policy, stating that it would be helpful to both students and supervisors.

The motion was
put and carried.

Joint Report from the Academic Policy Committee and the Agenda Committee

Academic Policy Committee Chair Dr. Harrison presented the report.

FORMAT, DEVELOPMENT, & ADMINISTRATION OF SENATE POLICIES

The two Committees had jointly circulated for approval a proposal to establish Policy V-1: Format, Development & Administration of Senate Policies. The following text is from the covering memorandum.

For the past year the attached proposal has been under development; it aims to set out the format and clarifies the administration of academic policies at UBC Vancouver. At present, there is no consistent format, a few dozen “official” policies, and several thousand resolutions of Senate that settle matters of policy but are only recorded in the 16 000 current pages of Senate minutes. As such, to determine the academic policies of UBC is often a complicated research exercise. We do not believe the current system is sustainable given the scale of the University and thus are proposing a change.

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

The primary goals of this proposal are to:

1. Provide a uniform presentation of the official decisions of Senate;
2. Allow for better record keeping and ease of reference to decisions of Senate;
3. Clarify the position of Senate on matters of academic policy; and
4. Allow for a structured and systematic review and updating of policies affecting academic governance at UBC Vancouver.

The attached document prepared is targeted towards UBC Vancouver. A parallel submission is being prepared for UBC Okanagan. It is our hope that a uniform policy can be adopted for all of UBC.

The policy itself is written in the proposed new structure. The format selected is a composite based on existing UBC academic policies, the UBC Board of Governors' policy template, and the templates of other universities - especially helpful were Queensland and Yale; although the policies of all G13 universities in Canada were reviewed, many institutions did not have consistent templates.

The sections of the policy can best be divided into three areas: administrative concerns (effective and review dates, responsibilities, statutory authority, etc), the substance of the policy (including scope, exceptions, and procedures), and additional data such as consultations and policy history (primarily for use during policy creation and review).

We are aware that producing policies in this new format will be more time consuming until such time as relevant members of the campus community become accustomed to the change, but Enrolment Services is prepared to devote the necessary resources to assist in a transition as the benefits for the future are evident in terms of reference and review. Once the campus community has become more familiar with the new format, we believe that the time spent will be realized many times over.

As mentioned in the document, our intent is not to re-write all UBC policies in the new format immediately, but rather to transition them to the new format when they need to be revised or reviewed (and to convert frequently-used policies on a time-available basis). That conversion process will also give UBC the first opportunity to systematically review all our academic policies (some are still in force from the 1940s and have never been revised).

<i>Dr. Harrison</i>	}	<i>That Senate approve Policy V-1: Format, Development & Administration of Senate Policies.</i>
<i>Mr. Heisler</i>		

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

DISCUSSION

Dr. Harrison spoke of the need for the new policy, noting that it was difficult to find records of past Senate policy decisions because of a lack of standardization. Senate had made many decisions, but they were embedded in different types of documents and not readily identified. Dr. Harrison acknowledged the work of Mr. Christopher Eaton in preparing the policy. He noted that the secretariat was available to support people using the new policy template for the first time.

In response to a question from Dr. Rucker, Dr. Harrison stated that there was no immediate plan to reformat all existing policies. When a policy was reviewed or when a change was proposed, the policy would be reformatted as part of that exercise. In addition, the secretariat planned to reformat other existing policies as time permitted.

In response to a suggestion from Mr. Haffey, it was agreed that -- if approved -- the effective date on the policy would be changed from “proposed for implementation 1 January 2010” to simply “1 January 2010”.

Dr. Baimbridge recalled the process to develop the Senate Policy on the Student Evaluation of Teaching, which had entailed reviewing a collection of policies from the previous 21 years. He asked whether it would be possible to collect like policies together into groups that facilitate this kind of review. Dr. Harrison agreed that this type of consolidation should happen, as dictated by need and the time available.

In response to a question from Dr. Anstee, Dr. Harrison drew attention to the “Exclusions” section, which listed six types of proposals to which the policy would not apply.

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

Mr. Dew spoke in support of the policy and asked whether there was a mechanism in place to manage overlapping policies. Dr. Harrison stated that the Academic Policy Committee would manage such situations.

The motion was
put and carried.

The President congratulated the Senate secretariat on the development of the new policy.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the report.

