



Vancouver Senate

**THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2012/2013 ACADEMIC YEAR**

WEDNESDAY, MAY 15, 2013

6:00 P.M.

ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL

1. Senate Membership – Ms Lisa M. Collins

Call for Nominations and Notice of Elections (information)

This is a call for nominations for two Student Senators to serve on the Nominating Committee for a term from May 15, 2013 until March 31, 2014 and thereafter until replaced. To date, the Secretary has received two nominations for Mr. Philip Edgcumbe and Mr. Barak Caracheo. Should no further nominations be received by 4:00 p.m. on Tuesday, May 14, Mr. Edgcumbe and Mr. Caracheo will be declared acclaimed as elected.

2. Minutes of the Meeting of April 17, 2013 – Prof. Stephen J. Toope
(approval) (circulated)

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

4. Council of Senates Budget Committee Vancouver Sub-Committee – Dr William Dunford (information) (circulated)
Annual Report of Committee Activities

5. Candidates for Degrees and Diplomas (approval)

Lists as approved by the Faculties and Schools are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective May 2013, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (2/3 majority required)

...continued

- 6. Senate Academic Building Needs Committee – Dr Robert Sparks** (information) (circulated)
Annual Report on Committee Activities
- 7. Academic Policy Committee – Dr Philip Loewen** (approval) (circulated)
 - a. Chulalongkorn University LLM (Business Law) Memorandum of Understanding
 - b. Amendment to Policy V-302- *Graduate Student Leaves of Absence*
- 8. Admissions Committee – Dr Robert Sparks**
 - a. Master of Advanced Studies in Architecture – Change in Application Deadline (approval) (circulated)
 - b. Committee Approval Processes – Request for Delegated Authority (approval) (circulated)
 - c. Annual Report on Appeals and Other Matters of Delegated Authority (information) (circulated)
- 9. Agenda Committee – Dean Mary Anne Bobinski** (approval) (circulated)
Amendment to Rules and Procedures of Senate
- 10. Appeals on Academic Standing Committee – Dr Lance Rucker** (information) (circulated)
Annual Report on Committee Activities
- 11. Curriculum Committee – Dr Peter Marshall**
 - a. Curriculum proposals from the Faculties of Arts, Commerce and Business Administration, Graduate Studies (Applied Science, Commerce and Business Administration, Science), Land and Food Systems, and Medicine (approval) (circulated)
 - b. Certificate Programs (information) (circulated)
 - c. Pharmaceutical Sciences Courses Cr/D/F Eligibility (information) (circulated)
- 12. Library Committee – Dr Mark Vessey** (information) (circulated)
Annual Report of Committee Activities
- 13. Nominating Committee – Dr Rhodri Windsor-Liscombe**
 - a. Appointment of Two Senators to the Presidential Search Committee (approval) (circulated)
 - b. Senate Committee Terms of Reference Review (approval) (circulated)

...continued

- c. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) (circulated)
 - d. Election of Student Senators to the Council of Senates (approval) (circulated)
 - e. Adjustment to Student Awards Committee Membership (approval) (circulated)
- 14. Student Appeals on Academic Discipline – Dr Bruce McDougall** (information) (circulated)
Annual Report on Committee Activities
- 15. Student Awards Committee- Dr Sue Grayston** (approval) (circulated)
New awards and proposed changes to existing awards from April 2013
- 16. Tributes Committee – Dr Judith Plessis** (approval) (circulated)
Candidates for Emeritus Status
- 17. Reports from the Provost – Dr David Farrar** (information)
Presentation on Intercultural Communication – Alden Habacon, Director, Intercultural Understanding Strategy Development
- 18. Proposed Agenda Items**
- 19. Other Business**

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>



VANCOUVER SENATE

MINUTES OF 17 April 2013

DRAFT

Attendance

Attendance

Present: Prof. S.J. Toope (President and Chair), Ms L.M. Collins (Secretary), Dr K. Baimbridge, Dr J. Belanger, Dean M.A. Bobinski, Principal H. Brock, Dr L. Burr, Mr C. Chan, Dr G. Chapman, Dr P. Choi, Prof. B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Dean B. Frank, Ms V. Goyal, Dr S. Grayston, Mr S. Haffey, Rev. Dr M. Hagemoen, Dr. W. Hall, Dr P. Harrison, Ms J. Jagdeo, Ms N. Karimi, Ms A. Kessler, Dr U. Kumar, Dr B.S. Lalli, Mr J. Lee, Mr C. Leonoff, Dr P. Loewen, Mr T. MacLachlan, Ms K. Mahal, Ms M. Maleki, Dr F. Marra, Ms N. Marshall, Dr P. Marshall, Dr W. McKee, Mr W. McNulty, Dr D. O'Donoghue, Dr I. Parent, Dr K. Patterson, Dean S. Peacock, Dr N. Perry, Dr J. Plessis, Dean *pro tem*. W. Riggs, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Ms T. Shum, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr S. Thorne, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr R. Winter, Dr D. Witt.

Regrets: Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Mr G. Beales, Ms E. Biddlecombe, Dean M.A. Bobinski, Mr B. Caracheo, Rev. Dr S. Farris, Prof. B. Goold, Dean *pro tem*. E. Hall, Dean R. Helsley, Dean J. Innes, Dean M. Isman, Dr I. Ivanov, Dr S. Knight, Dr P. Leung, Prof. B. MacDougall, Ms M. McKenna, Ms S. Morgan-Silvester, Principal L. Nasmith, Ms M. Patton, Dean *pro tem*. S. Porter, Mr M. Prescott, Dr R. Reid, Dean C. Shuler, Dr D. Simunic, Dr B. Stelck, Dean G. Stuart, Mr M. Thom, Dr R. Wilson.

Guests: Dr S. Bates, Mr M. Hunter, Mr T. Jefferson, Dr A. Kindler, Dr A. Redish, Mr C. Roach, Mr J. Yang.

Recording Secretary: Mr C. Eaton.

Tributes Committee

MEMORIAL MINUTE FOR DR MICHAEL SHAW

Michael Shaw was born in the West Indies and came to Canada in 1943. He received a Bachelor of Science (Honours Botany) from McGill University in 1946 and Master of Science and Doctor of Philosophy degrees in Botany and Plant Pathology from Macdonald College of McGill in 1947 and 1949, respectively. Following a period as a National Research Council Postdoctoral Fellow in Cambridge, England, Dr. Shaw joined the Department of Biology at the University of Saskatchewan as an Assistant Professor in 1950 and became Professor and Head of the Department in 1961. An active scientist, Dr. Shaw conducted research on the physiology and biochemistry of the host-parasite relations of rust fungi on wheat and flax. The severe epidemic of wheat rust in the prairies in the 1950's had prompted Dr Shaw to undertake research on this important disease.

In 1967 Dr. Shaw came to UBC as Dean of the Faculty of Agriculture and served as Dean until his appointment as Vice-President, Academic in 1975. During his deanship the Faculty name was changed to the Faculty of Agricultural Sciences and the Faculty experienced considerable growth and development. His philosophy was that faculties of agriculture should continue to

expand because of the vital importance the discipline in the area of food production. His early concern about agriculture as an ecosystem led to the agro-ecosystem approach forming a framework for the curricula in the Faculty. In addition to his UBC activities he was active in national scientific and academic associations. He initiated the formation of the Association of Faculties of Agriculture in Canada and was President of this group in from 1974 to 1975.

During his career, he achieved international recognition as a plant pathologist, making pioneering contributions to research on the physiology and biochemistry of host-parasite relationships. As both dean and vice-president, Dr. Shaw brought vision and commitment to his years of academic service. He encouraged the creation of many new programs and he supported funds for university programs in the interior and the north of BC that enhanced access for students from the entire province. His leadership and administration were grounded in the highest academic standards and what was best for UBC students and for the province. Dr Shaw retired in 1989 after a distinguished association of 22 years with UBC and was named University Professor and Dean Emeritus. In recognition of his service to the University and to agricultural science a scholarship fund was established in his name. In retirement he maintained an active interest in agricultural research and in academic affairs.

Dr Shaw received several prestigious honours and distinctions. Particularly noteworthy were his election to the Royal Society of Canada in 1962, the honorary Doctor of Science from his alma mater, McGill University (1975) and the Royal Society of Canada's Flavelle Medal, their highest award for research achievements in the biological sciences (1976). For his substantial international impact in the world of plant sciences and his contribution to the University, Dr. Shaw was awarded an honorary Doctor of Science by UBC in 2003.

The Senate sends its condolences to Dr. Shaw's family and friends.

Sally Thorne
Joseph Belanger

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That Senate approve the Memorial Minute for Dr Michael Shaw, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.

Approved.

MEMORIAL MINUTE FOR DR LEONHARD MARTIN WEDEPOHL

Martin Wedepohl was born in Pretoria, South Africa in 1933. He matriculated from Grey College, Bloemfontein, South Africa in 1949. In 1953 he graduated with a Bachelor of Science (Engineering) cum laude from the University of the Witwatersrand in Johannesburg. He joined the British General Electric Company (GEC) in 1954 as a graduate apprentice and from 1954 to 1957 was with A. Reyrolle and Company as a research engineer. During this time he developed the world's first transmission line protection system based on emerging transistor technology. He was awarded a Doctor of Philosophy for this work by the University of Manchester Institute of Science and Technology (UMIST) in 1957. In 1964, he was appointed to

the Department of Electrical Engineering at UMIST, going on to serve as chair of the department from 1969 to 1974.

In 1974 he became Professor and Dean of Engineering at the University of Manitoba. He was appointed to the Board of Manitoba Hydro Electric Corporation in 1975 and became Vice Chairman and pro tem Chairman from December 1978 to October 1979. During his term in Winnipeg he helped establish the Manitoba High Voltage Direct Current Research Laboratory and the Manitoba Micro Electronics Institute. In recognition of his outstanding contribution and service to the Manitoba Hydro Electric Board, Dr. Wedepohl was the recipient of the Award of the Bison by the Government of Manitoba.

In 1979, Dr. Wedepohl was appointed Dean of the Faculty of Applied Science at UBC, a post he held until 1985. During this time he was chairman of the task force which prepared a report for the government of British Columbia on major expansion of the University's School of Engineering. He was also chairman of the planning committees which specified the new mining engineering building and the building for the western division of the Pulp and Paper Research Institute of Canada. After completing his term as dean, he continued on as a professor in the Department of Electrical Engineering until 1985.

He was appointed to the board of the British Columbia Hydro Electric Corporation from 1980 to 1984 and chairman of the energy sub-committee of that board. He served as a member of the Science Council of British Columbia from 1981 to 1985 and a member of the Arts, Science and Technology Council of British Columbia from 1982 to 1985. He was faculty advisor and sponsor to a team of UBC students who won first prize in the Innovative Vehicle Design Competition at Expo '86.

Dr. Wedepohl authored more than 30 papers in the Proceedings of the Institution of Electrical Engineers (IEE) in London and the Institute of Electrical and Electronic Engineering (IEEE) in New York. He was a Fellow of the Institution of Electrical Engineers in London and of the Engineering Institute of Canada.

The Senate expresses its condolences to Dr. Wedepohl's family and friends.

Sally Thorne
Lance Rucker

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That Senate approve the Memorial Minute for Dr Leonhard Martin Wedepohl, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.

Approved.

Senate Membership

The Registrar *pro tem*. Introduced the new and returning student representatives to Senate for them term from 1 April 2013 to 31 March 2014:

APPLIED SCIENCE

Mr Graham Beales

ARTS

Ms. Tanya Shum

COLLEGE FOR INTERDISCIPLINARY STUDIES

Mr Barak Caracheo

COMMERCE AND BUSINESS ADMINISTRATION (SAUDER SCHOOL OF BUSINESS)

Mr Cole Leonoff

DENTISTRY

Mr Jared Lee

EDUCATION

Ms. Melanie McKenna

FORESTRY

Ms. Veni Goyal

GRADUATE STUDIES

Ms. Julianne Jagdeo

LAND AND FOOD SYSTEMS

Mr Mark Prescott

LAW

Mr Tom MacLachlan

MEDICINE

Mr Casey Chan

PHARMACEUTICAL SCIENCES

Ms. Melissa Patton

SCIENCE

Ms. Mona Maleki

MEMBERS AT-LARGE

Mr Philip Edgcumbe, Medicine

Ms Nina Karimi, Arts

Ms Anne Kessler, Arts

Ms Kiran Mahal, Science

Ms Natalie Marshall, Graduate Studies

Vice-Chair of Senate

The Secretary announced that Senators Edgcumbe and Haffey had been nominated to Service as Vice-Chair of Senate, each candidate then spoke in favour of their candidacy, and ballots were distributed to Senators with the results to be tabulated and announced later in the meeting.

Minutes of the Previous Meeting

Katharine Patterson }
Lawrence Burr

*That the Minutes of the Meeting of 20 March 2013
be adopted as corrected.*

Corrections:

- *diversify in place of diversity on page 8*
- *Discussion in place of information under Proposed Agenda Items.*

Approved.

Business Arising from the Minutes

The President noted that Senator Loewen had requested a discussion at Senate following the email message on the Flexible Learning Initiative that was distributed at the request of the Provost. Professor Toope stated that he understood that message was to highlight and support those initiatives brought forward at the faculty, departmental, and faculty member level. He had asked the Provost to further report on this matter for Senate's information.

The Provost noted that student learning was our first commitment in Place and Promise: we set as goal to increase the quality and impact of our teaching and to strengthen and support student success, and UBC has been working on these goals for the past 4 years. Dr Farrar noted that there were 9 commitments in Place and Promise and each of these is rolled out in a different way; some, such as the Aboriginal strategy, have been organized by a cohesive group, but for student learning this is something that happens at the faculty, department and faculty member level. Rather than developing a set strategy for Student Learning, his office was and planned to work to support what was going on across the entire University.

Dr Farrar suggested that those who followed the New York Times will be aware of the growing phenomena of Massive Open Online Courses (MOOCs). He noted that UBC has a long history in online and distance learning; the difference now is the massive/open part, and how technology is changing our world. Dr Farrar then referenced Coursera (a Stanford-based online consortium UBC has joined) and Computer Science's example (our first MOOC, with over 175 000 enrolled and nearly 8000 completions), and outlined how MOOCs could differ from UBC's more traditional distance educational offerings, including adjustments to assessments and vast differences between enrolment and completion numbers. The Provost informed Senate that he and the President had recently attended a two day conference on the effect of MOOCs at the University of Pennsylvania; from that and other experiences he expressed his belief that UBC's best option was not to focus on offering MOOCs, but rather to take the technology used for them and apply it to our own classrooms (whether traditional, flipped or blended learning environments) so that students can better apply what they learn outside of class within class.

The Provost noted for Senate that his office would continue to engage and work with the Senate Teaching & Learning and Academic Policy Committee on the academic implications for these initiatives.

Senator Dunford asked if the University was expected to make or lose money on these initiatives.

Dr Farrar replied that UBC was not interested in free courses; we are interested in using learning from these to improve our programs. Increasingly departments are coming to us to talk about first year programming and how we can use this to improve how we offer them. We do have a commitment to lifelong learning and so may put some courses through Coursera but MOOCs are not our primary interest.

Senator Loewen opined that UBC had many shared goals but to hear of these things in an after-the-fact manner was problematic for Senate. He noted that UBC had over 40 000 students for whom we have shared responsibilities, and greater consultation around these initiatives with Senate was needed. He noted that a report was produced for the Provost's office on our Flexible Learning Initiatives and asked if it would be shared with Senate.

The Provost agreed to share the report with any interested Senators but advised that the document was incomplete and very early.

Senator Singh noted that he supported the flexibility in time space and pedagogy that these initiatives offered, but asked for assurances that any additional funding to support these programs would not be to the detriment of other operations.

The Provost assured the senator that money was not being taken away from other initiatives to support flexible learning.

Senator Riseman asked if we had considered a model where the information was free but the transcript cost money.

Dr Farrar replied that several different models were in use. US universities would reframe this as a question of assessment; American schools would assess how much learning you'd done already and deliver the rest of the program to you at a reduced cost. The Provost opined that this was not likely something UBC would be interested in.

Senator Baimbridge asked other than information technology support, what resources would faculty members need to participate and what was available?

The Provost replied that he had asked the Centre for Teaching, Learning, and Technology to think about how they could better support faculty and departments in this area.

With permission of Senate, the Director of the Centre, Dr Simon Bates advised that new technology was not necessarily needed; although high tech was the norm in MOOCs there were many ways to expose students to information ahead of time so we can make more productive use of class time.

The Provost further suggested that students seemed to like both high and low technology methods, but that the middle ground did not seem as supported.

Senator Harrison advised that it would be critical for the discussions and development of these courses to involve students, especially as we would be asking them to use their time devoted to learning differently.

The Provost replied that students have asked us to do that and we recognize that we need to be more communicative with them about how learning may change

Senator Mahal noted that as we start to look to move more content online we need to consider what this does for the student experience and how this affects the campus community and atmosphere. She asked if there there been thoughts to invest more in campus technology so students don't have to carry around laptops, noting that existing computer facilities were in high demand.

Senator Windsor-Liscombe described this as the desiting of a formerly locally based way of learning. He asked if the geopolitical ramifications had been considered.

The Provost replied that Thomas Friedman of the New York Times presented at the Pennsylvania conference and he noted the impact of these kinds of technologies on the newspaper industry. A decade ago there was a sense that this technology would harm smaller papers but the Times thought itself immune. That newspaper of course has been majorly affected. There are huge issues in higher education around the world; the cost of education is becoming prohibitive and a number of issues here could be disruptive for universities.

The President noted that he had a slightly different perspective on MOOCs; he did not believe that MOOCs will be as disruptive as believed. He suggested that it was difficult to discern any profound transformations from the hype. Professor Toope advised that at this year's Davos conference, he and the presidents of several other universities agreed that we had to take something that we can learn from this and use it to benefit our own students in helping them learn better. The President suggested that as this area was moving quickly we needed to find a way to differentiate the "noise" from the benefits of blended learning for our students.

Dr Farrar noted that our Computer Science MOOC had students from almost every country in the world, but that the topic did not necessarily have to be technical – the University of Pennsylvania taught a course on Emily Dickenson to several hundred students versus their usual 20.

The President concluded by noting that MOOCs seemed to work as discrete courses but that he had not yet seen a way where they could work as full programs.

International College

The Provost advised Senate that Vantage College was the name selected by the University Executive for the International College approved by Senate last month.

Remarks from the Chair

The President noted for Senate that recently the Federal Government had restored \$37M cut from the granting councils; however, NSERC's \$15M recapitalization had \$12M of that go towards college and community innovation. He advised that there was a reference made by the Government towards a review of the Indirect Cost of Research that he hoped was in response to our, Toronto, and McGill's requests for this to be revisited given that Canada pays far less towards indirect costs than Australia, the US, or most of Europe. For international education, the President noted that the MITACS Global Link program will see \$13 million in funding over 2 years, and for the first time the federal government will support Canadian students going abroad.

Professor Toope advised Senate that a mediation session between UBC and the Faculty Association was held over the past weekend but no agreement could be found; 3 days have been set aside for arbitration at the start of June.

The President noted that he recently spoke at a meeting of the Board of Governors of the University of Alberta with the Minister of Advanced Education for Alberta. He noted that there

was a high degree of uncertainty for higher education funding across Canada and that the University of Alberta recently received an unexpected 7.3% budget cut.

As an update to Start an Evolution, the President advised that we have raised \$213 million this year (and are now at \$1.1 billion towards the campaign total) and had 45095 alumni engaged this year.

Senator Baimbridge asked if we have specifically addressed the question of operating grants with the Tricouncils. He suggested that the CIHR cut-off levels have become absurd.

The President advised that we make this point constantly – and supported by statistics – but without success.

Senator Hall asked if we have raised the issue of PHD student funding. In category A it was 13% and B is 14%; she opined that we cannot support students at those rates.

Professor Toope replied that we have advised that we are dramatically underperforming compared to the EU, Australia and the US; we produce far fewer PhDs and master students. The unfortunate response is that outside of academia there is a very low premium on having a PhD in Canadian salary structures and thus it is not supported.

From the Board of Governors

The President confirmed that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act*:

Senate Meeting February 13, 2013

- Curriculum proposals from the Faculties of Applied Science, Arts, Dentistry, Graduate Studies (Arts, Education, Forestry, Law, Medicine, and Science), Land and Food Systems and Law
- New program – Master of Laws in Taxation
- Student Awards

Senate Meeting March 20, 2013

- Curriculum proposals from the Faculty of Graduate Studies (Applied Science)
- Name Change from the Faculty of Graduate Studies to the Faculty of Graduate and Postdoctoral Studies effective July 1, 2013
- Establishment of the UBC International College effective May 1, 2013
- Disestablishment of College of Interdisciplinary Studies effective October 1, 2013
- New program – Master of Urban Design
- Student Awards

Admissions Committee

See Appendix A: Admissions Summary

The Chair of the Senate Admissions Committee, Dr Robert Sparks, presented.

GRADUATE PROGRAMS IN SOCIOLOGY (DOCTOR OF PHILOSOPHY AND MASTER OF ARTS) – ADDITION OF GRE REQUIREMENT

GRADUATE PROGRAMS IN FORESTRY (DOCTOR OF PHILOSOPHY, MASTER OF SCIENCE, MASTER OF APPLIED SCIENCE AND MASTER OF FORESTRY) – MINIMUM TOEFL REQUIREMENT

BACHELOR OF APPLIED SCIENCE – READMISSION

Robert Sparks	}	<i>That Senate approve changes in admission requirements for applicants to graduate programs in Sociology (Doctor of Philosophy and Master of Arts), effective for admission to the 2013 Winter Session and thereafter;</i>
Rhodri Windsor-Liscombe		<i>That Senate approve changes in admission requirements for applicants to graduate programs in Forestry (Doctor of Philosophy, Master of Science, Master of Applied Science and Master of Forestry), effective for admission to the 2013 Winter Session and thereafter; and</i>
		<i>That Senate approve the proposed calendar entry on readmission to the Bachelor of Applied Science program, effective for the 2013 Winter Session and thereafter.</i>

Dr Sparks briefly outlined the nature of each of the proposals.

Approved.

ESSENTIAL SKILLS AND ABILITIES FOR THE PHARMACY PROGRAM

Robert Sparks	}	<i>That Senate approve the policy entitled ‘Essential Skills and Abilities for the Pharmacy Programs’ for students in the Bachelor of Science in Pharmacy program.</i>
Lance Rucker.		

Dr Sparks explained the nature of the essential skills document, noting that it was modelled on a similar document, technical standards, prepared by the Ontario medical schools and that our own Faculty of Medicine has a similar document. The idea is to have applicants fully understand the

scope of practice in pharmacy as the Bachelor of Science in Pharmacy is an entry-to-practice program.

Approved.

Vice-Chair of Senate

The President announced that Mr Philip Edgcumbe was elected vice-chair of Senate for a term of one (1) year.

Joint Report of the Admissions and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Peter Marshall, presented.

MASTER OF PUBLIC HEALTH/MASTER OF SCIENCE IN NURSING DUAL DEGREES OPTION

Peter Marshall	}	<i>That Senate approve the new dual degrees option for the Master of Public Health and Master of Science in Nursing.</i>
Katharine Patterson		

Dr Marshall explained that these were not new programs; this is just an opportunity for students to complete both programs with efficiencies in the required credits.

Approved.

Curriculum Committee

See Appendix B: Curriculum Summary

The committee chair, Dr Peter Marshall, presented.

APRIL CURRICULUM REPORT

Peter Marshall	}	<i>That the new courses, changed courses, new subject codes, and program changes brought forward by the Faculties of Applied Science, Arts, Education, Forestry, Graduate and Postdoctoral Studies (Arts), Pharmaceutical Sciences, and Science be approved.</i>
William Dunford		

Dr Marshall briefly outlined the package presented for Senate's consideration.

Approved.

Nominating Committee

See Appendix C: Presidential Search Committee Terms of Reference

The Committee Chair, Dr Rhodri Windsor-Liscombe, presented.

PRESIDENTIAL SEARCH COMMITTEE

Rhodri Windsor-Liscombe	}	<i>That Senate approve the procedures for the recommendation and selection of candidates for President of The University of British Columbia as attached, with the understanding that “faculty member” as used therein shall continue to be defined as set out in the University Act.</i>
Lance Rucker		

Dr Windsor-Liscombe explained that his committee and their Okanagan counterpart had met jointly to consider and recommend the Board’s proposal for the next Presidential Search. He also took the opportunity to thank the current President for his service to the academy.

Approved.

Student Awards Committee

See Appendix D: Awards Summary

Dr Sue Grayston, Chair of the Student Awards Committee, presented.

Sue Grayston	}	<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>
Lawrence Burr		

A senator asked how many Major Entrance Scholarships would be offered; The Registrar *pro tem.* agreed to have this information for the next meeting.

Approved.

Report from the Provost

PRINCIPLES, PROCEDURES AND GUIDELINES FOR EXTERNAL ACADEMIC UNIT REVIEWS

The Provost, Dr David Farrar, presented for information. He noted that the Senate and Board had policies relating to external reviews; the document circulated was to assist faculties and his office for their implementation.

Senator Dunford noted that the document set out guideline for external reviews to occur infrequently; if we were serious wouldn't we do an annual review?

With permission of Senate, Vice-Provost Kindler advised the review frequency had to be balanced between the cost incurred and benefits found.

Senator Dunford followed by noting that some UK universities had less intensive but more frequent external reviews.

Senator Loewen expressed his appreciation for review summaries being brought forward to Senate annually.

Senator Baimbridge noted that we moved away from making this a policy but expected it to be mandatory. Why are we not making these guidelines formal requirements?

Vice-Provost Kindler replied that the Academic Policy Committee had considered updating our policy in 2007 but upon consideration decided that we needed guidelines on policy implementation rather than changes to the policy itself.

Senator Baimbridge noted that follow up on reviews was often not forthcoming. He suggested that UBC needed a 2 year review to report back to the Provost on the steps taking to implement an action plan developed in response to a review.

Senators generally agreed with Senator Bainbridge's suggestion.

Senator Mahal noted that section 3.6 talked about formal advising, was there any interest in adding student well being metrics to things being considered.

The Provost replied that we are working with Planning and Institutional Research to have a much more robust set of metrics in this area.

Vice-Provost Kindler replied that we have had some discussions about concerns with metrics driving behavior. Numbers may not reflect quality or value of experiences.

Senator Thorne spoke in favour of Dr Kindler's comments and noted that colleagues around the world were being negatively affected by the inappropriate use of metrics. Academic units should propose their own ways of measuring student wellbeing.

Senator Vessey asked under whose auspices these reviews occur.

Associate Registrar Eaton replied that the Senate directed that they occur.

Senator Peacock noted that the largest reason why reviews did have their recommendations implemented was due to resources.

Adjournment

There being no further business, the meeting was adjourned at 8:23 pm.



3 May 2013

To: Senate

From: Council of Senates' Budget Committee Vancouver Sub-Committee

Re: Annual Report on the Activities of the Sub-Committee

Attached please find for your information the 2012-13 Annual Report of the activities of the Council of Senates' Budget Committee Vancouver Sub-Committee.

If you have any questions, please contact Stephanie Oldford at
Stephanie.Oldford@ubc.ca.

Respectfully submitted,

Dr. William G. Dunford, Chair
Council of Senates' Budget Committee Vancouver Sub-Committee

Council of Senates Budget Committee Vancouver Subcommittee

Report to Senate – May 15, 2013

Terms of reference

The Budget Committee shall:

meet with the President and assist in the preparation of the University budget; and make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.

In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background

This is the 2012/2013 annual report of the Vancouver Senate Budget sub-Committee (SBSC). The Budget Committee is a Council of Senates' committee, which has never met and is not scheduled to meet. The only mandate for the full committee would be to look at the distribution of funds between the campuses, but the allocations were largely agreed and ring fenced when UBCO was formed and there has not been further discussion.

At UBC's Okanagan Campus, our sub-committee's counterpart has coincidental membership with that Senate's Academic Building and Resources Committee. At the Vancouver campus, there has been discussion of combining various committees in similar manner, but at present the committees potentially involved have chosen to retain independent paths. However, there have been some successful joint meetings this year and more are planned, principally involving the Senate Academic Building Needs and the Library committees.

It should be noted that the SBSC has no oversight role and no power to insist on any involvement in the budgeting process. If topics of concern were identified it would bring these to the attention of Senate,

Activities

In addition to exploring common interest with other committees, the SBSC has also continued to move away from its previous, confidential way of operating with the aims of opening the budget policy of the University to discussion with the community. The SBSC website <http://senate.ubc.ca/council/committees/budget> is an open repository for public information

which has been presented to the Sub-committee and provides a mechanism for the community to provide confidential feedback to the Sub-committee from the community. This has been advertised via mass mailings to both faculty and students. In the approximately six months of operation so far the website has received five feedback messages. Essentially this level of response provides no evidence that the University community has any concerns about the present financial management of UBCV.

The SBSC has adopted a schedule of meeting just before every Senate meeting. The meeting is in two parts. It begins with a private meeting of the committee to discuss any items which should be raised with the administration. It then moves into a second phase where representatives of the administration attend as guests. This provides a forum for ideas to be exchanged and presentations by various campus units.

A summary of the meetings this year is below:

Meeting Date	Subject	Presenters and Guests
May 16, 2013	Campaign and Budget Update	TBD
April 17, 2013	Capital Plans and Priorities and Library (Joint with Senate Academic Building Needs and Library Committees)	Ian Burgess, David Farrar, John Metras, Peter Smailes, Jody Scott
March 20, 2013	Cancelled	
February 13, 2013	IMANT and Endowments Update	Ian Burgess, David Farrar, Jai Parhar, Pierre Ouillet
January 23, 2013	Faculty Budget Update	David Farrar, Pierre Ouillet, David Shorthouse
December 12, 2012	Campus as a Living Lab and UBC Properties Trust (Joint with SABNC)	Steve Cockcroft, David Farrar, John Metras, Pierre Ouillet Al Poettcker, John Robinson, Brent Sauder
November 14, 2012	Classrooms - Utilization and Upgrading and Capital Projects Update (Joint with Senate Academic Building Needs Committee)	Catherine Alkenbrack, David Farrar, Shaun Filwok John Metras, Pierre Ouillet, Jody Scott, Claudio Pini
October 17, 2012	Graduate Student Funding	David Farrar and Susan Porter
September 19, 2012	Budget Outlook and 12/13 Budget Process	David Farrar and Ian Burgess

In general the University is in a good financial situation compared to many peer institutions. There continue to be constraints on support from the Provincial Government and the fee income which can be raised from domestic students. Although the constraints on salaries have been lifted, there is no ready source of income to pay for increases and their ongoing effects. Two major possible sources are through expanded use of campus facilities, particularly through summer use of the campus and increasing the numbers of international students.

Topics which have been discussed at length include problems funding classroom maintenance. This has resulted from changes in the Provincial Funding structure, but some resources have been reallocated to compensate for this. There was also discussion on the desirability of providing a faculty meeting area to serve similar functions to the former Faculty Club. The committee was assured that there are definite plans to provide such a facility in the very near future.

The present budget model puts more emphasis on trying to close the loop between the source of income and the provision of service. This is simpler at the undergraduate level, where a percentage of fee income follows the student to the office of the relevant Dean, although not necessarily beyond that. There is however, still a block allocation dating from the previous budgeting model. For research students and research facilities in general the funding model is quite complicated. For example, although PhD students pay fees, more than the total amount of fee income is returned to students through scholarships.

It is also apparent that there are no direct incentives at the departmental level for the generation of new income, the control of costs or allocation of income. Attracting more students into a course results in funds going to the Dean's office, but not necessarily to the department. A claim that a new course does not require resources is not generally audited. A Library consultation for a new course does not imply any flow of resources to the Library.

Conclusions

In the absence of obvious problems or requests for advice the Sub-committee continues to operate in a largely reactive mode. Contacts with the administration are cordial and regular. The Sub-committee intends to continue with this approach but will try to anticipate potential problems and welcomes any input which may come from interested parties.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

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3 May 2013

To: Senate

From: Academic Building Needs Committee

Re: Annual Report on the Activities of the Senate Academic Building Needs
Committee

Attached please find for your information the 2012-13 Annual Report of the activities of the Senate Academic Building Needs Committee. The report follows the format agreed upon by the Committee.

If you have any questions, please contact Stephanie Oldford at
Stephanie.Oldford@ubc.ca.

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Academic Building Needs Committee

The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate (Information)
September 2012 – May 2013

Members: Ken Baimbridge (Medicine), Barnabas Caro (Student Member), Stanley Knight (Convocation), Stephanie Oldford (Secretary), Nancy Perry (Education), Andrew Risemann (Land & Food Systems), Lance Rucker (Dentistry), Aaron Sihota (Student Member), Angela Redish (Vice-Provost and AVP, Academic Facilities and Enrolment), Bob Sparks (Joint Faculties, Chair), Rhodri-Windsor Liscombe (Graduate Studies and Arts), Mark Vessey (Arts), Lisa Zhu (Student Member)

Overview: This document follows the reporting procedures initiated in November 2010 of submitting a written annual report to Senate. The report summarizes SABNC meetings as well as the participation of SABNC members on the Property and Planning Advisory Committee (PPAC).

Committee work plan for 2012-13

The Committee agreed to the following the priorities:

1. To participate actively on the Property and Planning Advisory Committee (PPAC)
2. To engage in consultations and assist with policy development in three targeted areas relating to the Vancouver campus:
 - a. Learning spaces, specifically classroom maintenance and upgrades, and classroom utilization.
 - b. Promoting better communication among University committees involved in capital and infrastructure development
 - c. Liaising with the Vancouver Sub-Committee of the Council of Senates Budget Committee and establishing a schedule of joint meetings.
3. To address issues such as those of heritage policy, accessibility, and academic green space.

Activities in 2012-13

This year the Committee has met five (5) times on its own, hearing presentations at four (4) of these meetings. In addition the Committee had joint meetings with the Council of Senates Budget Committee Vancouver Sub-Committee in November and December, as well as another joint meeting that also included the Senate Library Committee in April.

SABNC members also participated in five (5) PPAC meetings and reviewed five (5) presentations, four (4) that led to recommendations for capital projects, and one for information.

Senate Academic Building Needs Committee (SABNC) Meetings

- 25 September 2012 – Planning for the year and discussion of presentation to Senate
- 24 Oct 2012 – Classroom Utilization with Catherine Alkenbrack and Jody Scott of Infrastructure Development; Exam Scheduling with Anne DeWolfe of Enrolment Services
- 14 Nov 2012 – Joint with Budget Sub-committee, Capital Projects Update with John Metras and Classroom Upgrades with Jody Scott and Catherine Alkenbrack of Infrastructure Development
- 12 Dec 2012 – Joint with Budget Sub-Committee, Campus as Living Laboratory Initiative with John Robinson of the Sustainability Initiative and John Metras of Infrastructure Development
- 22 Jan 2013 – Presentation on Heritage Policy by Gerry McGeough, University Architect
- 26 Feb 2013 – Presentation on Academic Green Space by Nancy Knight of Campus and Community Planning
- 26 Mar 2013 – Presentation on Accessibility by Gerry McGeough, University Architect
- 26 April 2013 – Joint Meeting with Senate Library Committee and Senate Budget Committee – Capital Projects and Priorities Update with John Metras and Peter Smailes; Library Update with Ingrid Parent, University Librarian, Classroom Maintenance Update with Jody Scott

Property and Planning Advisory Committee (PPAC) Meetings

Recommendation: (Presenters)

- 16 October 2012 - *Vancouver Whitecaps-UBC Soccer Training Facility/T-Bird Fields Fieldhouse*, (John Metras, Managing Director Infrastructure Development)
- 19 Feb 2013 - *Malcolm Knapp Research Forest – New Dining Hall* (Paul Lawson of the Faculty of Forestry); *Brimacombe Expansion for Quantum Matter Institute*, (Sonya Saunder of the Faculty of Science and Ron Loewen of the Faculty of Applied Science)
- 19 Mar 2013 - *Orchard Commons*, (John Metras, Managing Director Infrastructure Development)

Information: (Presenters)

- 20 Nov 2012, *Campus Energy Centre and Hot Water Conversion*, (Mike Champion and Diana Foldi of Infrastructure Development)

Comments:

- This year the Committee adopted an annual agenda with the subjects of monthly meetings scheduled well in advance. This enabled the Committee to meet jointly with the Budget Committee twice, and to meet with both the Budget and Library Committees on one occasion. The joint meetings were a success that the Committees hope will continue into the future.



3 May 2013

To: Senate

From: Academic Policy Committee

Re: Chulalongkorn University, LLM (Business Law) Memorandum of Understanding

Proposed Motion:

“That Senate approve the Law Faculty to re-join the partnership between the Law Faculties of Chulalongkorn University in Thailand, Kyushu University in Japan, the University of Victoria in British Columbia, and the University of Washington in Washington State, to assist in the delivery of the LLM (Business Law) at Chulalongkorn University under the terms as set out in the attached 2014 Memorandum of Understanding.”

Attachments:

1. Chulalongkorn LLM MOU 2014

Background:

In 1997, the UBC Faculty of Law began collaborating with Chulalongkorn University, the University of Victoria, and Kyushu University, in the delivery of an English-language LLM degree at Chulalongkorn in Bangkok in the field of Business Law.

Under the terms of the initial agreement, the non-Thai partner institutions committed to provide two instructors each year to teach in the program. Chulalongkorn agreed to cover the costs of travel and accommodation and to provide the instructors with an honorarium. The courses taught by instructors from the non-Thai partner universities are semester-long courses, but are usually taught as intensive courses over three weeks on the Chulalongkorn campus in Bangkok. The partner institutions also host a visiting class from the LLM (Business Law) every second year.

The Board of Governors for the LLM (Business Law) meet once per year in Bangkok. The Deans of the partner universities, or their representatives, attend the annual meeting, which usually coincides with the graduation ceremony. Chulalongkorn covers the travel and accommodation costs of the travelling deans or their representatives.

The LLM (Business Law) is a Chulalongkorn degree, but the Deans of the partner institutions sign the graduation diplomas.



The parties renewed the agreement in 2002 and again in 2007 for another five years. In 2012, the University of Washington joined as a partner.

In addition to the new partner, the 2012 agreement contained two substantive changes from the 2007 agreement:

- instead of each university committing to provide two instructors for each academic year, the four non-Thai partner universities assume collective responsibility of seven courses (Article 3); and
- the non-Thai partner universities agree to provide “an expedited application review process for students in the LL.M. (Business Law) Program who may wish to enroll, following graduation from the Program, in a graduate program at a partner university. The terms and conditions for such admission, as well as the granting of any credit for coursework completed in the LL.M. (Business Law) Program, shall be at the sole discretion of the partner university.” (Article 8)

UBC Law was not able to secure Senate approval in time to re-join the other partners in 2012. The other four universities proceeded with the MOU, but included a provision that UBC Law might re-join in the future (Article 9). That agreement is attached.

Program Details:

The target enrolment is 20-30 students, although in the past few years the numbers have dipped. Most of the students are Thai nationals, although the program does attract a few non-Thai nationals every year.

Instructors in the program come predominantly for the partner institutions, although several come from other universities and from the private practice of Law. Instructors from UBC Law have included Wes Pue, Janis Sarra, and Ian Townsend-Gault, and currently include Bruce MacDougall.

The degree is taught in English and students whose prior university training is in a language other than English are required to demonstrate proficiency through an English language proficiency test.

The degree is offered with a thesis or non-thesis options. The non-thesis option requires 30 credits of course work, including 6 credits devoted to an individual research paper, completed over 12 months. The thesis option requires 24 credits of course work and a 12-credit thesis that is completed in a second year.



Tuition for the non-thesis degree is 400,000 Thai baht (approximately \$CDN 14,235) and 430,000 Thai baht (approximately \$CDN 15,300) for the 2-year thesis option degree.

Chulalongkorn uses the partnership with non-Thai universities in the marketing of the LLM (Business Law).

Rationale:

There are a number of reasons why UBC Law is keen to rejoin the group of universities delivering this graduate degree.

First, it will enable the Law Faculty to continue a longstanding relationship with a highly regarded Thai university. This connection is part of the Law Faculty's broader commitment with its Centre for Asian Legal Studies to provide a window into Asia and Asian legal systems for North American students and scholars, and to provide a window into the common law and Canadian law for Asian students, scholars, judges and practicing lawyers.

Second, the agreement is not only with Chulalongkorn, but with three other Pacific Rim universities, and provides an opportunity to build stronger connections with them. The two other North America universities (UW and UVic) each have well-established reputations for their academic programs in Asian law and Asian legal systems.

Third, the Chulalongkorn Faculty of Law views the degree as one means of raising the standard of legal education in Thailand. UBC Law provides support to that project through its participation in the degree. It also provides faculty members with an opportunity to teach in a developing world setting and to explore research opportunities.