COMMITTEE MEMBERSHIP ADJUSTMENTS

The Committee proposed the following membership changes for the standing Committees of Senate:

1. Academic Policy Committee: Mr. Sean Haffey to fill vacancy;
2. Appeals on Academic Standing Committee: Dr. Benjamin Perrin to replace Prof. Margot Young;
3. Curriculum Committee: Mr. Sean Haffey to replace Mr. Clint Meyers and Ms. Betsy Segal to replace Ms. Andrea Dulay;
4. Student Appeals on Academic Discipline Committee: Mr. Clint Meyers to replace Dr. Sue Grayston
5. Student Awards Committee: Mr. Clint Meyers to replace Dr. Sue Grayston
6. Teaching and Learning Committee: Ms. Betsy Segal to replace Mr. Dean Leung
7. Tributes Committee: Dr. Benjamin Perrin to replace Prof. Margot Young.

*Dr. Windsor-
Liscombe
Dr. Rucker*

} *That Senate approve the above revisions to
the membership of Committees of Senate.*

Carried.

Student Awards Committee

Committee member Dr. Cairns presented the report.

NEW AWARDS

See also 'Appendix A: New Awards.'

<i>Dr. Cairns</i>	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
<i>Mr. Mertens</i>		

Carried.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, November 18, 2009.

APPENDIX A: NEW AWARDS

Basil BOULTON Scholarship: Scholarships totalling \$1,000 have been endowed through a gift by family and friends of Basil Boulton administered by the University of Victoria Foundation. The scholarships are offered annually on the recommendation of the Faculty of Medicine at The University of British Columbia to outstanding third or fourth year M.D. students in the Island Medical Program, with preference for students pursuing an interest in pediatrics and /or international health. (First awards available for the 2009/10 Winter Session)

BUSBY Cole Entrance Scholarship in Architecture: A \$1,000 scholarship has been endowed by Peter Busby, Busby Perkins + Will and Dr. Ray Cole, Professor, University of British Columbia, for a student entering the Masters of Architecture program in the School of Architecture and Landscape Architecture. The student must have demonstrated through their past education, work experience or community activities a strong commitment to sustainable design principles and wish to expand on these through their studies in architecture at UBC. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

NOTE: While funding this scholarship on an annual basis for the next two years, the donors are also building an endowment which will, in due course, provide the scholarships in perpetuity through the annual income it generates.

COLGATE-Palmolive Dr. Gordon Nikiforuk Entrance Scholarship: A \$1000 scholarship is offered by Colgate-Palmolive in honour of Dr. Gordon Nikiforuk, Dean of the Faculty of Dentistry at the University of Toronto from 1970 to 1977. Recommendation is based on a student entering the D.M.D. program in the Faculty of Dentistry, who achieves high academic standing and financial need may be considered. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

Dean of DENTISTRY Dental Hygiene Scholarship: A \$1,000 scholarship is offered to an outstanding undergraduate Entry-to-Practice student in the Dental Hygiene Degree Program in the Faculty of Dentistry. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

Shum Siu FUNG Memorial Entrance Bursary: Bursaries totalling \$1,000 are offered by Anna Fung, Q.C. (B.A. 1981, LL.B. 1984) in honour and memory of her beloved mother, Shim Siu Fung, a devoted teacher, educator and caregiver to her family, to students who demonstrate financial need. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2010/11 Winter Session)

Fred HUME Graduate Scholarship in Sport History: A \$2,500 scholarship is offered by Fred Hume, a UBC sport historian who has a passion for and dedication to raising the profile of sport history in Canada. The award is offered to a graduate student in a master's or a doctoral program (all graduate students are encouraged to apply), with prefer-

Appendix A: New Awards, continued

ence given to a student in Human Kinetics. The student must demonstrate a commitment to and scholarly engagement with the discipline of sport history and must have a sound academic standing. The award is made on the recommendation of the School of Human Kinetics in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

INTERCULTURAL Communication Advancement Program (ICAP) Scholarship: Three scholarships of \$1,000 each are offered by Mr. Ming Cai for international students who have previously graduated from the Intercultural Communication Advancement Program (ICAP) of UBC Continuing Studies and are entering the second year of any undergraduate degree program at The University of British Columbia. The awards are made on the recommendation of UBC Continuing Studies in consultation with the Office of Student Financial Assistance and Awards. (First awards available for the 2009/10 Winter Session)

INTERNATIONAL Entrance Scholarship in Human Kinetics: Two scholarships of \$1,000 each are offered by the School of Human Kinetics to international students entering the Bachelor of Human Kinetics program. The awards are made primarily on the basis of the students' scholarly achievement, with preference given to students who demonstrate strong leadership abilities and community involvement. The awards are made on the recommendation of the School of Human Kinetics. (First awards available for the 2009/10 Winter Session)

HB LANARC Graduate Scholarship in Sustainability Planning: A \$1000 scholarship is offered to a second year School of Community and Regional Planning student who demonstrates commitment and creativity in addressing sustainability challenges in community development planning and design. Specifically, this award favours a student who targets pragmatic solutions to sustainability challenges in ways that integrate planning and design in addressing climate change, urban habitat, active transportation, urban landscape design, sustainable food systems, water management, green infrastructure systems, innovative community dialogue methods, rural community solutions and First Nations development. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for 2009/10 Winter Session)

LL.M. (Common Law) Degree Tuition Award: Awards in the amount of \$4,000 each are offered by the Faculty of Law to international graduate students enrolled in the LL.M. (Common Law) Degree Program. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First awards available for the 2010/11 Winter Session)

McELHANNEY Scholarship in Civil Engineering: Scholarships totalling \$1,000 are offered by McElhanney Consulting Services in celebration of its 2010 Centenary. Scholarships are offered to undergraduate students pursuing degrees in civil engineering who are in either the third or fourth year of study with preference given to students who have industry-related experience. To be considered, candidates must be Canadian citizens or Permanent Residents. The award is made on the recommendation of the Department of

Appendix A: New Awards, continued

Civil Engineering. (First award available for the 2009/10 Winter Session)

J. Jay McNEE Memorial Scholarship: Scholarships totalling \$2,100 have been endowed by friends, family and colleagues in memory of Dr. J.Jay McNee for undergraduate or graduate students studying geology or geophysics, with a preference for students with a major or minor in chemistry. The scholarships are made on the recommendation of the Department of Earth and Ocean Sciences and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

Barbara MIKULEC Prize in Education: A \$700 prize has been endowed by Barbara Mikulec, B.Ed. (Elementary), '69, for undergraduate students in the Faculty of Education. The award is offered to students whose teaching concentration is Teaching English as a Second Language (TESL), and is made on the recommendation of the Department of Language and Literacy Education. (First award available for the 2009/10 Winter Session)

Aneez MOHAMED Memorial Scholarship: Scholarships totaling \$1000 have been endowed by friends and family in honour of Dr. Aneez Mohamed. The scholarship is for a cardiology resident who has demonstrated a special interest in medical education and teaching, or displays a strong role in curriculum development. This award will serve to carry on Dr. Mohamed's passion and interest in medical education and curriculum development. The award is made on the recommendation of the Post Graduate Program in Cardiology Committee within the Faculty of Medicine, in conjunction with feedback from trainees. (First award available for the 2010/11 Winter Session)

H. Peter OBERLANDER Scholarship in Community and Regional Planning: A \$1,750 scholarship has been endowed by the Oberlander family to honour the memory and professional contributions of H. Peter Oberlander, founder of the School of Community and Regional Planning. The scholarship is intended for international students pursuing their masters or doctoral studies at the School of Community and Regional Planning. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Stephen STRAKER Arts One Prize: Two prizes of \$1,000 each are offered by an anonymous couple in honour of their long-time friend and colleague, Dr. Stephen Straker (1942-2004). Stephen was a passionate teacher of the history of science, supporter of the Arts One Program, and founder of the Science and Society Group at UBC, where he inspired generations of students for over thirty years to question what they knew and how they knew it. The prizes are awarded to students graduating from the Arts One Program with high academic standing and with promise and distinction. They are made on the recommendation of the Arts One Program, with one prize normally being awarded in each of the Program's two study groups. (First awards available for the 2009/10 Winter Session)

NOTE: While funding this prize on an annual basis for the next five years, the donors are also building an endowment which will, in due course, provide the prizes in perpetuity through the annual income it generates.

Appendix A: New Awards, continued

SYBRONENDO Research Fellowship in Endodontics: A \$12,000 fellowship is offered by SybronEndo to a student in the Faculty of Dentistry who is enrolled in post-graduate studies leading to a Master of Dental Science Degree in Dentistry (MSc.) and a Diploma in Endodontics who is engaged in endodontic research preferably in the area of resilon material. The award is made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

UNIVERSITY of BC Civil 1949 Bursary: Bursaries totalling \$1,000 have been endowed for undergraduate students in the Department of Civil Engineering by the Graduating Class of Civil Engineers 1949 in celebration of their 60th anniversary. The award is made in memory of a unique mix of students, many of whom were veterans who had recently returned to civilian life following the end of World War II. The Civil Class of 1949 maintained a strong bond that resulted in frequent and ongoing contact with and support of UBC. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2010/11 Winter Session)

NOTE: the name of this award has been requested specifically by the Graduating class of 1949 Applied Science (Civil Engineering). This remarkable and tight-knit class was a blend of older war veterans and young, recent high-school graduates. The class felt strongly that "Civil 1949" should be reflected in the title of the award because this is how the class has always referred to itself and members felt the phrase has been an integral part of their identity for the past 60 years.