Finally, UBC Law's participation in the degree program raises the profile of UBC Law in Thailand and South East Asia more generally, and this profile may well encourage students in the region to consider applying to UBC to complete undergraduate or graduate degrees. Of the degrees at UBC Law, the LLM (Business Law) is most likely to be a feeder into the LLM (Common Law), a course-based degree designed for foreign-trained lawyers who seek an introduction to Canadian law and the subject-area competencies to be eligible to practice law in Canada.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Academic Policy Committee

MEMORANDUM OF UNDERSTANDING
(2014)
DRAFT
Between

Faculty of Law, Chulalongkorn University, Thailand
Faculty of Law, Kyushu University, Japan
Faculty of Law, The University of British Columbia, Canada
Faculty of Law, University of Victoria, Canada
School of Law, University of Washington, United States

- [1] The above universities agree to work together in partnership to continue the graduate program with specialization in Business Law at the Faculty of Law, Chulalongkorn University, leading to a Master of Laws degree (hereinafter the “LL.M. (Business Law) Program”). Participation of the five partner universities ensures that the LL.M. (Business Law) Program of the Faculty of Law, Chulalongkorn University, achieves an international standard of excellence.
- [2] The LL.M. (Business Law) Program will be administered by the Faculty of Law, Chulalongkorn University, and the degree will be granted by Chulalongkorn University. In recognition of the partner universities’ participation, the diplomas will be co-signed by the Deans of the partner law schools. The Program will be overseen by a Board of Governors consisting of the President of Chulalongkorn University (Chairman), the Vice-President for Academic Affairs of Chulalongkorn University, the Deans of the partner law schools, and the Program Director. The Board of Governors will meet once a year in Bangkok, ordinarily in conjunction with the yearly graduation ceremony at Chulalongkorn University.
- [3] Course instruction in the LL.M. (Business Law) Program is in English. At least seven of the courses offered are the collective responsibility of the four non-Thai partner universities, and at least four courses are the responsibility of the Faculty of Law, Chulalongkorn University.
- [4] In order to graduate, students are required to complete an independent research paper written in English. Unless otherwise agreed in a specific case, the Faculty of Law, Chulalongkorn University, will be responsible for assigning a faculty member to supervise the independent research for each student. Partner universities will assist in identifying research topics for the students.
- [5] Courses offered by a faculty member representing a partner university will be equivalent to a semester course, whether or not semester length courses are offered in the member’s own program. Instructors will be solely responsible for course content, maintenance of academic standards, and grading of courses.
- [6] The Faculty of Law, Chulalongkorn University, agrees to provide honorarium, round trip traveling expenses, and accommodation to (a) visiting professors, (b) Deans of partner institutions or their representatives, and (c) members of the Board of Governors or their representatives, in accordance with the details and conditions specified under Annex I.
- [7] The LL.M. (Business Law) Program will provide students each year the opportunity to visit selected foreign partner universities as part of an all-inclusive one to two week tour arranged by the Faculty of Law, Chulalongkorn University. The visits shall alternate each year between Japan and North America, and the foreign partner universities will assist by suggesting, in advance, appropriate educational and cultural activities, both on and off campus, and will otherwise reasonably facilitate the students’ visit. All costs associated with such visits shall be the responsibility of the Faculty of Law, Chulalongkorn University, unless otherwise voluntarily assumed by the foreign partner university or individual.

LL.M. (Business Law) Program: 2014 Memorandum of Understanding

[8] The foreign partner universities shall provide an expedited application review process for students in the LL.M. (Business Law) Program who may wish to enroll, following graduation from the Program, in a graduate program at a partner university. The terms and conditions for such admission, as well as the granting of any credit for coursework completed in the LL.M. (Business Law) Program, shall be at the sole discretion of the partner university.

[9] In the event that the Faculty of Law, Chulalongkorn University, seeks to enlarge the roster of foreign partner universities participating in the program, it is agreed that such decision to admit a new partner be submitted to the Board of Governors, which must debate and decide on the enlargement by a unanimous vote.

[10] This Memorandum of Understanding prescribes the details of the graduate program, and the partners' participation, in general terms. The partners agree to continue the administrative arrangements that have been developed since the LL.M. (Business Law) Program began in 1999 and continue to refine and modify them as the need arises. The financial arrangement for partner university participation will continue to be open to negotiation, which will continue to develop depending on the availability of funds.

[11] The name, coat of arms, crest, trademarks and logos of each of the above universities are the intellectual property of that university and shall not be used without that university's express written permission for each specific usage.

[12] This Memorandum of Understanding becomes effective upon the signing by the authorized representatives of all five partner universities, with coursework implementation to begin with the Program's 2014 academic year, and shall remain in effect for an initial period of three (3) full academic years from the start of the Program's Academic Year 2014. The Memorandum of Understanding will thereafter be renewable for periods of five (5) years, but a partner university may withdraw from the Memorandum and from participation in the Program by giving notice to the other partner universities at least three (3) months prior to the beginning of the annual Board of Governors meeting; such withdrawal will take effect at the beginning of the next academic year in which the Program is being offered.

Faculty of Law, Chulalongkorn University

Faculty of Law, Kyushu University

.....
Dean Date

.....
Dean Date

Faculty of Law, University of Victoria

**Faculty of Law, The University of British
Columbia**

.....
Dean Date

.....
Dean Date

School of Law, University of Washington

.....
Dean Date

ANNEX I

The Faculty of Law, Chulalongkorn University (the “Faculty”), agrees to provide honorarium, accommodation, and round trip traveling expenses with details and conditions as follows:

Honorarium

Honorarium, which includes per diem, will be paid at the end of the course, in the specified currency as follows:

Visiting Professor, University of Victoria	5,500 CAD
Visiting Professor, The University of British Columbia	5,500 CAD
Visiting Professor, University of Washington	5,500 USD
Visiting Professor, Kyushu University	570,000 Yen

Accommodation

Accommodation will be offered by the Faculty, at least at the Sasa International House on the Chulalongkorn University campus. If any other accommodation in Bangkok is preferred, the Faculty will be responsible only for the cost at the same rate charged by the offered accommodation for the authorized period of stay, as follows:

Visiting Professors:

For the entire period of teaching at the Faculty, plus up to 7 extra days (but being no more than 5 days before the beginning or 5 days after the ending date of teaching), with a maximum stay of 35 days. Upon written request by a visiting professor, the Faculty may, if the circumstances warrant, authorize a stay for an additional period of time.

Deans/Representatives of Partner Institutions and Members of the Board of Governors for the annual Board of Governors Meeting:

For the entire period being on duty with the Faculty, plus up to 7 extra days.

Traveling Expenses

Airline reservations and initial payment for flights to Bangkok in furtherance of scheduled activities under this MOU are the responsibility of the traveler and/or the respective university. In an effort to keep airfares at a reasonable price and to expedite reimbursement upon arrival in Bangkok, reservations should be made well in advance of the actual travel dates and the possibility of discounted airfares explored. To assist in this process, before final payment is made the traveler should notify the LL.M. (Business Law) Program by email or otherwise of the specific flight details of the intended purchase (i.e., dates, airline(s), flight numbers, and price). The Program shall endeavor, within 7 business days of receipt of such notification, to respond and approve the intended purchase, request further information or clarification, or indicate a specific agency through which the same or similar flights can be purchased for a lesser amount. Failure to submit flight details in advance for approval by the Program may delay prompt reimbursement by Chulalongkorn University if the amount appears to be more than could reasonably have been paid for the same or similar flights from the traveler’s originating location.

The round-trip traveling expenses, from the country wherein the partner institutions are situated to Bangkok, will be reimbursed no later than 7 days after the presentation of a receipt for airfare payment and a copy of the ticket, payable in the currency appearing on the receipt under the following conditions:

Visiting Professors:

Economy Class airfare or Premium Economy Class airfare (if available)

Deans/Representatives of Partner Institutions and Members of the Board of Governors for the Board of Governors Meeting:

Business Class airfare

LL.M. (Business Law) Program: 2014 Memorandum of Understanding

In specific cases, traveling from a country which is not the country of the partner institution may be allowed if notification and approval is given in advance by the Faculty. An upgrade to a higher class of service is allowed at the traveler's own expense. The Faculty will reimburse only up to the available airfare for the authorized class of service.

If specially requested, honorarium and/or traveling expenses can be paid in Thai baht calculated by using the average exchange rate announced by the Bank of Thailand on the first day of being on duty at the Faculty.



3 May 2013

To: Senate

From: Academic Policy Committee

Re: Senate Policy V-302.1 – *Graduate Student Leaves of Absence*

Motion: “*That Senate approve the attached policy V-302.1 Graduate Student Leaves of Absence as proposed.*”

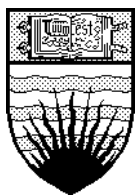
Background and Rationale:

The Policy Committee proposes an amendment to add clarity to the recently-approved Senate Policy V-302. The University's position has always been that graduate students on leave are not to undertake academic work for the program from which they are on leave, and not to use University facilities for this purpose. The current wording allows an interpretation in which students who advance their studies independently, without using University facilities, appear to be in compliance. The amended text expresses the University's expectations more precisely.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: V-302.1

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-302.1: *Graduate Student Leaves of Absence*

Effective Date:

2 January 2013

Approval Date:

October 2012

Amended May 2013

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Vancouver Senate Academic Policy Committee

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

...(p) to deal with all matters reported by the faculties, affecting their respective departments or divisions;...”
and,

S. 40

“A faculty has the following powers and duties:

...(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate...”

Purpose and Goals:

This policy provides a mechanism for graduate students to temporarily interrupt their *course of study* and remain registered in the program for reasons including: parental responsibilities; health reasons; professional reasons; personal reasons; or, to pursue a second *course of study*. The goal is to support students as they balance their academic pursuits and the other demands of life, as well as to ensure consistency of approach.

Applicability:

This policy applies to students currently registered in graduate programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate Studies.

Exclusions:

This policy does not apply to:

- 1) Students enrolled in the Pharm.D. program; and,
- 2) Students in undergraduate programs including the M.D., J.D. and D.M.D. programs. N.B. – Students in dual degree programs (e.g., M.D./Ph.D., D.M.D./Ph.D, J.D./MAAPPS) may be eligible, through discussion with both programs.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Clinician* shall mean a physician, psychologist, or a registered clinical counselor.
- *Course of study* shall mean the academic program in which the student is registered.
- *Leave of Absence* shall mean a period of time during which a student has received permission to suspend his or her *course of study*.
- *On-leave* shall mean the registration status of students while on an approved *leave of absence*.

Policy:

- 1) A graduate student who finds it necessary for parental, health, personal, professional or academic reasons, as outlined later in this policy, to interrupt his or her studies may apply for a *leave of absence*. Responsibility for approving a *leave of absence* rests with the Dean of the Faculty of Graduate Studies; or, in the case of programs not administered by the Faculty of Graduate Studies, with their respective Deans.
- 2) A *leave of absence* will normally begin on the first day of September, January, or May.
- 3) *Leaves of absence* will be granted for periods of four (4), eight (8), or twelve (12) months.
- 4) The total duration of all *leaves of absence* granted in a graduate program is normally limited to 24 months for a doctoral student and to 12 months for a master's student, except for Leave to Pursue a Second Program of Study.
- 5) While on a *leave of absence*, graduate students must pay an on-leave fee.
- 6) While on a *leave of absence*, graduate students shall not use any of the University's facilities **or resources, or in any other way** undertake any academic or research work related to the program for which they have taken a *leave of absence*.
- 7) Graduate students must inform their program of their intent to return from a *leave of absence* prior to recommencing their studies.
- 8) Time spent on *leave of absence* is not counted as part of the allowed time to complete a degree.

Awards and Fellowships for Students with On-Leave Status

- 9) A graduate student granted a *leave of absence* retains the full value of any fellowship or other award for which the terms and conditions are established by the Faculty of Graduate Studies; award payments will be suspended at the onset of the *leave of absence* and will resume at the termination of the leave period, provided that the student returns to full-time study at that time.

- 10) Awards for which the terms and conditions are not established by the Faculty of Graduate Studies will be paid according to the terms and conditions established by the donor or granting agency.

Categories of Leaves of Absence

11) Parental Leave

- a. A graduate student who is bearing a child or who has primary responsibility for the care of an infant or young child is eligible for parental leave.
- b. Parental leave is normally limited to 12 months per childbirth or adoption (including multiples).
- c. Where possible, a student enrolled in coursework should coordinate his or her *leave of absence* to coincide with the first day of September, January, or May.

12) Leave for Health Reasons

- a. A graduate student who encounters a health problem that significantly interferes with the ability to pursue his or her *course of study* is eligible for a leave for health reasons.
- b. Requests for a leave for health reasons must be accompanied by appropriate supporting documentation from the *clinician* providing primary care for the health problem.
- c. A leave for health reasons is normally limited to 12 months.
- d. Prior to being allowed to return to his or her studies, a student returning to study after a leave for health reasons may be required to produce specific documentation from his or her *clinician* confirming that he or she has recovered sufficiently to return from leave and resume his or her *course of study*.

13) Professional Leave

- a. A graduate student who wishes to suspend his or her *course of study* in order to undertake professional work relevant to his or her program may be eligible for professional leave.
- b. Professional leave is normally limited to 12 months.

14) *Personal Leave*

- a. A graduate student who encounters personal circumstances that significantly interfere with the ability to pursue his or her *course of study* may be eligible for personal leave.
- b. Personal leave is normally limited to 12 months.

15) *Leave to Pursue a Second Program of Study*

- a. Following consultation with his or her program advisor and graduate supervisor, a graduate student may apply for a *leave of absence* from one program to pursue a second *course of study*.
- b. While on a leave to pursue a second *course of study*, the graduate student is responsible for the on-leave fees as well as any tuition or other fees associated with the second program.
- c. Leave to pursue a second *course of study* may exceed 12 months.

Calendar Statement:

As per the Applicability, Exclusions and Policy Sections above.

Consultations

The following groups have been consulted during the development of this policy:

Access & Diversity, Counseling Services, Enrolment Services, Faculties, Legal Counsel, Office of the Ombudsperson for Students, Office of the Vice-President, Academic

History:

The policy on graduate student On-Leave Status has been subject to amendments from time to time as exhibited in the archive of Academic Calendars. At the 11 September 1991 meeting of the Vancouver Senate parental leave was added as a special leave category for graduate students and regular leave for doctoral students was reduced from two years to one. The policy was again revised in 2012 to clarify the types of leave available and add information about the total duration of leaves granted in a graduate program. At this point, it was also renamed “Graduate Student Leaves of Absence.”

Related Policies:

Academic Concession

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

Academic Leave

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,289,0,0>

Letter of Permission to Study at another Institution

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,47,0,0>

Graduate Student Parental Accommodation Policy (in progress)

Senate Appeals on Academic Standing

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0>

Appendix:

There is no appendix to this policy.



3 May 2013

To: Vancouver Senate

From: Admissions Committee

Re: a. Master of Advanced Studies in Architecture – Change in Application
Deadline (approval)
b. Committee Approval Processes – Request for Delegated Authority
(approval)

- a) The Committee has reviewed and recommends to Senate for approval a proposal to change the application deadline for the Master of Advanced Studies in Architecture from February 15 to January 10. The earlier application deadline allows the program to be more competitive with similar programs at other institutions and make earlier offers of admission.

Motion: *That Senate approve the revised application deadline for applicants to the Master of Advanced Studies in Architecture, for entry to the 2014 Winter Session and thereafter.*

- b) The Committee recommends to Senate a proposal for delegated authority to grant approval of nominal changes to admission requirements and editorial changes to Calendar language related to admission, as defined in the attached proposal. The proposed change in approval processes will allow for timely consideration and implementation of nominal/editorial admission changes, as outlined in the attached proposal.

Motion: *That Senate delegate to the Admissions Committee the authority to grant final approval of nominal changes to admission requirements and editorial changes to Calendar language related to admission, as defined in the attached proposal.*

NB: motion requires a vote of two-thirds (2/3) majority to be carried

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Applied Science Department: SALA Faculty Approval Date: 19 March 2013 Effective Session: 2013W Year for Change: 2014/15</p>	<p>Date: 23 April 2013 Contact Person: Theresa Juba Phone: 2.0205 Email: tjuba@sala.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tre=12,196,428,489</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Architecture and Landscape Architecture → Master of Advanced Studies in Architecture → Admission</p> <p>Proposed Calendar Entry:</p> <p>Admission</p> <p>The M.A.S.A. program allows a student to investigate an area within the broad field of architecture in collaboration with one or more members of the Faculty. The demonstrated ability to carry out independent research is critical. A well-defined Statement of Research Interests and Proposal is the primary indicator of the student's potential in the selected area. Major research thrusts within the program include environmental imperatives, history and cultural studies, advanced design research, and advanced research in digital applications. Information on research interests of individual faculty is available at Architecture.</p> <p>Information for prospective M.A.S.A. applicants is available in the Prospectus on request and at Architecture. Students are selected on a competitive basis dependent on the research interests of the faculty. Applicants interested in the M.A.S.A. program are encouraged to contact individual faculty members to discuss their goals and proposed research topic area in advance of the application deadline.</p> <p>Applicants must submit the following by January 10:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tre=12,196,428,489</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Architecture and Landscape Architecture → Master of Advanced Studies in Architecture → Admission</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>The M.A.S.A. program allows a student to investigate an area within the broad field of architecture in collaboration with one or more members of the Faculty. The demonstrated ability to carry out independent research is critical. A well-defined Statement of Research Interests and Proposal is the primary indicator of the student's potential in the selected area. Major research thrusts within the program include environmental imperatives, history and cultural studies, advanced design research, and advanced research in digital applications. Information on research interests of individual faculty is available at Architecture.</p> <p>Information for prospective M.A.S.A. applicants is available in the Prospectus on request and at Architecture. Students are selected on a competitive basis dependent on the research interests of the faculty. Applicants interested in the M.A.S.A. program are encouraged to contact individual faculty members to discuss their goals and proposed research topic area in advance of the application deadline.</p> <p>Applicants must submit the following by February 15:</p> <p>Type of Action: Change application deadline to January 10 from February 15.</p> <p>Rationale: An earlier application deadline date allows the program to be more competitive with similar programs in setting an earlier admissions deadline thus an earlier offer of admission</p>



3 May 2013

To: Senate

From: Admissions Committee

Re: b) Approval Process for Admission Changes – Request for Delegated Authority (approval)

The Admissions Committee reviews and recommends for approval by Senate changes in admission requirements for all programs of study. This includes changes to the University's general admission requirements, setting admission requirements for all new programs, changes in admission requirements for all existing programs and editorial changes to Calendar language related to admission.

The Committee routinely considers proposals for change that are, in its assessment, sufficiently minor as to not require full review and discussion by the Senate. Recent examples of such proposals considered by Senate include: change in credit-value of a prerequisite for admission to the Master of Science (Speech Science and Audiology majors) (March 2013), addition of the GRE as an admission requirement for graduate programs in Sociology and Forestry (April 2013) and editorial changes to Calendar language on admission for a number of programs. Since September 2012, the Committee has presented 28 proposals for Senate approval, 13 of which were reviewed by the Committee as nominal/editorial changes.

Approval processes for the Senate Curriculum Committee include a Category 1/Category 2 distinction for curriculum change proposals. Category 1 changes are those which have resource implications or require consultation outside the proposing Faculty. New courses and new programs are examples of Category 1 proposals. All other curriculum changes are considered as Category 2 and include minor changes in wording in title or course description, correction of errors and clarification of approved program information. Category 1 changes require Senate approval prior to implementation and publication in the Calendar whereas Senate has delegated to the Curriculum Committee final right of approval for all Category 2 changes.

In August 2011, the Admissions Committee implemented a similar two-stream approval process, for its consideration of admission proposals. Outlined below is the two-stream approval process, with examples of the two types of proposals and the approval process for each. Changes classified as substantive are considered for approval following full review and discussion at a regularly scheduled Committee meeting. Changes classified as nominal/editorial in nature are circulated to the Committee for approval via email and should any concerns be raised, the proposal is then considered at a full Committee



meeting as per the process for substantive changes. To date, all proposals, whether substantive or nominal/editorial, have continued to be forwarded to Senate for final approval.

The two-stream approval process has now been in place on a trial basis for approximately two academic years. The Committee has reviewed it for efficiency and timeliness and found that nominal/editorial changes can be considered quickly and accurately via email. Delegated authority of final right of approval for nominal/editorial changes, similar to that delegated to the Curriculum Committee for Category 2 changes, would allow for further efficiency in implementation and timely notice to applicants via publication in the Calendar.

Accordingly, the Committee asks that Senate delegate final right of approval of nominal/editorial admission changes as follows:

Motion: *That Senate delegate to the Admissions Committee the authority to grant final approval of nominal changes to admission requirements and editorial changes to Calendar entries related to admission, as defined in the attached proposal.*

NB: Motion requires a vote of two-thirds (2/3) majority to be carried.

Substantive vs. Nominal/Editorial Admission Changes:

Substantive Changes:

- admission requirements for new programs
- substantive changes in existing admission requirements for all programs (changes in number and discipline of courses required for admission, introduction of interview component in admission process etc.)
- general University-wide admission requirements (including University's minimum admission average, English language proficiency requirements, minimum average for admission to the Faculty of Graduate Studies, general University application processes and application and document deadlines etc.)
- changes to University-wide admission policies
- changes in admission requirements involving more than one department or faculty
- any change that, in the opinion of the Chair of the Admissions Committee, requires full review and discussion by the Committee at a regularly scheduled Committee meeting

Nominal/Editorial Changes:

- nominal changes in admission requirements (including but not limited to: program-specific competitive admission averages where published in the Calendar, changes to program-specific admission requirements that do not impact



or involve another department or faculty, and any consequential changes/edits to Calendar language etc.)

- editorial Calendar changes to general University-wide admission policy language that do not modify an admission requirement (e.g., editorial revisions to language used in description of admission process and general language on admission, etc.)
- any change that, in the opinion of the Chair of the Admissions Committee, does not require full review and discussion by the Committee at a regularly scheduled Committee meeting

Two-stream Approval Process:

Substantive Changes:

- changes originate at the faculty and are forwarded to the Senate Secretariat
- proposals are considered at a regularly scheduled Committee meeting, with the Committee making any necessary revisions
- the Committee may request additional information or a revised version of the proposal prior to making its final decision
- all proposals forwarded to Senate for final approval

Nominal/Editorial Changes:

- changes originate at the faculty level and are forwarded to the Senate Secretariat
- the Senate Secretariat reviews the proposed change and makes a recommendation to the Chair of the Admissions Committee that the change be considered by the Committee as a nominal/editorial change:
 - if the Chair agrees with the recommendation, the proposal is circulated to all members of the Committee for approval via email
 - Committee members are asked to review the proposal and indicate any concerns or objections by a specified deadline
 - if any concerns or objections are raised or if any member of the Committee wishes the proposal to be considered as a substantive change, the proposal is placed on the agenda for consideration at the Committee's next regularly scheduled meeting
- if the Chair does not agree with the recommendation and finds the change to be substantive, approval process for substantive changes is followed
- once approved, nominal/editorial changes may be implemented and entered into the Calendar.



3 May 2013

To: Vancouver Senate

From: Admissions Committee

Re: c. Annual Report on Appeals and Other Matters of Delegated Authority
(information)

(i) Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2012 Winter Session, grades presented for admission were adjusted upwards by 4%.

(ii) Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since its last report to Senate, the Admissions Committee has approved student mobility agreements with the following institutions:

- Stellenbosch University (Faculty of Forestry)
- Stockholm University (Faculty of Commerce & Business Administration)
- CASS Business School, City University of London (Faculty of Commerce & Business Administration)
- Fujian Agriculture and Forestry University (Faculty of Forestry)
- Zhejiang Agriculture and Forestry University (Faculty of Forestry)



- Central South University of Forestry and Technology (Faculty of Forestry)
- Hokkaido University (applicable to students at UBC Vancouver)
- North American Consortium on Legal Education (Faculty of Law)

Detailed information for each student mobility agreement listed herein is available at:
<https://secure.students.ubc.ca/global/where.cfm>

(iii) Annual Report – Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2012 and 30 April 2013, the Admissions Committee heard 27 appeals:

- 26 were for admission to the University
- 1 was for re-admission to the University

Of the appeals heard by the Committee, 10 were allowed and 17 were dismissed.

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

www.senate.ubc.ca

3 May 2013

To: Vancouver Senate

From: Senate Agenda Committee

RE: Amendments to the Rules and Procedures of the Vancouver Senate (approval)

a) Nominating Committee:

During the Senate Nominating Committee's recent review of the Senate committee terms of reference, an inconsistency between the Nominating Committee's terms of reference and the Rules and Procedures of the Vancouver Senate was noted. The terms of reference state "the terms of reference of Senate committees [are] to be reviewed by the Nominating Committee during the third year of each Senate" where the Rules and Procedures state that "the Nominating Committee shall review the terms of reference of Senate committees annually."

Senate documentation confirms that it has been the will of Senate that this review occur on a triennial basis and the Rules and Procedures have not been updated to reflect this. Therefore, the Agenda Committee requests that the Rules and Procedures be updated at this time.

Motion: That section 25(g) of the Rules and Procedures of the Vancouver Senate be amended to read "The Nominating Committee shall review the terms of reference of Senate committees in the third year of each Senate."*

*Requires a two-thirds (2/3) vote in favor to be carried.

b) Admissions Committee:

The Senate has delegated to the Admissions Committee authority to approve grade adjustments under Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University* (Dec. 2009), courses used in the calculation of an admission average for admission to direct-entry undergraduate programs (Dec. 2009), and changes to existing admission requirements that, in the view of the committee, are minor or editorial in nature (May 2013). The Agenda Committee requests that the Rules and Procedures be updated at this time.

Motion: That section 28(a) of the Rules and Procedures of the Vancouver Senate be amended to read "Admissions Committee (to approve admissions matters in*

*the summer months on the recommendation of the faculties and schools for implementation the following September, with the proviso that the matter must be ratified by Senate that September; **to approve student mobility agreements on behalf of the Vancouver campus; to approve courses used the calculation of an admission average; to approve grade adjustments; to approve changes to existing admission requirements, that, in the view of the Committee are minor or editorial in nature; and to hear final appeals on applications for admission and re- admission to programs).***”

*Requires a two-thirds (2/3) vote in favor to be carried.

Respectfully submitted,

Dean Mary Anne Bobinski, Chair

Senate Agenda Committee



3 May 2013

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2012 – 30 April 2013) (information)

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is found 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. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing, sub-section 2.2*).

Students may also appeal to the Committee the refusal of the Registrar to extend the timeline for accepting an appeal, namely within 10 business days of being informed in writing of the Faculty's final decision.

As per section 40(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition, and the general nature of the appeals.

Since last reporting to Senate in May 2012, nine (9) appeals proceeded to Committee hearings (as compared with 8 in the prior reporting period), of which three (3) were allowed and six (6) were dismissed.

In addition to the nine (9) appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional eight (8) appeals were presented to the Registrar, of which one (1) was resolved prior to a Committee hearing; one (1) was withdrawn by the appellant prior to a Committee hearing; two (2) were dismissed by the Registrar due to lack of timely prosecution and four (4) are in progress and are expected to be heard by the Committee in the upcoming weeks.



Appeals Allowed

- The student appealed a decision of the Faculty concerning failed standing in a course. The Committee overturned the Faculty's decision, finding that the course evaluation was based on unfair procedures applied in a key course component. The Faculty is required to re-calculate the student's final course grade, using a minimal passing grade in the contended component of the course.
- The student appealed a decision of the Faculty concerning the grade assigned in a course. The Committee allowed the appeal on the basis that the Faculty failed to follow published procedures and to provide appropriate accommodation to the student. The Committee substituted a new mark for the mark awarded by the Faculty.
- The student appealed a Faculty decision regarding failed standing in a course and withdrawal from the program. The Committee overturned the Faculty's decision requiring the student's withdrawal, finding that it was based on unfair procedures. The Committee found no procedural unfairness in the Faculty's decision regarding the student's failed standing in the course and denied this part of the appeal.

Appeals Dismissed

- The student appealed a decision of the Faculty concerning failed standing in two courses. The Committee held that the Faculty's decision was not based on unfair or improper procedures but felt that some remedy was warranted given the circumstances. The Committee directed the Faculty to re-evaluate the student's academic standing via an independent evaluator.
- The student appealed a Faculty concerning failed standing in a course. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a Faculty concerning failed standing in a course. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have



been considered, nor was there a failure to consider information that ought properly to have been considered.

- The student appealed a decision of the Faculty to deny a request for an extension to complete a program of study. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

General observations of special interest to UBC Vancouver faculty

1. The Committee continues to draw to the attention of Faculties and Departments the importance of following due process in all matters relating to student assessment, promotion and appeals. In particular, the Committee notes the importance of Faculties and Departments responding to requests for information within the required timeframes, in order to ensure that appeals proceed in a timely and efficient manner.

In order to address this issue, the Committee is in the process of considering specific concerns relating to the current Review of Assigned Standing policy, and may refer the matter to Senate with a recommendation for further action to the Academic Policy Committee, as appropriate.

2. Another issue of concern was brought to the attention of the Committee in the past months during deliberations related to appeals, relating to the University requirement for preservation of final examinations. **A final examination becomes the property of the University and must remain in the possession of the University for one year from the date of the examination, after which it should be destroyed or otherwise disposed of in accordance with [UBC Policy 117](#).** Members of the Committee have discovered that archived examinations for certain courses have been destroyed prior to the one year prescribed term.
3. The Committee is in the process of amending its procedures to be followed prior to the hearing, and at the hearing. For procedures prior to the hearing, the Committee is considering shortening the time for an appellant to submit the initial statement of appeal by five days (from 15 days to 10 days) and allowing the appellant five days **after** the Faculty response has been filed and forwarded to them to file a rebuttal. There is currently no provision for a written rebuttal and the Committee is of the opinion that the opportunity for the appellant to file a rebuttal will minimize the Chair and Committee having to consider additional new material on the day of the hearing.



Amendments to procedures at the hearing which are being considered by the Committee relate to attendance at the hearing. Over the past year, the Committee has dealt with several instances of a party (normally the appellant) either arriving late or failing to show up at the hearing without providing prior notice. The revisions under consideration will maximize fairness to the parties and ensure the efficient work of the Committee while preventing undue delay in the appeal process.

Also, the Committee's procedures at the hearing currently do not specify that it has the opportunity to question parties and witnesses during the hearing, despite the Committee's standard practice of doing so and its general mandate to seek full information at the hearing as required. Revised procedures at the hearing will alert parties to the fact that the Committee has specific opportunity to question them during the hearing and will indicate when the parties may expect this to happen. Currently, the Chair continues to so advise participants at each hearing as part of the opening remarks.

To ensure fairness and consistency in the appeal process for all students of the University, the Okanagan Senate Committee on Appeals of Standing and Discipline is currently considering similar revisions to its processes. It is expected that the changes will be presented to both Senates for approval in the fall.

Special thanks are due the well-organized, expeditious, and generally unheralded staff at Enrolment Services and Senate and Curriculum Services, who continue to assist the Committee in its valuable and confidential work.

Respectfully submitted,

Dr. Lance Rucker, Chair and
Dr. William Dunford, Vice-Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2012-2013:

Dr. Lance Rucker (Chair)
Dr. William Dunford (Vice-Chair)
Dr. Joe Belanger
Dr. Gwen Chapman
Mr. Brendan Craig
Ms. Veni Goyal
Dr. Bikkar S. Lalli
Dr. Peter Leung
Ms. Natalie Liu
Dr. Dan Simunic
Dr. Lawrence Walker



15 May 2013

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **a) May Curriculum Proposals** (approval)

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

As such, the following is recommended to Senate:

Motion: *“That the new courses, changed courses, new minor, and program changes brought forward by the Faculties of Arts, Commerce and Business Administration, Graduate Studies (Applied Science, Commerce and Business Administration, Science), Land and Food Systems, and Medicine be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF ARTS**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Arts and is pleased to submit them for your consideration.

New Courses

CRWR 209 (3)

CRWR 230 (3)

CRWR 309 (3-12)d



THE UNIVERSITY OF BRITISH COLUMBIA

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

Category: 1

<p>Faculty: Arts Department: Creative Writing Faculty Approval Date: June 1 2012 Effective Session W Term 2 Year 2012</p>	<p>Date: June 1 2012 Contact Person: Steven Galloway Phone: 822-6273 Email: steven.galloway@ubc.ca</p>
<p>Proposed Calendar Entry: CRWR 209 (3) Introduction to Writing Fiction</p> <p>An exploration of the writing of fiction, focusing on how a writer employs the technical elements of the craft of fiction.</p> <p>Manuscript submission not required for admission.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CRWR</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>This course will address the demand from students for instruction in writing fiction, one of the main areas of Creative Writing. It will generate and foster interest in our program as a whole and allow us to give our potential BFA Majors added skills. We currently offer 200 level courses in Screenwriting, Writing for Stage and Radio, Writing for Children, Writing for Graphic Forms and Writing for New Media. The lack of an introductory fiction writing course is a glaring omission in our course offerings.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Pass/Fail or <input type="checkbox"/> grading Honours/Pass/Fail</p> <p><input type="checkbox"/> grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Creative Writing Faculty Approval Date: June 1 2012 Effective Session W Term 2 Year 2012</p>	<p>Date: June 1 2012 Contact Person: Steven Galloway Phone: 822-6273 Email: steven.galloway@ubc.ca</p>
<p>Proposed Calendar Entry: CRWR 230 (3) Introduction to Writing for Comedic Forms</p> <p>An examination of and practice in creative writing in comedic forms, including stand-up, sketch, film, new media and text.</p> <p>Manuscript submission not required for admission.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CRWR</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>Writing for Comedic Forms is one of the most vibrant and student requested areas of Creative Writing, and an area that we have not to date offered instruction in. We feel that this course will generate interest in our program as a whole and allow us to give our potential BFA Majors added skills to bring into their writing.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail <input type="checkbox"/> grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Creative Writing Faculty Approval Date: June 1 2012 Effective Session W Term 2 Year 2012</p>	<p>Date: June 1 2012 Contact Person: Steven Galloway Phone: 822-6273 Email: steven.galloway@ubc.ca</p>
<p>Proposed Calendar Entry: CRWR 309 (3-12)d Intermediate Writing Fiction</p> <p>An exploration of the writing of fiction, focusing on how a writer employs the technical elements of the craft of fiction. Manuscript submission not required for admission.</p> <p>Prerequisite courses: CRWR 209</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CRWR</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change:</p> <p>A weekly one hour (estimated) online module combined with a weekly two hour workshop. Each week the student will complete an online module covering a specific component of writing fiction, culminating in an assigned writing project. They will then take part in a small-group workshop where their writing will be evaluated using the workshop model practiced in all upper-level Creative Writing classes.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>The online modules will consist of commissioned interviews with prominent fiction writers, video clips of deceased or</p>



unavailable writers, lecture material from the course instructor and interactive questioning of the student. UBC Creative Writing has considerable experience in online learning, having pioneered Canada's largest and most successful Optional Residency MFA. We are working with Arts IT and other University Organizations on the specific delivery mechanisms for these modules and anticipate having them completed (pending course approval) well in advance of offering this course for the first time.

We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.

Throughout our program, we intend for the flow of non-BFA students to progress from CRWR 200 (Introduction to Creative Writing—a course that covers all of the forms we teach) into the form specific 200 level course (in this case CRWR 209: Introduction to Fiction) and then into the 300 level course in that form. We want the students to have the technical grounding that the 200 level courses will give them in order that the 300 level class can focus on more advanced material and the



	<p>workshopping of student work. We intend for the 200 level prerequisite to required of all 300 level courses and have Category 2 revisions in progress to effect this.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail <input type="checkbox"/> grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF COMMERCE
AND BUSINESS ADMINISTRATION**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Commerce and Business Administration and is pleased to submit them for your consideration.

New Courses

COMM 126 (3)

BUSI 433 (3)

Program Change

Bachelor of Business in Real Estate>Degree Requirements>Real Estate Courses

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

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: March 21, 2013</p> <p>Effective Session: Term 1 Year 2013W for Change</p>	<p>Date: March 25, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 126 (3) Data: Description, Display, and Inference</p> <p>Introduction to the use of data and statistics to convey information on important issues of the world economy.</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BAMA</p> <p>Present Calendar Entry:</p> <p>None.</p> <p>Type of Action:</p> <p>Create new course</p> <p>Rationale for Proposed Change: This is a new course that Sauder will deliver as part of the new Bachelor of International Economics approved last year as part of the new Vancouver School of Economics. This is a required course in the program and not available for CR/D/F grading.</p> <p>X Not available for Cr/D/F grading.</p>



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

Category: 1

Faculty: Commerce Department: Real Estate Faculty Approval Date: November 7, 2012 Effective Session 2013/14 WT1	Date: July 27, 2012 Contact Person: John Bridal Phone: 250.642.2587 Email: john.bridal@sauder.ubc.ca
Proposed Calendar Entry: BUSI 433 (3) Real Estate Business General business skills for real estate practitioners.	URL: http://www.calendar.ubc.ca/vancouver/course.s.cfm?code=BUSI Present Calendar Entry: none Type of Action: Adding BUSI 433 as a new course in the Bachelor of Business in Real Estate (BBRE) degree program. Rationale for Proposed Change: Develop competencies in business development and management for real estate industry practitioners, to supplement their technical and professional skills. <input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
Proposed Calendar Entry: Plus at least 15 credits from the following specialty courses: BUSI 433² 3 BUSI 441 ² 3	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,296,0 Present Calendar Entry: Plus at least 15 credits from the following specialty courses: BUSI 441 ² 3

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BUSI 442 ²	3	BUSI 442 ²	3
BUSI 443 ²	6	BUSI 443 ²	6
BUSI 444 ²	6	BUSI 444 ²	6
BUSI 445 ²	3	BUSI 445 ²	3
BUSI 446 ²	3	BUSI 446 ²	3
BUSI 451 ²	3	BUSI 451 ²	3
BUSI 452 ²	3	BUSI 452 ²	3
BUSI 460 ²	3	BUSI 460 ²	3
One of BUSI 398, BUSI 497, or BUSI 499	4 - 6	One of BUSI 398, BUSI 497, or BUSI 499	4 - 6
GEOG 350 or URST 400	3	GEOG 350 or URST 400	3
Total Credits	15	Total Credits	15
		<p>Type of Action: Specify BUSI 433 as a BBRE elective course.</p> <p>Rationale for Proposed Change: Develop competencies in business development and management for real estate industry practitioners, to supplement their technical and professional skills.</p>	



23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF GRADUATE STUDIES**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Graduate Studies and is pleased to submit them for your consideration.

Applied Science:

BMEG 510 (4)
EECE 508 (3)
EECE 510 (3)
EECE 535 (3)
MECH 528 (3)
NAME Course Code

Commerce and Business Administration:

Master of Business Administration Calendar Entry
BABS 540 (0.8)
BAMA 541 (0.8)
BA 504 (3)
EMBA 526 (1.5)

Science:

BIOL 560 (3)
PHYS 572 (3)



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Fall 2012

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Biomedical Engineering Faculty Approval Date: November 1, 2012 Effective Session: 13W Term 1 Effective Academic Year: 2013-2014</p>	<p>Date: (October 29, 2012) February 25, 2013 Contact Person: Rizhi Wang Phone: 604-822-9752 Email: rzwang@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 510 (4) Anatomy and Physiology with Applications to Biomedical Devices</p> <p>Anatomical structures and physiological principles of major body systems. Functional connections to operation of diagnostic and therapeutic equipment. Exploration of recent advances.</p> <p>Credit will be given for only one of: BMEG 410, BMEG 510.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BMEG</p> <p>Present Calendar Entry: None Type of Action: Create new course</p> <p>Rationale: Historically, this course has been taught as the first half of BMEG 530 (6 cr). The second half of 530 is available as a standalone course (BMEG 550). The current overlap is confusing to students, so we wish to discontinue offering 530 and allow students to register separately for the first half (510) and the second half (550) as they wish or as required by their particular program.</p> <p>Students in 510 will attend the same classes and some of the same seminar presentations as students in BMEG 410 (the undergraduate version of this course). In addition, they will participate in a separate graduate-student-only “Recent Advances” seminar series in the second half of the term in which they will prepare and deliver a seminar presentation covering one specific topic from the recent research or device development literature in depth.</p> <p>Rationale for credit load 4 credits: the course vector is [3-2-1*]. Students are in class 3h/week and participate in a weekly 2h seminar, presenting twice during the term. Four times during the course, they participate in a 1h lab experience. We judge this to merit 3 credits for the classroom-associated work and an additional credit for the combined</p>



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Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Fall 2012

	<p>seminars and occasional short labs.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail</p> <p>grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Nov12 U/G: G</p>
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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Spring 2013

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: February 28, 2013 Effective Session WINTER Term 1 Year for Change: 2013-2014</p>	<p>Date: February 5, 2013 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 508 (3) Multivariable Feedback Control</p> <p>Well-posedness and internal stability of feedback systems, performance limitations, uncertainty, LFT representations, robust stability and robust performance, model reduction, linear matrix inequalities, H-infinity control, multi-objective control, mu-analysis and synthesis, H-infinity gain-scheduling, control applications.</p> <p>Credit granted for one of: MECH 528 or EECE 508.</p> <p>Completion of MECH 466, MECH 468, EECE 360 or equivalent is recommended.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=EECE</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a course that has been run for the past two years as a special topics course as MECH 550F and has been successful for both years. The instructor would like to offer it as a regular course offering now. Equivalent offered as MECH 528.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document # Feb2013-C1-1 U/G: G</p>



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Spring 2013

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: Feb. 28, 2013 Effective Session Summer Term 2 Year 2013 for Change	Date: (January 31, 2013) March 4, 2013 Contact Person: David G. Michelson Phone: 604 822-3544 Email: davem@ece.ubc.ca
Proposed Calendar Entry: EECE 510 (3) Strategy and Leadership for Engineers Strategic frameworks. Organizational change. Team dynamics, effectiveness and decision-making. Personal leadership style and development. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=EECE Present Calendar Entry: n/a Type of Action: Create New course Rationale: UBC does not currently offer a graduate level course in <i>Strategy and Leadership for Engineers</i> . The proposed course will augment the curriculum of UBC's Engineering Management Program. X Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Document # U/G: G