Harold F. and Anne Bedner UPHILL Scholarship in Health Sciences: Scholarships totalling \$2,600 have been endowed through a bequest by Anne Margaret Uphill for female aboriginal students who are pursuing a degree in any area of Health Sciences including Medicine. The awards are open to students in any year of study in either undergraduate or graduate programs and are made on the recommendation of the Institute of Aboriginal Health in consultation with the Office of Student Financial Assistance and Awards. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

Harold F. and Anne Bedner UPHILL Scholarship in Law: Scholarships totalling \$2,600 have been endowed through a bequest by Anne Margaret Uphill for female students with high academic standing in the First Nations Legal Studies Program. The awards are open to students in any year of the graduate (LL.M, Ph.D) or undergraduate (J.D.) Program and on the recommendation of the Faculty of Law. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE:

Award 03138 – ABERDEEN Clinic Medical Entrance Scholarship (revised description): - A \$750 award, is offered by Aberdeen Medical Clinic, Kamloops, to a student entering first year Medicine. It is awarded to a student who graduated from high school in the

Appendix A: New Awards, continued

Kamloops area. The winner is selected on the basis of academic standing and promise of success in medical studies. If, in any year, there is no qualified candidate, the amount of the scholarship will be placed in the Aberdeen Medical Clinic Scholarship Fund and may be used, with the consent of the donors, to provide additional awards in a future year to assist previous winners in higher years of the medical course, or for similar purposes.

How amended: The name of the donor was formerly known as the Irving Clinic. The award title and description have been revised to reflect the new name of the clinic. In addition, the award terms have been revised to delete the restriction to Kamloops School District No. 73 and substitute “the Kamloops area”. Further, the requirement that the clinic be consulted on recipient selection has been removed.

Award 02378 – CARIBOO Woodlot Education Society Scholarship in Forestry (revised description): A scholarship of \$1,000 has been endowed by the Cariboo Woodlot Education Society to a student entering second or third year of the Forest Resources Management or the Forest Operations Programs in the Faculty of Forestry. Preference is given to students who have graduated from B.C. secondary schools outside the Greater Vancouver Regional District or the Capital Region District. The award is made on the recommendation of the Faculty of Forestry

How amended: The award has changed from an annually funded scholarship to an endowed scholarship. The award description has been revised to reflect this change.

Award 08366 - Conrad CRUICKSHANK Memorial Bursary in Pharmaceutical Sciences (revised description): Bursaries totalling \$1,000 have been endowed by family, friends and the Sea-Going Hacks in memory of Conrad Cruickshank for undergraduate students in Pharmaceutical Sciences. The Sea-Going Hacks were formed to foster fellowship and social gatherings among the drug travelers of British Columbia. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards.

How amended: The award has changed from an annually funded bursary to an endowed bursary. The award description has been revised to reflect this change.

Award 00678 – DHARMA Master Chuk Mor Memorial Scholarship (revised description): A scholarship of \$1,000 has been endowed by T.Y. Lung in memory of Dharma Master Chuk Mor. The award is offered to an undergraduate student in any field of study and is made on the recommendation of the Student Financial Assistance and Awards office.

How amended: The award has changed from an annually funded scholarship to an endowed scholarship. The award description has been revised to reflect this change.

Award 02134 – LETSON Prize (revised description): Prizes totalling \$7,650 have been endowed by Major General H. F. G. Letson, first UBC graduate in Mechanical Engineering (1919). The prizes, all of equal value, are awarded to the head of the graduating class in each option of the undergraduate Mechanical Engineering program.

How amended: The reference to ‘three prizes’ has been removed from the award descrip-

Appendix A: New Awards, continued

tion to better meet the donor's intention that the prize go to the head of the graduating class in each option of Mechanical Engineering. This change allows for a fluctuation in the number of prizes each year based on the number options in Mechanical Engineering. The award description has been revised to reflect this change.

Award 05660– Dr. Charlotte THOMSON Memorial Scholarship (Revised Description): Scholarships totalling \$1,700 have been endowed through a bequest from Dr. Charlotte Thomson for students entering the third year of the M.D. Program. The awards are made on the recommendation of the Faculty of Medicine.

How amended: The original title and description of the award referenced Dr. Thomson's married name (Charlotte BORGEN Memorial Scholarship). However, Dr. Thomson's brother feels strongly that she would have wanted the newly endowed scholarship to contain her maiden name, as well as the title 'Dr.' to represent her professional designation. The award description has been revised to reflect this change.