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Spring 2013

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: February 28, 2013 Effective Session WINTER Term 1 Year 2013 for Change</p>	<p>Date: February 22, 2013 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 535 (3) Advanced Biophotonics</p> <p>Physical principles and design of optical microscopy, optical spectroscopy, and optical imaging devices and systems, and their applications in diagnostics and therapeutics.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=EECE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New course</p> <p>Rationale for Proposed Change: Biophotonics is an important area of biomedical engineering which applies the photonics principles to the development of devices and instruments for the diagnosis and treatment of diseases. There is a need to introduce the state-of-the-art biophotonics techniques to the students. The course material has been offered as EECE 571T for six times and has been received well by the students.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document # Feb2013-C1-3 U/G: G</p>



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Spring 2013

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: February 28, 2013 Effective Session (W or S): W Effective Academic Year: 2013	Date: February 4, 2013 Contact Person: Jon Mikkelsen Phone: 2-2709 Email: mikk@mech.ubc.ca
<p>Proposed Calendar Entry:</p> <p>MECH 528 (3) Multivariable Feedback Control</p> <p>Well-posedness and internal stability of feedback systems, performance limitations, uncertainty, LFT representations, robust stability and robust performance, model reduction, linear matrix inequalities, H-infinity control, multi-objective control, mu-analysis and synthesis, H-infinity gain-scheduling, control applications.</p> <p>Credit granted for one of: MECH 528 or EECE 508.</p> <p>Completion of MECH 466, MECH 468, EECE 360 or equivalent is recommended.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MECH </p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a course that has been run for the past two years as a special topics course as MECH 550F and has been successful for both years. The instructor would like to offer it as a regular course offering now. Equivalent offered as EECE 508. </p> <p> <input checked="checked" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </p> <p> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </p> <p>DOCUMENT ID# Feb2013-C1-5 U/G: G </p>



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Spring 2013

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Sciences Department: Mechanical Engineering Faculty Approval Date: February 28, 2013 Effective Session (W or S): W Effective Academic Year: 2013	Date: February 22, 2013 Contact Person: Jon Mikkelsen Phone: 2-2709 Email: mikk@mech.ubc.ca
Proposed Calendar Entry: NAME – Naval Architecture and Marine Engineering	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code Present Calendar Entry: n/a Type of Action: Create new course code: NAME Rationale: As part of the Department's strategic planning and curriculum redevelopment processes, it has undertaken a review of its offerings in the thermo-fluids area, and has elected to highlight its offerings in Naval Architecture and Marine Engineering. This has been driven, in part, by strong interest from the external community (whereby British Columbia will see a high level of shipbuilding activity over the next few decades), in part by a desire to collaborate more closely with related interests in the Departments of Civil Engineering and Materials Engineering, and in part to raise the profile, attract students (internationally and Canada-wide), and collaborate internationally. Thus, while the Thermo-Fluids Option will continue to benefit from such courses at the undergraduate level, the focus will be on introducing (and clarifying) a Naval Architecture and Marine Engineering focus area within the Department's existing MEng program. In this context, and in support of the Department's desire to encourage collaboration with partner departments, notably Civil Engineering and



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	<p>Materials Engineering, to collaborate with industry, to attract students, and to collaborate internationally, it is considered particularly important that the corresponding course code is NAME. This is the internationally recognized acronym for <i>Naval Architecture and Marine Engineering</i>. Thus, the leading international society in this field is the <i>Society of Naval Architects and Marine Engineers</i>, known by its acronym SNAME; and the <i>Department of Naval Architecture and Marine Engineering</i> of the University of Michigan, again with same acronym NAME, provides some of the world's leading university programs in this field.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>DOCUMENT ID# Feb2013-C1-6 U/G: G</p>
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UBC Curriculum Proposal Form **Change to Course or Program**

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: March 21, 2013</p> <p>Effective Session: Term 1 Year 2013W for Change</p>	<p>Date: March 25, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Master of Business Administration</p> <p>For students that started the program from September 2012 through August 2013, please see here.</p> <p>For students that started the program prior to September 2012, please see here.</p> <p>Master of Business Administration (for students starting the program September 2013 or later)</p> <p>The Master of Business Administration (M.B.A.) provides an integrated course of study designed to prepare graduates to analyze problems, make decisions, and to manage, motivate, and lead people and organizations. Principal program components include a foundation in business, integration and career development components throughout the program, a choice of career track, and elective courses. A pre-program M.B.A. Preparation provides fundamentals for students who lack adequate academic preparation for the program.</p> <p>The program is available in either a 16-month or 28-month format. In determining the admissibility of a candidate to the Master of Business Administration Program, no distinction is made between</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267</p> <p>Present Calendar Entry:</p> <p>Master of Business Administration</p> <p>Master of Business Administration (for students starting the program September 2012 or later)</p> <p>The Master of Business Administration (M.B.A.) provides an integrated course of study designed to prepare graduates to analyze problems, make decisions, and to manage, motivate, and lead people and organizations. Principal program components include an integrated foundation, a choice of career track, experiential learning, elective courses, and career development. A pre-program M.B.A. Preparation provides fundamentals for students who lack adequate academic preparation for the program.</p> <p>The program is available in either a 16-month or 28-month format. In determining the admissibility of a candidate to the Master of Business Administration Program, no distinction is made between 16-month and 28-month program students.</p> <p>Visit the program's website for more information on admissions requirements and current program details.</p>



16-month and 28-month program students.

Visit the program's website for more information on admissions requirements and current program details.

Upon accepting an offer of admission to the M.B.A. Program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.

M.B.A. Preparation

Students with limited management background or who lack adequate preparation in prerequisite courses will be required to participate in the Program Preparation courses. The Program Preparation provides non-credit basic business education immediately preceding the program orientation. Topics may include accounting, finance, economics, quantitative methods, business statistics, business communications, and case preparation skills. Since backgrounds vary, the extent of a student's required participation should be determined in consultation with a M.B.A. program advisor.

Integrated Professional Development

The integration of the various business disciplines and professional development are key features of the program. This integrated professional development includes several components offered throughout the program:

- BA 504 (3.0) Integration & Professional Development: Foundation
- BA 507 (3.0) Integration & Professional Development: Global
- BA 512 (1.5) Integration & Professional Development: Experiential Learning
- BA 508 (2.0) Integration & Professional

~~Upon accepting an offer of admission to the M.B.A. Program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.~~

M.B.A. Preparation

~~Students with limited management background or who lack adequate preparation in prerequisite courses will be required to participate in the Program Preparation courses. The Program Preparation provides four weeks of non-credit basic business education immediately preceding the program orientation. Topics include accounting, finance, economics, quantitative methods, business statistics, business communications, and case preparation skills. Since backgrounds vary, the extent of a student's required participation should be determined in consultation with a M.B.A. program advisor.~~

Integration

~~The integration of the various business disciplines is a key feature of the program. This integration includes several components throughout the duration of the program:~~

- ~~• BA 505 (7.5 credits) MBA Integrated Foundation~~
- ~~• BA 506 (2.0) MBA Integrated Project~~
- ~~• BA 507 (3.0) MBA Context Integration~~
- ~~• BA 508 (2.0) MBA Capstone~~

Career Tracks

~~Each student in the M.B.A. program may choose one of the offered career tracks or opt to do a "customized" program of study~~



<p>Development: Capstone</p> <p>Career Tracks</p> <p>Each student in the M.B.A. program may choose one of the offered career tracks or opt to do a “customized” program of study (customized programs require prior approval). Requirements vary between career tracks; however, each consists of a set of required modules. A list of current career tracks and requirements may be obtained from the M.B.A. Programs Office.</p> <p>Study Abroad and Exchange</p> <p>Study abroad and exchange programs are available at several international partner universities. Students who are selected to participate in this program will be enrolled in BA 530 by the M.B.A. Programs Office. See International Exchange for further details.</p>	<p>(customized programs requires approval). Requirements vary between career tracks; however, each consists of a set of required modules. A list of current career tracks and requirements may be obtained from the M.B.A. Programs Office.</p> <p>Experiential Learning</p> <p>Experiential Learning, BA 512, is an integral part of the M.B.A. Program and will normally be taken during June, July, and August. This component of the M.B.A. Program enables a student to apply acquired skills to real world management problems under direct faculty supervision.</p> <p>Career Development</p> <p>This component, designated as BA 520, begins with orientation and runs throughout the program. Its aim is to foster teamwork and to develop career, leadership, and interpersonal skills. It also provides a forum for discussion of current events and contemporary business problems.</p> <p>Study Abroad and Exchange</p> <p>Study abroad and exchange programs are available at several international partner universities. Students who are selected to participate in this program will be enrolled in BA 530 by the M.B.A. Programs Office. See International Exchange for further details.</p> <p>Master of Business Administration (for students that started the program prior to September 2012)</p> <p>The Master of Business Administration (M.B.A.) provides an integrated course of study designed to prepare graduates to analyze problems, make decisions, and to manage, motivate, and lead people and</p>
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	<p>organizations. Principal program components include an integrated core, a post-core consisting of a specialization, an internship/project and electives, and career development. A pre-core provides fundamentals for students who lack adequate academic preparation for the program.</p> <p>The program is available in either a 16-month or 28-month format. In determining the admissibility of a candidate to the Master of Business Administration program, no distinction is made between 16-month and 28-month program students.</p> <p>Visit the program's website for more information.</p> <p>Upon accepting of an offer of admission to the M.B.A. program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.</p> <p>Pre-Core</p> <p>Students with limited management background or who lack adequate preparation in prerequisite courses will be required to participate in the pre-core program. The pre-core provides three weeks of non-credit basic business education immediately preceding the program orientation. Topics in the pre-core include accounting, economics, quantitative methods, business statistics, and case preparation skills. Since backgrounds vary, the extent of a student's required participation should be determined in consultation with a M.B.A. program advisor.</p> <p>Core (16-month)</p> <p>The 16-month M.B.A. core consists of the 18-credit required course, BA 500, taken</p>
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from September to December in the first year of studies and the 1.5 credit required course, BA 501 M.B.A. Core Capstone, taken later in the program.

Core (28-month)

The M.B.A. core for the 28-month program will be offered at times suitable for this program of study. The schedule for the upcoming academic year is available from the M.B.A. Programs Office. All M.B.A. students in the 28-month program must complete the core in their first year of study. The 1.5 credit required course, BA 501 M.B.A. Core Capstone, must be taken later in the program.

Post-Core

The post-core consists of 30 graduate credits plus an internship/project. The Faculty offers post-core courses in six-week 1.5 credit modules between January and December following completion of the core. 28-month program students will normally complete the post-core within an 18-month period.

Specializations

Specializations are available as part of the post-core. Each student in the M.B.A. program may choose one of the specializations offered or opt to do a general program of study. Requirements vary between specializations; however, each consists of a set of required modules. Available specializations vary from year to year; a list of current specializations and requirements may be obtained from the M.B.A. Programs Office. Due to scheduling constraints, students seeking more than one specialization may need to take additional courses beyond the usual completion time for the degree.



Internship/Project

~~The Internship/Project, BA 510, is an integral part of the M.B.A. program and will normally be taken during June, July, and August. This component of the M.B.A. program enables a student to apply acquired skills to management problems under direct faculty supervision.~~

Career Development

~~This component, designated as BA 520, begins with orientation and runs throughout the program. Its aim is to foster teamwork and to develop career, leadership, and interpersonal skills. It also provides a forum for discussion of current events and contemporary business problems.~~

Study Abroad and Exchange

~~Study abroad and exchange programs are available at several international partner universities. Students who are selected to participate in this program will be enrolled in BA 530 by the M.B.A. Programs Office. See [International Exchange](#) for further details.~~

Type of Action:

Revised calendar entry for proposed changes to Full Time and Part Time MBA program.

Rationale for Proposed Change:

The Sauder School of business introduced major changes to the MBA program effective September 2012. Feedback from students, faculty and program office staff raised several issues with the structure and student workload during the 2012 fall term. In addition, students are unable to secure



	<p>many of the best summer internships due to the first year program continuing to early June. Most internship opportunities require an early May start. The following proposals are further refinements to the MBA program to be effective September 2013.</p> <p>See attached “UBC MBA SCC March 25, 2013” for details.</p>
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**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: March 21, 2013</p> <p>Effective Session: Term 1 Year 2013W for Change</p>	<p>Date: March 25, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BABS 540 (0.8) Data Analysis and Utilization</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BABS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a new statistics “mini Module” of 10 hours instruction to be required in the full time and part time MBA programs. Students are required to have basic/elementary statistics as a pre-requisite to entering the program. If they do not have this, we provide this as an optional non-credit offering prior to the start of the program. This proposed module builds on this required background in statistics to provide regression modeling and applications to business problems. This will prepare students for the statistical analysis required in subsequent courses in the MBA program.</p> <p>Previously, this material was covered as part of BA 505 (7.5) Integrated Foundation, which is being discontinued in the MBA program.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p>



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	<div><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail</div> <div>grading</div> <div>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</div>
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**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: March 21, 2013</p> <p>Effective Session: Term 1 Year 2013W for Change</p>	<p>Date: March 25, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BAMA 541 (0.8) Product Service Management</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BAMA</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a new “mini Module” of 10 hours instruction to be an elective in the full time and part time MBA programs.</p> <p>Last year (effective September 2012) we introduced 4 new “career tracks” in the MBA program replacing the previous “specializations.” At that time we also introduced 3 “mini Modules” that each introduce one of the tracks. However, we did not include a mini-module for the “product and service management” track. This module is an introduction to the PSM track, and may be taken by any student interested in exploring the PSM track as a possible track for them to complete.</p> <p>The PSM track develops a manager who combines a deep understanding of customer and market needs with strong knowledge in product/service manufacturing/delivery operations. The Product/Service manager should have product or service management knowledge that allows a high-level contribution to product & service development as well as</p>



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	<p>marketing strategy and operations management. Career Opportunities include Product / Brand Management, Service Management, and Operations Management across a wide range of private and public sector organizations.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

Faculty: Commerce/Sauder Department: Faculty Approval Date: March 21, 2013 Effective Session for Change W Term 1 Year 2013	Date: FEB 15, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: BA 504 (3) Integration and Professional Development: Foundation	URL: NA Present Calendar Entry: NA Type of Action: Create new course Rationale for Proposed Change: This is a new MBA module to be included in our renewed MBA program. Proposed Outline is attached. The course will be offered in the first two periods of the MBA program, and will kick-off the integration and professional development throughout the program. We are replacing the 2-credit BA 506 Integrated Project with this 3-credit course focused on integration and professional development activities that will enhance the preparedness of students for summer internships. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) (grading is percentage.)



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

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: February 28, 2013</p> <p>Effective Session: Term 1 Year 2013W for Change</p>	<p>Date: March 25, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EMBA 526 (1.5) International Health Care Systems</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=EMBA</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a new module offered in the EMBA – Health Care program. The course has already been successfully offered as a pilot course (EMBA 586C). The academic reasoning for this new course is that the Canadian Health Care system is unsustainable in its present form. Innovative solutions will be required. This module will provide participants with a:</p> <ul style="list-style-type: none"> • broad understanding of English NHS, its major reforms and key challenges and be able to analyze the NHS as a complex organizational system; • appreciation for the breadth of stakeholders that constitute the NHS and the meso-level networks that enable and support health care delivery; • the different theoretical and practical perspectives on knowledge translation and evidence based practice; • understanding of the funding and partnership strategies used by the NHS to deliver care with a particular focus on community care provision.



	<p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: March 4, 2013
Email: wramey@mail.ubc.ca

BIOLOGY

Effective Date for Change: 13W
Proposed Calendar Entry:

BIOL 560 (3) Theory of adaptive dynamics and evolutionary games
[3-0-0]

Consult the credit exclusion list within the Faculty of science section of the calendar.
[link to: Credit Exclusion Lists:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414>]

Prerequisite: an introductory course in the mathematical treatment of population biology as well as a course in integral calculus.

Present Calendar Entry:

Action: Create new course.

Rationale: Mathematical and computational analysis of biological processes is of ever increasing importance in science. UBC has one of the strongest evolutionary theory groups in the world, but there are currently very limited opportunities for Biology graduate students to learn formal ecological and evolutionary theory, even though such theory is essential in formulating and understanding the concepts underlying empirical research. At the basic formal level, both ecology and evolution are represented as dynamical systems, and it is therefore imperative that theoretically minded graduate students acquire the skills to analyze dynamical systems as they occur in these disciplines. At present, no graduate course at UBC offers these learning opportunities. The course will serve to remedy this situation; it is aimed at graduate students in the Biology, Botany and Zoology programs. There is also likely to be interest from students in other programs, such as Mathematics.

Supporting Documents: SCI-12-2-BIOL 560

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: March 4, 2013 Email: wramey@mail.ubc.ca
PHYSICS	
<p>Effective Session: 13S Proposed Calendar Entry:</p> <p>PHYS 572 (3) Experimental methods in Quantum Materials</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: Quantum Materials research utilizes a wide range of experimental techniques for characterization and fabrication that require specialized knowledge in order to properly apply and interpret results. The goal of this course is to give graduate students an overview of modern techniques such as electromagnetic and electron spectroscopies, scanning probe microscopies, transport measurements, low-temperature apparatus and vacuum technology used in this area of research. Assignments will include analysis of data sets and critique of current literature. The curriculum is expected to evolve with the techniques at the forefront of this field. This course fills a current void in our graduate program covering experimental science in this field, and will be a key course for all experimental condensed matter physics students and theoretical physics students in this area as well as graduate students in other materials related fields. Of particular timeliness, this course is being created to coincide with the CREATE-QuEST initiative, which aims to provide a broad-based graduate experience for students in areas of Quantum Materials and devices. If CREATE-QuEST funding is not available for the use of major shared facilities in the future, experiments based in laboratories at UBC will be used to provide practical experience.</p> <p>Supporting Documents: SCI-12-2-PHYS 572</p>



23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF LAND AND
FOOD SYSTEMS**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Land and Food Systems and is pleased to submit them for your consideration.

New Courses

FRE 460 (3)

LFS 297 (3)

Co-operative Education Program

LFS 398 (3)

LFS 399 (3)

LFS 498 (3)

LFS 499 (3)

New Minor

Minor in Science

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: March 21, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: January 11, 2013 Contact Person: Carol McAusland Phone: 2-3350 Email: Carol.McAusland@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRE 460 (3) Economics of Food Consumption</p> <p>Microeconomics of consumer decisions and public policy in food contexts; foodborne illness; economic causes and consequences of obesity; sin taxes and prohibitions; information campaigns and advertising; labeling; food waste and ethics. [3-0]</p> <p>Prerequisites: One of ECON 101, ECON 301</p>	<p>Present Calendar Entry: None.</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: The course has been successfully piloted for 2 years under the FRE 490 number with approximately 20 students per year.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: N/A Faculty Approval Date: March 21, 2013 Effective Session: W Year for Change: 2013</p>	<p>Date: February 18, 2013 Contact Person: Andrew Riseman Phone: 604-822-9607 Email: andrew.riseman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LFS 297 (3) Directed Studies</p> <p>Restricted to Land and Food Systems students with first or second year status and a cumulative average of 72% or higher.</p> <p>Prerequisite: Approval of program advisor.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course is will allow 1st and 2nd year students to engage in independent learning opportunities similar to the upper level equivalent LFS 497: Directed Studies. Due to lower class standing, it is inappropriate for 1st and 2nd year students to enroll in a 400 level class. LFS 297 will utilize the same framework as a typical upper level directed studies course but at a level similar to other 200 level courses. Providing this type of guided independent study for 1st and 2nd year students will support UBC and Land and Food Systems goals to provide undergraduate students with a variety of student centered enriched educational opportunities. Course guidelines will be available to students and supervisors on the LFS website.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. <small>(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</small></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading <small>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</small></p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: N/A Faculty Approval Date: March 21, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: February 1, 2013 Contact Person: Gwen Chapman Phone: 2-6874 Email: gwen.chapman@ubc.ca</p>
<p>Proposed Calendar Entry: Co-operative Education Program</p> <p>Co-operative Education is a process of education which integrates academic study with relevant, supervised and paid work experience in co-operating employer organizations.</p> <p>An optional Co-operative Education Program is available for students in all Land and Food Systems programs, with the exception of students in the Dietetics Major of B.Sc. in Food, Nutrition and Health. The Program is intended to help prepare interested and qualified students for careers within the private or public sectors with at least four work terms (i.e. each work term is normally 4 months long) supervised by qualified professionals. Faculty advisors or Co-op coordinators also conduct site visits at the student's work place and provide advice and support for the placement.</p> <p>To be eligible, students must be in at least second year of an undergraduate program in the Faculty of Land and Food Systems (other than the Dietetics Major). Admission is by application to the Science Co-op Office. Selection of students will be based on academic performance and general suitability to the work environment as determined by the Co-op intake interview. The total enrolment will be subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between</p>	<p>URL: New entry to be accessed via http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,0,0</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create New Calendar Entry for New Co-operative Education Program</p> <p>Rationale for Proposed Change: Land and Food Systems Co-op has been offered through Science Co-op for many years. However, there is no information about this in the UBC Calendar, and LFS students have been registered in Biology Co-op courses for their Co-op work terms. To provide more visibility for the program and to better reflect the nature of what students are doing, we are introducing specific LFS Co-op courses, as well as a calendar entry specific to the LFS Co-op. The program will continue to be administered through the Science Co-op Office.</p>

<p>students and employing organizations. Participating students register for LFS 398, 399, 498 or 499 as appropriate, and pay the Cooperative Education program fee per course and Co-op Workshop fee as listed under Program, Course and Faculty Fees.</p> <p>Graduation in the Co-operative Education Program for Land and Food Systems requires a student to complete LFS 398, 399, 498 and 499, in addition to the normal academic requirements.</p> <p>Detailed information on the program can be obtained from the Co-operative Education Office in Room 170, Chemistry and Physics Building, 6221 University Boulevard, Vancouver, BC V6T 1Z1</p>	
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<p>Proposed Calendar Entry:</p> <p>LFS 398 (3) CO-OPERATIVE WORK PLACEMENT I Work experience in relevant private and/or public sector settings. Work terms are normally four months long. Restricted to students admitted to the Co-op Program in Land and Food Systems. Pass/Fail.</p> <p>Prerequisite: Must attend all Co-op pre-employment workshops.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This will be a co-operative work placement course in the LFS Co-op program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: All existing Co-op courses are not available for Cr/D/F and follow a Pass/Fail grading scheme.</p> <p><input checked="" type="checkbox"/> Pass/Fail Co-op students will receive a passing grade on their work term should they fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Receive satisfactory performance evaluation (evaluated by their employer). 2. Submitted a technical report at the end of their work term and receive a satisfactory mark for the report. <p>Co-op program reserves the right to fail a student when:</p> <ol style="list-style-type: none"> 1. They are dismissed from a job due to poor performance. 2. They violated co-op policy on a work term. 3. They fail to submit all required work term documentation.
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<p>Proposed Calendar Entry:</p> <p>LFS 399 (3) CO-OPERATIVE WORK PLACEMENT II Work experience in relevant private and/or public sector settings. Work terms are normally four months long. Restricted to students admitted to the Co-op Program in Land and Food Systems. Pass/Fail.</p> <p>Prerequisite: LFS 398</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This will be a co-operative work placement course in the LFS Co-op program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: All existing Co-op courses are not available for Cr/D/F and follow a Pass/Fail grading scheme.</p> <p><input checked="" type="checkbox"/> Pass/Fail Co-op students will receive a passing grade on their work term should they fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Receive satisfactory performance evaluation (evaluated by their employer). 2. Submitted a technical report at the end of their work term and receive a satisfactory mark for the report. <p>Co-op program reserves the right to fail a student when:</p> <ol style="list-style-type: none"> 1. They are dismissed from a job due to poor performance. 2. They violated co-op policy on a work term. 3. They fail to submit all required work term documentation.
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<p>Proposed Calendar Entry:</p> <p>LFS 498 (3) CO-OPERATIVE WORK PLACEMENT III Work experience in relevant private and/or public sector settings. Work terms are normally four months long. Restricted to students admitted to the Co-op Program in Land and Food Systems. Pass/Fail.</p> <p>Prerequisite: LFS 399</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This will be a co-operative work placement course in the LFS Co-op program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: All existing Co-op courses are not available for Cr/D/F and follow a Pass/Fail grading scheme.</p> <p><input checked="" type="checkbox"/> Pass/Fail Co-op students will receive a passing grade on their work term should they fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Receive satisfactory performance evaluation (evaluated by their employer). 2. Submitted a technical report at the end of their work term and receive a satisfactory mark for the report. <p>Co-op program reserves the right to fail a student when:</p> <ol style="list-style-type: none"> 1. They are dismissed from a job due to poor performance. 2. They violated co-op policy on a work term. 3. They fail to submit all required work term documentation.
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<p>Proposed Calendar Entry:</p> <p>LFS 499 (3) CO-OPERATIVE WORK PLACEMENT IV Work experience in relevant private and/or public sector settings. Work terms are normally four months long. Restricted to students admitted to the Co-op Program in Land and Food Systems. Pass/Fail.</p> <p>Prerequisite: LFS 498</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This will be a co-operative work placement course in the LFS Co-op program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: All existing Co-op courses are not available for Cr/D/F and follow a Pass/Fail grading scheme.</p> <p><input checked="" type="checkbox"/> Pass/Fail Co-op students will receive a passing grade on their work term should they fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Receive satisfactory performance evaluation (evaluated by their employer). 2. Submitted a technical report at the end of their work term and receive a satisfactory mark for the report. <p>Co-op program reserves the right to fail a student when:</p> <ol style="list-style-type: none"> 1. They are dismissed from a job due to poor performance. 2. They violated co-op policy on a work term. 3. They fail to submit all required work term documentation.
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: N/A Faculty Approval Date: March 21, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: February 18, 2013 Contact Person: Dr. Gwen Chapman Phone: 2-6874 Email: gwen.chapman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Minor Programs</p> <p>Minor in Commerce</p> <p>Students wanting a foundation in business management ... student's transcript.</p> <p>Minor in Science</p> <p>Enrolment in the Science Minor program is limited to students eligible for third-year standing with an average of at least 68% in each of the previous two years. An acceptable program must comprise courses recognized in the Faculty of Science that are for credit towards a Bachelor of Science degree and consist of at least 18 credits numbered 300 or higher in a single subject (see Biochemistry, Chemistry, Environmental Sciences, and Oceanography Minor listings for exceptions), together with any necessary prerequisites. Students are strongly advised to design a coherent and academically sound course of studies for their proposed minor, which must be approved by the Land and Food Systems Student Services office at the beginning of third year. Application forms may be obtained from the Student Services office or from the Land and Food Systems website. Completed applications must be returned no later than May 15.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,909,0</p> <p>Present Calendar Entry:</p> <p>Minor in Commerce</p> <p>Students wanting a foundation in business management ... student's transcript.</p> <p>Type of Action: New Minors in Science for LFS students</p> <p>Rationale for Proposed Change: Currently, students in Land and Food Systems undergraduate programs can apply for a Minor in Commerce, and for students in Food, Nutrition and Health, a Minor in Kinesiology is also available. Some Land and Food Systems students have also requested a Minor in Science. This change will allow for this. Minors in Science are also available in Kinesiology and Science.</p>

Entry into and continuation in the Minor requires that the student remains in [Good Standing](#). Where space in courses required for the Minor is limited, students may be required to maintain a sessional average higher than the minimum for Good Standing. Upon successful completion of the Minor program, the notation “Minor in [Subject]” will be denoted on the student’s transcript.

Students might encounter difficulty fitting the courses for the Minor into their program timetable; careful planning is essential, and completion of the Minor program might require an addition period of study beyond the usual 4 years.

No more than 6 upper-level credits that count toward the restricted elective requirements for the LFS major or honours may be double-counted to fulfill requirements for the Science minor.

Note: Students who wish to pursue a Minor in Science should be aware of the prerequisites of many of the upper-level Science courses. Space in many courses is limited. Admission to a science minor does not guarantee access to courses agreed upon for the minor.

<p>Proposed Calendar Entry:</p> <p>Degree Requirements and Minor Options</p> <p>Applied Animal Biology Major</p> <p>...</p> <p>⁴ To be selected in consultation with a program advisor. Credits can include APBI 496 (3-6) and/or a semester studying at another approved institution including those outside Canada. Students can also combine the Fourth Year Experience with restricted credits to complete a season-long practicum at the Centre for Sustainable Food Systems at UBC Farm, at other approved farms, or at an approved educational or research institution</p> <p>Minor Options Applied Biology students are eligible to apply for a Minor in Commerce or a Minor in Science as described here.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.194,897,1446</p> <p>Present Calendar Entry:</p> <p>Degree Requirements and Minorss</p> <p>Applied Animal Biology Major</p> <p>...</p> <p>⁴ To be selected in consultation with a program advisor. Credits can include APBI 496 (3-6) and/or a semester studying at another approved institution including those outside Canada. Students can also combine the Fourth Year Experience with restricted credits to complete a season-long practicum at the Centre for Sustainable Food Systems at UBC Farm, at other approved farms, or at an approved educational or research institution</p> <p>Type of Action: Change title and add “Minor Options” to Degree Requirements and Minors</p> <p>Rationale for Proposed Change: Currently, students in Land and Food Systems undergraduate programs can apply for a Minor in Commerce. Some Land and Food Systems students have also requested a Minor in Science, for which approval is being sought in an accompanying curriculum proposal. This change will direct Applied Biology students to the appropriate information in the Calendar.</p>
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<p>Proposed Calendar Entry:</p> <p>Degree Requirements and Minor Options</p> <p>To qualify for the Bachelor of Science in Global Resource Systems, students must complete at least 3 credits of first-year English. Although English 112 is highly recommended, qualified students are encouraged to consider English 120 and/or 121.</p> <p>...</p> <p>¹² Met by learning in the region of specialization for at least one term, or three-month period. Options include participation in UBC's Go Global Student Mobility Programs or work-based learning (internships). Must be pre-approved by a program advisor.</p> <p>Minor Options Global Resource Systems students are eligible to apply for a Minor in Commerce or a Minor in Science as described here.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.194,262,20</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>To qualify for the Bachelor of Science in Global Resource Systems, students must complete at least 3 credits of first-year English. Although English 112 is highly recommended, qualified students are encouraged to consider English 120 and/or 121.</p> <p>...</p> <p>¹² Met by learning in the region of specialization for at least one term, or three-month period. Options include participation in UBC's Go Global Student Mobility Programs or work-based learning (internships). Must be pre-approved by a program advisor.</p> <p>Type of Action: Change title and add “Minor Options” to Degree Requirements</p> <p>Rationale for Proposed Change: Currently, students in Land and Food Systems undergraduate programs can apply for a Minor in Commerce. Some Land and Food Systems students have also requested a Minor in Science, for which approval is being sought in an accompanying curriculum proposal. This change will direct Global Resource Systems students to the appropriate information in the Calendar.</p>
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<p>Proposed Calendar Entry:</p> <p>Degree Requirements and Minor Options</p> <p>Candidates for the B.Sc. (FNH) degree must complete the requirements as required for each major.</p> <p>Minor Options Food, Nutrition and Health students are eligible to apply for a Minor in Commerce or a Minor in Science as described here.</p> <p>Minor in Kinesiology ...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.194,261,10</p> <p>Present Calendar Entry:</p> <p>Degree Requirements and Minors</p> <p>Candidates for the B.Sc. (FNH) degree must complete the requirements as required for each major.</p> <p>Minor in Kinesiology ...</p> <p>Type of Action: Change title and add “Minor Options” to Degree Requirements and Minors</p> <p>Rationale for Proposed Change: Currently, students in Land and Food Systems undergraduate programs can apply for a Minor in Commerce, and for students in Food, Nutrition and Health, a Minor in Kinesiology is also available. Some Land and Food Systems students have also requested a Minor in Science, for which approval is being sought in an accompanying curriculum proposal. This change will direct Food, Nutrition and Health students to the appropriate information in the Calendar.</p>
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23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF MEDICINE**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Medicine and is pleased to submit them for your consideration.

Changed Courses

MEDG 419 (3)

MEDG 420 (3)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Medical Genetics Faculty Approval Date: March 19, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: December 24, 2012 Contact Person: Louis Lefebvre Phone: 822-5310 Email: louis.lefebvre@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MEDG 419 (3) Developmental Origin of Human Disorders</p> <p>Genetic and epigenetic determinants of development from conception to birth. Topics include development of the neural tube, face, heart, endoderm, blastocyst, embryonic stem cells, gastrulation, genomic imprinting, placental complications, chromosomal abnormalities and prenatal diagnosis. Discussions based on published research articles. [3-0-1]</p> <p><i>Prerequisite:</i> One of BIOL 234, BIOL 334 and one of BIOL 331, BIOL 335. A standing of 'B' or higher recommended.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MEDG</p> <p>Present Calendar Entry: MEDG 419 (3) Human Cytogenetics</p> <p>Human chromosome variation as it relates to genetic disease. Cytogenic diagnostic techniques, structural and numerical chromosome anomalies, genomic organization, epigenetics, and mutation. [3-0-0]</p> <p><i>Prerequisite:</i> All of BIOL 334, BIOL 335. A standing of 'B' or higher recommended.</p> <p>Type of Action: Change of course title, description and prerequisites.</p> <p>Rationale for Proposed Change: MEDG 419 and MEDG 420, have significantly evolved over the years to integrate more contemporary topics in Medical Genetics and Genomics. As a consequences of these changes to the curriculum, we believe that it is now time to adjust the calendar descriptions of these courses to reflect their actual curriculum content. MEDG 419 (formerly Human Cytogenetics) has undergone a significant shift in focus. Although fundamental aspects of cytogenetics and chromosomal abnormalities are still part of the offered curriculum, this traditionally more important topic has been significantly expanded to reflect current topics of active</p>



research in the general field of developmental functional genomics. The main objective of the course has essentially remained the same: to introduce important areas of research describing our current knowledge on the inherited mutations associated with congenital abnormalities in human. However to reflect the major shift from chromosomal abnormalities to mutations which occurred at the end of the last century, as well as our better understanding of the developmental pathways affected by these mutations, the course now also covers topics such as meiotic abnormalities, epigenetics, as well as discussions of genes implicated in important developmental processes. For the latter topic, examples are drawn from reverse genetics in the mouse, which has provided the more tractable and powerful model organism to understand the phenotypic consequences of developmental mutations.

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**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)



<p>Proposed Calendar Entry:</p> <p>MEDG 420 (3) Human Genomics and Medical Genetics</p> <p>Sequence and structure of the human genome. Human genetic evolution. Identification of genes affecting normal and pathological variation. Molecular mechanisms of genetic diseases and disorders. Medical applications of human genetics. [3-0-0]</p> <p><i>Prerequisite:</i> BIOL 335. A standing of 'B' or higher is recommended.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MEDG</p> <p>Present Calendar Entry: MEDG 420 (3) Human Biochemical and Molecular Genetics</p> <p>Analysis of human biology using information from the sequence of the human genome. Normal and pathological human variation. Genetic basis of diversity and individuality, identification of human disease genes, and potential applications of the sequence information. [3-0-0]</p> <p><i>Prerequisite:</i> All of BIOL 335, BIOC 300. A standing of 'B' or higher is recommended.</p> <p>Type of Action: Change of course title, description and prerequisites.</p> <p>Rationale for Proposed Change: MEDG 419 and MEDG 420, have significantly evolved over the years to integrate more contemporary topics in Medical Genetics and Genomics. As a consequences of these changes to the curriculum, we believe that it is now time to adjust the calendar descriptions of these courses to reflect their actual curriculum content.</p> <p>MEDG 420 still has a strong focus on Human Molecular Genetics, but the emphasis is now more on genomic and less on biochemical aspects, also to reflect important developments in the field in the last decade. Since it now covers important introductory topics in the analysis of gene function and mutations in the field of medical genetics, we feel that students interested in both MEDG 419 and 420 would in fact benefit from taking 420 first. As part of our calendar changes, we are</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



therefore now offering 420 in term W1 and 419 in term W2.

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**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)



23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: b) **CERTIFICATE PROGRAMS**
 i. **Certificate in Digital Content and Communications**
 ii. **Certificate in Organizational Coaching**
 iii. **Certificate in Professional Communication**
 iv. **Certificate in Residential Valuation**

Attached please find the Continuing Studies certificate programs **Certificate in Digital Content and Communications, Certificate in Organizational Coaching, and Certificate in Professional Communication** and the Commerce and Business Administration **Certificate in Residential Valuation** for your information.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Continuing Studies Department: Faculty Approval Date: March 8, 2013 Effective Session (W or S): S Effective Academic Year: 2013</p>	<p>Date: March 4, 2013 Contact Person: Fiona McAuley Phone: 604 822-7525 Email: fiona.mcauley@ubc.ca</p>
<p>Proposed Calendar Entry: Certificate in Digital Strategy <u>Certificate in Digital Content and Communications</u> Certificate in Multimedia and Web Development</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,701</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new non-credit UBC Certificate in Digital Content and Communications (blended)</p> <p>Technology, Media & Professional Programs, Continuing Studies</p> <p>Rationale for Proposed Change: This program is ideal for emerging digital communications specialists and mid-level managers who are leading and coordinating communications for their organizations or clients. Designed for practitioners engaged in communications, public relations, marketing, content creation, media curation and social media, the program strives to provide participants the opportunity to be creative, analytical and enablers of effective digital communication strategies.</p>

Proposed Name of Certificate Program: UBC Certificate in Digital Content and Communications
Date of Submission: March 4, 2013
Sponsoring Faculty/Department/School: UBC Continuing Studies
Contact Person(s): Fiona McAuley Senior Program Leader, UBC Continuing Studies Technology, Media and Professional Programs Phone 604 822 7525 fiona.mcauley@ubc.ca The University of British Columbia UBC Robson Square C.630 – 800 Robson Street Vancouver, BC Canada V6Z 3B7
Supporting UBC Partners or External Partners: N/A
Program Description (<i>maximum 250 words</i>): The proposed <i>UBC Certificate in Digital Content and Communications</i> is an applied part-time, industry-focused program that helps adult learners build their knowledge and skills to plan, create and execute comprehensive communications strategies that meet the demands of today's digital world. The curriculum provides an open, flexible structure that allows participants to choose core courses in any sequence. Upon completion of core courses, participants select electives to augment their professional skills. The program focuses on the planning and creation of digital communications strategies and application of digital technology, and gives relatively less focus to the techniques for production of creative content. The program will leverage current UBC Continuing Studies course and program offerings in the fields of social media, digital analytics and mobile technologies as elective courses. Program participants will learn to go beyond a traditional print and web communication strategy, and even beyond basic social media approaches, actively engaging across multiple platforms (web, social, mobile) and devices (desktop, tablet, smart phone). Selecting the right digital tools and techniques is key to creating effective content, creative assets, and community engagement that ensures optimal results. Topics include digital communications maturity models, content strategy, user experience, digital storytelling, IP and rights management, and project management specific to digital communications. This part-time, blended in-class and online certificate program is designed for practitioners, leaders and

emerging digital communications specialists who are looking to build their knowledge, skills and abilities in digital communications.

Rationale for the Program (*maximum 250 words*):

The *UBC Certificate in Digital Content and Communications* offers professionals in communications and marketing-related roles the opportunity to explore the field of digital communications.

This interdisciplinary program focuses on how a digital communications strategy integrates with an organization's overall communication strategy. This includes understanding the roles of content strategy, digital narrative and user engagement and how they reflect an organization's brand identity and goals. Being able to plan and deliver a digital communications plan also requires applied project management skills, an understanding of digital IP and rights management, and the ability to engage multiple stakeholders in project and campaign initiatives.

Program development has been guided by feedback from market research, including a review of labour market demand, job postings, and characteristics of the learner community. Market research was also obtained from practicing digital marketing/communications specialists and potential students, as well as from graduates of UBC Continuing Studies social media and multimedia programs, and the program advisory committee.

This program is ideal for emerging digital communications specialists and mid-level managers who are leading and coordinating communications for their organizations or clients. Designed for practitioners engaged in communications, public relations, marketing, content creation, media curation and social media, the program strives to provide participants the opportunity to be creative, analytical and enablers of effective digital communication strategies.

Program Goal:

To develop the competencies required to plan, manage and leverage digital content strategies in support of organizational goals.

By the end of this program, participants will be able to...

- Lead, manage and communicate effectively on digital projects and align business outcomes with an organization's digital content and communications plan
- Understand how a content strategy works in collaboration with a digital communications strategy
- Evaluate the impact of digital communications on organization and brand identity
- Define the lifecycle of content: creation, curation, distribution
- Optimize content across platforms
- Define effective user interface and user design principles
- Measure and analyze audience engagement
- Apply interactive storytelling and gamification principles to a communications plan
- Understand the principles of rights management for digital content.

Proposed Length/Duration (*indicate hours, credits, months, etc.*):

The certificate program is non-credit and consists of five required core courses and a selection of electives (a minimum of 150 total hours). It is delivered part-time over a 24-month period. Core courses will be delivered in-class initially at UBC Robson Square with additional elective courses offered both in-class and online. Initial courses for this certificate program will be offered in Summer 2013/Fall 2013.

Proposed Curriculum Topics *(list by brief descriptive titles only):*

There are five required courses for this certificate program:

- Digital Communications and Planning
- User Experience and Content Strategy
- Digital Content and Storytelling
- Digital IP and Rights Management
- Project Management for Digital Communications

Digital Communications and Planning

To provide learners/participants skills to define their organization on the digital maturity scale and the steps required to create, plan and lead a digital communications campaign.

User Experience and Content Strategy

To provide learners/participants an understanding of the path of engagement and skills in defining personas and user requirements to create a digital experience that integrates key principles and guidelines in user interface (UI) and user experience (UX) design.

Digital Content and Storytelling

To provide learners/participants the necessary skills to identify their audience by channel preference, and to build a story that is both compelling and true to the organization's brand and that introduces engaging narrative across multi digital platforms.

Digital IP and Rights Management

To provide learners/participants with an understanding of IP and copyright, attribution, patent law and creative commons, as well as principles and guidelines for curation and digital asset management.

Project Management for Digital Communications

To provide learners/participants the skills to manage stakeholders, plan, execute and track a digital project on time and on budget, while managing expectations and an organization's digital capabilities.

Elective options in social media, digital analytics, mobile, multimedia and web development.

The program will be taught and facilitated by experienced and practicing industry experts, digital communications and digital marketing professionals as well as experts in the areas of content strategy, user design/user experience, IP and rights management, and project management specific to digital communications.

Target Learners:

The *UBC Certificate in Digital Content and Communications* is designed for practitioners engaged in communications, public relations, marketing, content creation, media curation and social media whose roles involve the use of digital technologies. The program is suitable for emerging digital communication specialists and managers who are leading and coordinating communications for their organizations.

Participants may come from a diverse range of industries and sectors including technology, entertainment, services, health, resource-based, government, and non-profit. The program will also benefit experienced digital practitioners who have worked in web/digital analytics or social media roles and who are moving into digital communication specialist roles or now finding themselves responsible for all areas of digital communication for their organization.

Student Admission Criteria:

All applicants to the *UBC Certificate in Digital Content and Communications* program must meet the following minimum requirements:

- Post-secondary education with a minimum of three years experience in the digital communications field or a related field such as marketing, public relations, content creation, web design/development and/or social media.
- English language proficiency (TOEFL) test results may be required (please see the UBC English Language Admission Standard at you.ubc.ca/ubc/vancouver/elastests.ezc).
- Access to a computer and full Internet access either through home or work, including an email account.
- Familiarity with digital applications and social media channels.

Student Assessment/Grading Methods:

To be granted the *UBC Certificate in Digital Content and Communications*, participants must successfully complete required courses and demonstrate competency in digital communications by earning a minimum passing grade 60% on each of the required courses. Students will be assessed on participation,

assignments, projects and quizzes.

This part-time program includes core classes at UBC Robson Square as well as online elective courses. Students learn through discussions, presentations, assignments, guest speakers and networking. Assessment is based on assignments, case scenarios and projects that utilize applicable technologies.

The certificate program will consist of five required courses from 9-15 hours in duration (in-class). Each course will incorporate a graded component and assessment strategy. Participants taking online elective courses should be prepared to spend 6-10 hours per week reading case studies, lectures and white papers as well as completing online discussions and independent study (if applicable).

Final course assessment includes assignments such as a project brief, user requirements report, content strategy, user experience map, digital rights guideline, and overall communications campaign.

Participants must complete all requirements for graduation within two years of admission to the program.

Program Delivery Format:

The program will be delivered in a blended format: both in-class and online. In-class courses will range from approximately 9-15 hours in duration. Courses delivered 100% online will be delivered through a learning management system.

Core in-class:

- Digital Communications and Planning
- User Experience and Content Strategy
- Digital Content and Storytelling
- Digital IP and Rights Management
- Project Management for Digital Communications

Elective Streams:***

Social Media, Digital Analytics, Mobile, MMWD (Multimedia/Html5)

Note: Courses available **online** (Feb 2013):

Award of Achievement in Digital Analytics:

Introduction to Web Analytics*; Web Analytics for Site Optimization*; Measuring Marketing

Campaigns Online*; Creating and Managing the Analytical Business Culture*

**program delivered only 100% online*

Award of Achievement in Social Media:

Social Media Fundamentals**; Social Media Metrics**; Social Media Strategy and Marketing**; Social Media Monetization**; Social Media Governance***; Social Media Project***

***offered in-class and 100% online*

****offered in-class/currently developing online*

Marketing/Promotion Strategy:

The program will be promoted by UBC Continuing Studies through course calendars, websites, email marketing, brochures, direct mail, print advertising, online advertising such as ad words, search engine optimization, events and industry associations. Steps will be taken to build partnerships and cross-promotion with interested and related professional associations that collaborate and work in the digital communications field.

Assessment of Impact on Departmental and University Resources:

The program development costs have been accounted for and, based on projected earnings, should be recovered within two years from the launch date. The program's management and support staffing requirements will be allocated among individuals' current program responsibilities. The program will be supported by UBC Continuing Studies' existing systems for student registration, scheduling, certificate tracking and learning management to benefit from economies of scale.

Assessment of Financial Viability:

The *Certificate in Digital Content and Communications* program will be a cost-recovery program within UBC Continuing Studies. Revenues from currently successful programs will support the funding for the development but with the expectation that funds will be recovered through future earnings within two years from the launch date. Instructional expenses are compensated on a per student basis so it is possible to offer a class with minimal enrolments.

Current Program Advisory Committee Members (*list names and affiliations*):

Digital Content and Communications Advisory Committee:

- Darren Roberts (Program Advisor)
- Senior Strategist, Communications & Brand Expert; former Senior Vice President, Strategy & Client Service, Edelman
- Rahel Anne Bailie, President/Senior Consultant, Intentional Design Inc.
- Niamh Redmond, Interactive Marketing/User Experience Manager, Sauder School of Business, UBC

- Tracy Bains, Manager, Digital Marketing, ICBC
- Rae Hull, Strategic Advisor, Magnify Digital Inc. Creative Director, CODE (Cultural Olympiad Digital Edition) VANOC, former Senior Director of Programming, CBC Television
- Scott Dodson, COO at Bobber Interactive
- Lindsay Nahmiache, CEO and Head of Brand Public Relations, Jive PR & Communications
- George Johnson, Instructor, Centre for Digital Media at Great Northern Way Campus
- Ramona Montagnes, Director, Writing Centre, UBC Continuing Studies
- Raquel Collins, Associate Director, UBC Continuing Studies
- Peter Moroney, Associate Executive Director, UBC Continuing Studies

Final Approval Expected from the Following Deans/Department Heads:

Dr. Judith Plessis, Executive Director, UBC Continuing Studies

Dr. Gage Averill, Dean, Faculty of Arts, UBC

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Continuing Studies Department: Faculty Approval Date: March 14, 2013 Effective Session (W or S): S Effective Academic Year: 2013</p>	<p>Date: 03/18/13 Contact Person: Deena Boeck Phone: 604.822.8098 Email: deena.boeck@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>...</p> <p>We offer a <u>UBC Certificate in Peer Counselling</u>, providing professional development for individuals wanting to build their knowledge and practical skills in interpersonal communication and counselling.</p> <p>We also offer a <u>UBC Certificate in Organizational Coaching</u>, which aims to enhance the coaching skills of leaders, managers, human resources professionals, certified coaches, counsellors, and others professionals working in an organizational context. The certificate builds on the principles, experiences and lessons learned from the Coaching@UBC program.</p> <p>Services offered at UBC Robson Square. . .</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,1306</p> <p>Present Calendar Entry:</p> <p>...</p> <p>We offer a <u>UBC Certificate in Peer Counselling</u>, providing professional development for individuals wanting to build their knowledge and practical skills in interpersonal communication and counselling.</p> <p>Services offered at UBC Robson Square include free drop-in counselling for personal and career issues, career and personality testing, . . .</p> <p>Type of Action:</p> <p>Create new non-credit UBC Certificate in Organizational Coaching</p> <p>Life and Career Programs, Continuing Studies</p> <p>Rationale for Proposed Change: This UBC Certificate in Organizational Coaching builds upon the principles, experiences and lessons learned from the Coaching@UBC program to enhance and deepen the coaching skills of leaders, managers, human resources professionals, certified coaches, counselors and other</p>

	helping professionals working with individuals, teams and groups in an organizational context.
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Certificate Program Under Development

Life and Career Programs, UBC Continuing Studies

Coaching@UBC, UBC Human Resources

Proposed Name of Certificate Program: UBC Certificate in Organizational Coaching

Date of Submission: March 14, 2013

Sponsoring Faculty/Department/School: Life and Career Programs, UBC Continuing Studies

Contact Person:

Name: Deena Boeck

Title: Associate Director, Life and Career Programs, UBC Continuing Studies

Telephone: 604-822-8098

Email: deena.boeck@ubc.ca

Name: Sally Halliday, RCC

Title: Managing Director, Program Development and Counselling, Life and Career Programs, UBC Continuing Studies

Telephone: 604.827-5450

Email: sally.halliday@ubc.ca

Supporting UBC Partners or External Partners: Coaching@UBC, UBC Human Resources' Organizational Development & Learning

Name: Julia McLaughlin

Title: Lead, Coaching@UBC, UBC Human Resources

Name: Julie Stockton

Title: Director, Organizational Development and Learning, UBC Human Resources

Program Description:

Coaching is a growing discipline worldwide and a communication style that is being widely adopted by organizations. UBC was an early adopter of coaching when it established its award-winning UBC Coaching Services in 2003. With the UBC Certificate in Organizational Coaching we are building on our lived experience coaching in our organization and on our reputation as a leader and innovator in this specialized field. While an organizational perspective is represented in many coach training programs, in the UBC Certificate in Organizational Coaching, once individual coaching techniques are covered, we will devote half of the required core course hours to organizational theory and the practice of coaching with groups and teams within organizations.

Certificate Program Under Development

The unique feature of this program is the commitment of Coaching@UBC's seasoned professional coaches to its mentorship and practice elements, and the influence of an inquiry, strengths-based and appreciative approach to learning, development and leadership that is characteristic of UBC Human Resources' Organizational Development & Learning (ODL). ODL's approach encourages learners to examine and challenge the assumptions that act as a filter for all learning and supports reflective learning to engage personal and professional development regardless of each learner's role in the organization.

Rationale for the Certificate Program:

This UBC Certificate in Organizational Coaching builds upon the principles, experiences and lessons learned from the Coaching@UBC program to enhance and deepen the coaching skills of leaders, managers, human resources professionals, certified coaches, counsellors and other helping professionals working with individuals, teams and groups in an organizational context.

The program design has been guided by feedback from market research that includes a review of 11 local, national and international coach training programs, and interviews with leaders, managers and practicing coaches regarding training gaps and opportunities for broader applications of coaching skills in an organizational context.

Program Goal

This program offers a multidisciplinary approach combining coaching, organizational development and psychology theories, skill-building, reflective practice, transformational learning, and mentoring with the intent to develop:

- the "self" through personal mastery and reflection
- coaching proficiency with exposure to multiple models and to individual, team and group coaching in an organizational context
- confidence in understanding organizational structures, development and change processes
- awareness and learning through one-on-one coaching and mentoring
- expertise in selecting and applying current assessment tools

Proposed Length/Duration

The certificate program will consist of three required courses (a minimum of 120 total hours) delivered part-time over a 9-month period in a cohort format. Additional elective courses (minimum of 30 hours) will be offered within specific areas of interest so that participants can tailor their learning for their own organizational context.

For participants wishing to pursue the Associate Certified Coach (ACC) credential through the International Coach Federation (ICF), an additional 75 hours of coaching practice can be added.

Courses for this certificate program are planned to start in Fall 2013/Winter 2014.

Proposed Curriculum Topics/Goals:

There are three required courses of this certificate program including:

Certificate Program Under Development**Course 1: Coaching Fundamentals and Self Mastery**

This course creates the context for the full certificate program with the introduction of program models, expectations and learning methods (learning path, coaching triads, mentors) along with individualized assessments, coaching skills and interactive opportunities to understand the organizational context.

By the end of *Course 1*, participants will be able to:

- Define personal mastery and its relevance to coaching
- Identify core values that inform a vision of self as leader and support ethical behaviour
- Develop an attitude of presence through inquiry, self-reflection, and experiential learning
- Introduce life practices that support body (physical exercise), mind (journaling) and spirit (mindfulness practice)
- Define key elements needed to establish trust within a coaching relationship
- Explore a multi-theory approach to human behavior change in order to ground a coaching approach and develop flexibility during the coaching process
- Apply principles of neuroscience research and practice to coaching
- Develop foundational coaching skills from establishing the coaching agreement to completion and closure of the coaching relationship (full-cycle coaching).
- Clarify what is required in a specific coaching interaction, coaching process and relationship
- Learn core coaching, communication and awareness skills through one on one mentorship
- Incorporate narrative techniques to strengthen a coaching relationship

Course 2: Organizational Context and Advanced Coaching

This course focuses on building capacity to coach individuals (peers, managers and leaders), groups and teams and to promote a coaching approach/ culture within an organizational context.

By the end of *Course 2*, participants will be able to:

- Demonstrate proficiency in one-on-one coaching skills, including setting the foundation, co-creating the relationship, communicating effectively, and facilitating learning and results
- Apply a specific, model of coaching through practice, mentorship, and peer coaching
- Understand how coaching skills and process can enhance leadership development and positive organizational change
- Develop a personal coaching framework that addresses core competencies and ethical practice in relationship to leadership development and organizational context
- Develop knowledge and skills to facilitate groups, build team stability and enhance learning conversations
- Describe how a coaching approach applies to organizational culture and context
- Apply foundational coaching skills within a typical organizational relationship
- Build coaching confidence through mentorship, peer practice, clients and evaluation
- Learn specific assessment tools aimed at developing team agility and strength

Certificate Program Under Development**Course 3: Coaching Proficiency in the Organizational Context**

Participants apply coaching skills and International Coach Federation (ICF) competencies in an organizational context and receive feedback on techniques and approaches. The goal is to refine a personal coaching philosophy and benefit from group learning and ongoing individual coaching.

By the end of *Course 3*, participants will be able to:

- Meet ICF standards for core coaching competencies through demonstrated practice and evaluation of final capstone project
- Demonstrate ability to design and deliver a full coaching process/cycle via case studies and live coaching sessions
- Build coaching confidence within an organizational context through specific coaching relationships and practice
- Meet ICF standards for ICF Associate Certified Coach (ACC) accreditation if desired

Elective Courses:

Students select their electives based on their needs and organizational context. A minimum of 30 hours are required. Please see the list of current and planned electives in Appendix A. Additional electives may be added as new needs are identified.

Additional professional certification:

Additional coaching supervision, practicum hours and mentoring is possible through this program for students wishing to obtain their Associate Certified Coach (ACC) credential through the International Coach Federation.

Target Learners:

The program serves the needs of learners pursuing study for professional development. The program will target:

- Experienced internal and external coaches in business and non-profit sectors wishing to expand their repertoire and deepen their framework of practice in an organizational setting
- Independent consultants, corporate trainers, counsellors and other helping professionals wishing to deepen their skills in working with teams and groups
- Managers, human resources professionals, supervisors and other leaders responsible for employee development
- Leaders/managers/employees interested in developing their own skills as a coach
- Leaders in organizations who are interested in starting or expanding a coaching initiative

Student Admission Criteria:

To accommodate learners from a variety of backgrounds, the admission requirements for the Certificate in Organizational Coaching are fairly broad. Participants must:

- have an undergraduate degree or equivalent
- have at least four years of relevant work experience

Certificate Program Under Development

- be motivated to enroll in this program by relevant professional or personal experience or interest
- complete an admissions interview to assess readiness and the academic, interpersonal and communications skills sufficient to allow active participation in this dynamic and experiential program

Student Assessment/Grading Methods:

Program participants are assessed in individual courses according to University of British Columbia grading practices to ensure successful acquisition of required skills and concepts. Assessment is based on satisfactory participation in course discussions and coaching sessions, in addition to satisfactory completion of assignments. Participants will also be asked to evaluate their own progress. Assessment criteria for each assignment and course will be described in each course outline. A passing grade of 60% is required in each of the courses.

Program Structure/ Delivery Format:

The three required program courses will be delivered both in class at UBC Robson Square and online using a discussion and case-based learning approach. All core courses are offered in a cohort model and include online components delivered through a learning management system. In addition, individual coaching sessions will be held in person, over the phone or using web-based synchronous conferencing technology.

Elective courses are offered as experiential workshops either at UBC's Point Grey campus or at UBC Robson Square.

The program is designed so that as students complete each core course, a foundation is established upon which each subsequent course will build. This progression ensures that students emerge with the knowledge and practical skills needed to apply coaching skills effectively in a variety of contexts.

Marketing/Promotion Strategy:

This program will be promoted by UBC Continuing Studies and the Coaching@UBC program through course calendars, websites, email marketing, brochures, direct mail, print advertising, online advertising such as ad words, search engine optimization, events and industry associations.

Assessment of Impact on Departmental and University Resources:

The program development costs have been accounted for and, based on projected earnings, are expected to be recovered within two years from the launch date. The program's management and support staffing requirements will be allocated fairly and balanced among individuals' current program responsibilities. The program will also run off of existing UBC Continuing Studies systems for student registrations, scheduling, certificate tracking and learning management to benefit from economies of scale.

Coaching@UBC is entering its 10th year as coaching worldwide is being recognized as a legitimate discipline. With 70 professional coaches now providing free one-on-one coaching to UBC staff and faculty, this award-winning program is well-positioned to capitalize on its

Certificate Program Under Development

leadership role in the practice of organizational coaching. The strategic goals that form the Coaching@UBC 5-year Business Plan approved in 2012, include:

- promoting UBC as a living lab for the advancement of coaching practice, education and scholarship – to that end, Coaching@UBC has been partnering with UBC Continuing Studies to develop curriculum and design a comprehensive practicum for learners in the UBC Certificate in Organizational Coaching
- developing the practicum and providing professional coaching mentorship to the learners enrolled in the Certificate in Organizational Coaching
- the concept of “Full Circle” Coaching at UBC – a flexible menu of options for leaders, managers and peers to be coached, to coach others, and to develop their coaching skills through to accreditation. With the launch of the Certificate in Organizational Coaching, UBC’s own staff and faculty can now join learners from other organizations to develop coaching skills to the degree they are interested in pursuing.

Our innovative, coaching program has been instrumental in establishing a coach approach in our learning, leadership and management practices at UBC. In partnership with UBC Continuing Studies, Coaching@UBC is advancing the education and practice of coaching in the wider community while contributing to the realization of the vision, values and commitments in Place and Promise.

Assessment of Financial Viability:

The Certificate in Organizational Coaching will be a cost-recovery program based on a revenue sharing model between UBC Continuing Studies and Coaching@UBC. Revenues from currently successful programs within UBC Continuing Studies will support the funding for the development, but with the expectation that funds will be recovered through future earnings within 2 years from the launch date.

Current Program Advisory Committee Members:

- Linda Alexander - Executive Coach, Career Consultant, former Director, Career Services, UBC
- Norm Amundson - Professor, UBC Department of Educational and Counselling Psychology, and Special Education
- Yael Blum – Certified Executive Coach, Gold Mastery Certification in Systems Thinking Strategic Management and Planning, Leadership Coach, Personal Coach, Organizational Development Consultant, Facilitator
- Deena Boeck – Associate Director, Life and Career Programs, UBC Continuing Studies
- Carollyne Conlinn - Owner, Full Spectrum Coaching and Management Consulting Consultant; Certified Executive Coach
- Darlene Dean - President, Board of Directors, Association of Neighbourhood Houses of BC
- Larry Gregg - Director, People Services, WorkSafeBC, CPCC, ACC (currently under extension)

Certificate Program Under Development

- Sally Halliday - Managing Director, Counselling and Program Development, Life and Career Programs, UBC Continuing Studies
- Ian Macnaughton, PhD, MBA - Executive Coach, organizational consultant, and psychotherapist
- Rhonda Margolis, EdD, Certified Executive Coach, Associate Certified Coach, Principal, RLM Learning Innovations Inc.
- Julia McLaughlin - Lead, Coaching@UBC, UBC Human Resources, Certified Executive Coach
- Peter Moroney - Associate Executive Director, Professional Programs and Services, UBC Continuing Studies
- Gwen Semenoff - Administrative Director, UBC Continuing Studies English Language Institute, Certified Executive Coach
- Julie Stockton – EdD, Director, Organizational Development and Learning, UBC Human Resources
- Dorie Van Stolk – Acting Director, Learning and Development, BC Women’s and Children’s Hospital, Certified Executive Coach

Final Approval Expected from the Following Deans/Department Heads:

Dr. Judith Plessis, Executive Director, UBC Continuing Studies

Dr. Blye Frank, Dean, Faculty of Education

Appendix A

Current Electives in the UBC Certificate in Organizational Coaching

Participants may select from the courses below to complete a minimum of 30 hours. In order to meet the changing needs of coaches in an organizational context, these elective course offerings are subject to change.

Course name	Hours
Business Development for Coaches	6
Career Flow: A Career Navigation Tool for Professionals	12
Coaching Across Differences	3
Coaching Matters: Skills for the Coaching Conversation	12
Coaching Skills for Organizational Leadership	6
Coaching Through Conflict	1.5
EQ for Smart Leadership	6
Group Leadership and Team Dynamics	18
Metaphor-Making: A Powerful Tool for Change	6
Neuroscience in Practice: Counselling and Coaching with the Body in Mind	6
The Reflective Practitioner	2.5

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: <i>Continuing Studies</i> Department: Faculty Approval Date: March 20, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 03/19/13 Contact Person: Ramona Montagnes Phone: 604.822.1983 Email: Ramona.Montagnes@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Writing Centre</i></p> <p>The UBC Continuing Studies Writing Centre offers non-credit courses to students who want to become confident and skilled writers.</p> <p>...</p> <p>For more information on UBC Continuing Studies Writing Centre courses and services, including writing workshops and tutorial services, call 604.822.9564 or visit the <u>Writing Centre</u>.</p> <p>Professional Writing</p> <p><u>UBC Certificate in Professional Communication</u></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,706</p> <p>Present Calendar Entry:</p> <p><i>Writing Centre</i></p> <p>The UBC Continuing Studies Writing Centre offers non-credit courses to students who want to become confident and skilled writers.</p> <p>...</p> <p>Type of Action:</p> <p>Create new non-credit UBC Certificate in Professional Communication</p> <p>Writing Centre, Continuing Studies</p> <p>Rationale for Proposed Change: See attached proposed certificate program</p>

Proposed Certificate Program

UBC Continuing Studies Writing Centre

Proposed Name of Certificate Program: UBC Certificate in Professional Communication

Date of Submission: March 15, 2013

Sponsoring Faculty/Department/School: UBC Continuing Studies

Contact Persons:

Ramona Montagnes, Director
UBC Continuing Studies Writing Centre
604-822-1983
Ramona.Montagnes@ubc.ca

Meghan Aube, Program Leader
UBC Continuing Students Writing Centre
604-822-1986
Meghan.Aube@ubc.ca

Supporting UBC Partners or External Partners: N/A

Program Description:

The UBC Certificate in Professional Communication, offered by the UBC Continuing Studies Writing Centre, provides a flexible program in professional communications for recent college graduates, UBC co-op students, working professionals, internationally-educated professionals, managers, business owners, entrepreneurs, self-employed consultants, and other students who handle masses of information in different media and need to communicate persuasively and effectively. As working professionals, they may face serious legal, professional, and personal consequences in failing to communicate their own or their company's message in an effective manner. They may have professional or technical expertise, but they may lack practical skills in producing written documents or struggle with using English as an additional language (EAL) in their professional communications. They may also be pursuing other professional accreditation opportunities with which this program would overlap or support.

The UBC Certificate in Professional Communication consists of core courses and electives, as well as the opportunity for individual consultations or coaching for all students. Through the courses and support, students learn core competencies, key strategies, and practical skills in professional communications including business writing, creating presentations, public speaking, and participating in teams or meetings. Topics include engaging in strategic conversations, using narrative or storytelling in the

corporate context, collaborative writing, web writing, blogging, creating e-portfolios, and publishing. Students will be required to take an elective course in academic, creative or personal writing, so they strengthen core competencies and employability skills in critical thinking, creativity/problem solving, and writing.

Individual consultations will be provided by a combination of program instructors and professional tutors who will work with the students throughout the program. These Tutors will engage with the students virtually and will assess their work in each course, as well as offer a final assessment on their e-portfolio. The tutors will offer guidance and feedback on all aspects of the students' writing.

This part-time program consists of classroom-based and online courses. There is an option for local and international students to complete the certificate program 100% online.

The UBC Certificate in Professional Communication focuses on both broad and specific learning outcomes:

- Write clearly, concisely and correctly for a variety of audiences and in a variety of media, in professional contexts – for business, government, science, and technology.
- Apply business conventions and formats for specific writing tasks.
- Develop confidence, creativity, and communication skills in producing business correspondence, reports, proposals, presentations, speeches, and other documents.
- Utilize digital platforms for communicating and recording information and ideas.

Objectives for the Certificate Program:

The UBC Certificate in Professional Communication provides a variety of students with practical strategies and skills to communicate effectively and persuasively. The certificate program offers a flexible learning environment with both classroom-based and online courses and individual consultations or coaching for all students. The skills that students will develop include writing in a variety of media, communicating in contextually specific ways, and using digital tools to share and record information.

The program design is based on feedback from instructors and a program advisory committee, as well as some market research on core competencies and skills required by professionals and employers. According to the Business Council of BC's biennial survey, local employers in all major sectors are looking for these top ten skills in employees: speaking/listening, judgement/decision making, teamwork, problem solving, writing, critical thinking, flexibility/adaptability, planning/time management, computer competency, efficient use of technology and tools (2010).

The program focuses on key business communication principles, strategies, and skills for professionals working in a diverse work environment and job market. The UBC Continuing Studies Writing Centre and students will benefit from this certificate program in several ways: it will have a cohesive curriculum, and student registration and retention

will increase. The UBC Certificate in Professional Communication will also meet an increasing demand by working professionals looking to build on core competencies and transferable skills in business and professional communications.

Proposed Length/Duration:

The UBC Certificate in Professional Communication consists of a minimum of 150 hours with 5 required core courses and 3 electives delivered in class and online on a part-time basis throughout the year. There may also be some flexibility in terms of the core course selection if a student has needs that differ greatly from those met by the core courses; for example, if a student is changing careers from one that is report-heavy to one that focuses on marketing, we may allow a switch from Introduction to Business Writing to Creative and Persuasive Copywriting. The program may consist of 165 or more hours depending on the electives selected by students. Most courses for this certificate program are currently available for registration; new courses will be added starting Fall 2013 and as the program progresses to meet changing student and market needs.

Proposed Curriculum and Courses:

The certificate program consists of 5 core courses and 3 electives. Online options of all of the current courses, if they are not already available, will be developed by Spring 2014. This allows non-local students to complete the program 100% online and allows local students the flexibility to take courses in the format that they find most convenient. New courses and workshops will also be developed on professional writing and communications topics. Below is the list of core courses and electives, and the appendix contains several sample pathways students can take through the program.

The UBC Certificate in Professional Communication focuses on these beneficial outcomes:

- Apply general principles of communications, grammar, and style in all types of writing.
- Apply business writing strategies for producing emails, letters, reports, and other documents.
- Build confidence and skills for preparing and delivering effective presentations.
- Employ techniques for using narrative and storytelling to share knowledge, engage employees, and lead teams or organizations.
- Develop skills in collaborative writing and working with teams.
- Demonstrate critical thinking, creativity, writing, and editing skills for producing polished documents.
- Use technical and scientific writing skills to produce publications.
- Examine new technologies and use social media.

Core Courses

The program includes core courses for a strong foundation in professional communications and related competencies, plus elective courses that offer more focus on specific topics and skills.

Introduction to Business Writing

Students will apply business writing strategies and skills for writing quickly, correctly, and professionally. Students will develop the skills to write and revise correspondence and other materials for clarity and conciseness. Topics covered include how to write and edit emails, letters, and documents; working with digital tools and e-portfolios; processing and packaging information appropriately for any context; and creating and giving effective presentations.

Report and Business Writing

Students will apply the principles of written communication in business and professional contexts. This course provides opportunities to practise critical thinking, synthesizing, and writing emails, letters, reports, and proposals.

Preparing Presentations and Public Speaking

Students will build the confidence and skills for creating and delivering effective presentations and speeches, speak confidently and persuasively in large groups, and prepare a dynamic presentation for classroom or online delivery. This course also covers how to employ tips for engaging in strategic conversations and meetings, including active listening, public speaking, and giving feedback.

Getting Ahead with Grammar (required for EAL students) or Writing with Style

Getting Ahead with Grammar examines the mechanics of grammar and techniques for well-constructed sentences, paragraphs, and documents. This course also covers how to detect and correct errors in writing and produce clear, concise prose. *Writing with Style* helps students polish their work even further by taking their ideas from diagnosis to analysis to revision. Topics include writing with clarity, balance and symmetry by using sentence variety, paragraph development, and other elements of style. Through classroom discussions and written exercises, students apply writing tips and produce coherent and emphatic text.

Writing Under Pressure and/or Advanced Composition

Students will discover how to generate, structure, and expand thought-provoking arguments while improving syntax, grammar, and diction. Students will shape ideas into compelling documents, develop awareness of effective and persuasive writing, and evaluate work critically and systematically.

Elective Courses

For the UBC Certificate in Professional Communication, students are able to choose 3 electives from a variety of options. One of these courses will need to be a course that focuses on creative communication and at least one of the two remaining electives will need to be a professional writing course.

As the program continues, new courses will be developed based on research or surveys of essential employability skills and core competencies, including transferable skills in professional communications plus specialized skills for specific professions. For example, courses on scientific or technical writing will be offered for medical or engineering professionals. Some of these courses will include discussions and exercises on intercultural topics.

Using Narrative and Storytelling in Corporate Contexts

Students will apply techniques for using narrative and storytelling in corporate and professional contexts. The art of storytelling and dialogue can be used to engage employees, share knowledge, convey information, build teams, and lead or manage change in organizations. Students also work on developing written and oral stories as part of their leadership and communication skills for the workplace.

Collaborative Writing and Writing in Teams

In many professions and organizations, employees are expected to write collaboratively and in teams. Students will develop knowledge and skills in working with content experts, project teams, colleagues, management and other stakeholders to produce polished documents. This course also covers tips for writing, editing, and preparing professional reports, presentations, and other materials.

Strategic Conversations and Meetings

There is a great demand on employees and supervisors to share knowledge, present ideas, and contribute to teams and meetings. Students will develop the key communication skills needed for participating in strategic conversations, teams, and meetings in the workplace. Students also practise active listening, basic interviewing, summarizing, and public speaking for improving communication skills. Discussions and exercises on intercultural topics will be included.

Technical Writing

Technical writing requires clear, concise, and polished text. Acquire strategies and skills for designing and preparing technical communication and professional documents. Topics covered include preparing technical reports, instruction manuals, and other end-user documents. Students also practice writing and editing individually and in teams, and they may bring in samples of writing and build on their professional portfolio.

Creating E-Portfolios and Publishing

This course focuses on developing e-portfolios and publishing. Topics covered include creating an e-portfolio and using software tools. Students prepare their e-portfolios based on assignments and other samples of their work, using various formats and emerging technologies.

Web Writing and Blogging

Students will create dynamic content for websites, blogs, and social media. Topics covered include strategies for writing web copy, creating interactive text, engaging

audiences and users, understanding search engine optimization and Web 2.0, and publishing updates and documents online. Students write and edit copy for websites, blogs, and social media as part of their communications tools for their employer or organization.

Scientific Writing

Professionals often face challenges producing articles and documents for publication. Students will acquire the skills to organize, write, and edit research and content in order to produce scientific articles, reports, papers, and presentations. At the end of the course, students should be confident that their work reflects the quality of their research.

Writing for Graduate Students

Writing at the graduate level has distinct challenges. Students will acquire the skills and specific requirements of writing and presenting research or ideas at the graduate level and in a professional context. Topics covered include correcting problem areas in style and grammar, developing ideas and content, writing abstracts and articles, and incorporating research and sources.

Freelance Article Writing

Students will write feature articles for websites, e-bulletins, newsletters, and other social media tools. This course takes a step-by-step approach to developing compelling story ideas, conducting research and interviews, structuring articles, and writing effective copy. This course includes a range of exercises to improve writing skills, as well as discussion of copyright and other legal issues. Students receive feedback on their own writing and practise giving feedback on other students' work in class.

Creative Writing: The Fundamentals of Great Writing

In all of writing's different genres, there are certain fundamental principles that must be present and must be in balance for the work to sing. Through an experiential learning approach, students develop skills that they can apply to all types of writing tasks and in any format. Through giving and receiving structured non-judgmental feedback, students develop and improve their ability to read and edit their own work.

Writing Creative Non-Fiction: Literary Journalism and Beyond

Creative nonfiction will provide students an opportunity to delve deeper into storytelling as they communicate important information and create copy for websites, publications, newsletters, and other channels. Class time is spent writing, workshopping and discussing samples of the form by writers such as Joan Didion, Tom Wolfe, Jeannette Walls, and Patricia Hampl.

Creative and Persuasive Copywriting

Students will apply techniques, creativity boosters and the craft of professional copywriting in a supportive and intensive writing clinic that focuses on the process and purpose of persuasive business writing. The course defines the challenges and best practices of working with clients, building research plans, analyzing and reaching the desired audience, building a portfolio of resources, complementing and piggybacking on

visuals, organizing information and managing projects, and writing for a variety of media.

Target Learners:

The program serves the current and emerging needs of working professionals, internationally-educated professionals, recent graduates, managers, business owners, entrepreneurs, self-employed consultants, and other students pursuing study for career development and advancement. The program targets students who want to upgrade or build on their current skill sets and strengthen core competencies or employability skills. Some professionals may have a limited academic background or an academic background in a discipline where writing skills may not have been emphasized. For example, the program would be of interest to those scientists or engineers who have entered managerial roles. Other students may include internationally-educated professionals who are looking for the UBC certificate program along with additional EAL support, resources, courses, coaching, and individual consultations. The program would also be accessible for busy professionals who want to upgrade their skills and need the flexibility that online courses offer, and younger professionals who are comfortable with technology but less comfortable with basic writing principles. Lastly, there are those who want to take more creative or academic writing courses as a means to enrich their learning experience and communication skills.

Student Admission Criteria:

Program applicants to the UBC Certificate in Professional Communication must have a high school diploma and must submit a letter of intent and resume to help determine the best courses to recommend to the student. A representative from the Writing Centre may speak with applicants to discuss the program's fit for their needs. An inbox or in-person writing assessment may also be required. Applicants require a score of 570 or higher on the paper-based TOEFL exam or 88 or higher on the Internet-based TOEFL.

Student Assessment/Grading Methods:

To be granted the UBC Certificate in Professional Communication, students must successfully complete required courses and demonstrate confidence, creativity and competence in professional communications. Students will be assessed on participation, assignments, projects, and tests. The assignment criteria will be made clear in the individual course outlines. There will also be a final assessment of the e-portfolio that the students will create that will incorporate one piece of writing and a learning reflection piece from each course. Students will need to earn a minimum passing grade of 60% in each course and on the final eportfolio to complete the requirements of the program. Students must complete all requirements for graduation within 2 years of admission to the program.

Program Delivery Format

The program consists of 5 required core courses and 3 electives offered on a part-time basis. In this blended program, courses are delivered face-to-face and/or online over 6 to 12 weeks. Students will be encouraged to take introductory courses prior to advanced courses. This will ensure that students build on their knowledge and skills to prepare them for more advanced studies in professional communications. The UBC Continuing Studies Writing Centre will provide guidance to students on the most appropriate order to complete courses and the electives that will be of the greatest benefit for their needs. Please see the suggested program pathways in the Appendix. EAL students will be able to take Getting Ahead with Grammar and Writing with Style as a package as part of their core coursework.

Marketing/Promotion Strategy:

This program will be promoted by UBC Continuing Studies through course calendars, brochures, websites, email marketing, direct mail, print advertising, online advertising such as Google ad words, search engine optimization, events, information sessions, and professional associations. We plan to use focus groups to help plan our advertising campaign as well as provide additional guidance on courses to develop and program delivery.

Assessment of Impact on Departmental and University Resources:

The program development costs are minimal since the UBC Continuing Studies Writing Centre already offers most of the required core and many of the elective courses for the UBC Certificate in Professional Communication. Costs to develop new courses are within the scope of the budget.

The program will utilize existing systems within UBC Continuing Studies for student registration, scheduling, certificate tracking, and online learning, though additional staff hours may be necessary to provide ongoing student support.

Assessment of Financial Viability:

The UBC Continuing Studies Writing Centre and students will benefit from this certificate in several ways: it will have a cohesive curriculum, and student registration and retention will increase in current popular courses. The UBC Certificate in Professional Communication will also meet the increasing demand and needs of working professionals, internationally-educated professionals, managers, business owners, entrepreneurs, self-employed consultants, and other students looking to build on core competencies and employability or transferable skills in professional communications. Because of this, we expect enrollments to increase in our professional writing courses generally.

Students will be charged a \$175 administrative fee when they register for the certificate program. This will cover the cost of record keeping and additional administrative support for students throughout the program.

Program Advisory Committee Members:

In addition to UBC representatives, the program advisory committee includes members from local companies, businesses, organizations, and professional associations. They are:

Giselle Baxter: UBC Certified General Accountants Program Marker

Judy Brown: Associate Head and Instructor, UBC English Department

Raquel Collins: Associate Director, UBC Continuing Studies Technology, Media and Professional Programs

Tomi Eng: Freelance Communication Consultant with Ethos

Darren Frew: Director of Planning and Communication at BC Bioenergy Network

Johnathan Friesen: Resource Advisor at BC Hydro

Kathryn Gretsinger: Instructor/Internship Coordinator, UBC Graduate School of Journalism

Alexandra Richmond: Communications Instructor, Kwantlen Polytechnic University

Julie Walchli: Director of the UBC Arts Co-op Program

Appendix: Potential Pathways for Specific Student Needs (Core Courses in Bold)

Pathway for Students in Tech Sectors	Hours		Pathway for Students on an Executive Track	Hours
Getting Ahead with Grammar	15		Writing with Style	15
Advanced Composition	30		Advanced Composition	30
Introduction to Business Writing	16		Introduction to Business Writing	16
Technical Writing	16		Strategic Conversations and Meetings	20
Scientific Writing	18		Report and Business Writing	36
Report and Business Writing	36		Preparing Presentations	15
Collaborative Writing	15		Creative Writing	20
Preparing Presentations	15		Corporate Storytelling	20
<i>Total Hours</i>	<i>161</i>		<i>Total Hours</i>	<i>172</i>
Pathway for Students in Marketing	Hours		Pathway for Students in Administration	Hours
Getting Ahead with Grammar	15		Getting Ahead with Grammar	15
Advanced Composition	30		Introduction to Business Writing	16
Creative Writing	20		Advanced Composition	30
Corporate Storytelling	14		Strategic Conversations and Meetings	20
Introduction to Business Writing	16		Report and Business Writing	36
Report and Business Writing	36		Corporate Storytelling	14
E-Portfolios and Blogging	15		Preparing Presentations	15
Preparing Presentations	15		Collaborative Writing	15
<i>Total Hours</i>	<i>161</i>		<i>Total Hours</i>	<i>161</i>
Pathway for Students in Science			Pathway for Students in Healthcare	
Getting Ahead with Grammar	15		Getting Ahead with Grammar	15
Advanced Composition	30		Advanced Composition	30
Writing for Graduate Students	15		Introduction to Business Writing	16
Introduction to Business	16		Report and Business	36

Writing		Writing	
Preparing Presentations	15	Scientific Writing	15
Scientific Writing	15	Technical Writing	20
Report and Business Writing	36	Collaborative Writing	15
Freelance Article Writing	20	Preparing Presentations	15
<i>Total Hours</i>	<i>162</i>	<i>Total Hours</i>	<i>162</i>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Commerce Department: Real Estate Faculty Approval Date: February 28, 2013</p> <p>Effective Session: As soon as possible. Note, this is an online distance education program so UBC sessions/terms are not relevant.</p>	<p>Date: February 28, 2013 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Real Estate Courses and Programs For more information, see the <u>Real Estate Division</u> or telephone 604.822.8444.</p> <ul style="list-style-type: none"> • Real Estate Trading Services Licensing Course. A distance education course meeting the academic requirements for licensing as a real estate representative (salesperson) BC. • Property Management Licensing Course. A distance education course meeting the academic requirements for licensing as a property manager in BC. • Broker's Licensing Course. A distance education course meeting the educational requirements for licensing as a real estate brokerage, managing broker, or associate broker in BC. • Mortgages: A Real Estate Financing Course. A distance education course meeting the requirements for licensing under the <i>BC Mortgage Brokers Act</i>. • The Diploma Program in Urban 	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,298,0</p> <p>Present Calendar Entry: none</p> <p>Real Estate Courses and Programs For more information, see the <u>Real Estate Division</u> or telephone 604.822.8444.</p> <ul style="list-style-type: none"> • Real Estate Trading Services Licensing Course. A distance education course meeting the academic requirements for licensing as a real estate representative (salesperson) BC. • Property Management Licensing Course. A distance education course meeting the academic requirements for licensing as a property manager in BC. • Broker's Licensing Course. A distance education course meeting the educational requirements for licensing as a real estate brokerage, managing broker, or associate broker in BC. • Mortgages: A Real Estate Financing Course. A distance education course meeting the requirements for licensing under the <i>BC Mortgage Brokers Act</i>.

<p>Land Economics. An eleven-course distance education program in advanced real estate studies.</p> <ul style="list-style-type: none"> • Certificate Program in Real Property Assessment. A four-course distance education program dealing with assessment-specific topics with a focus on computer-assisted mass appraisal techniques. • Appraisal Institute of Canada Education Program. Distance education courses leading to both the CRA and AACI designations. • UBC/AIC Post-Graduate Certificate in Real Property Valuation. A six-course distance education program developed for business degree graduates working toward attaining AIC's AACI designation. • Certificate in Residential Valuation. A five-course distance education program leading towards the Appraisal Institute of Canada's CRA designation. • Bachelor of Business in Real Estate. A distance education post-diploma degree completion program. 	<ul style="list-style-type: none"> • The Diploma Program in Urban Land Economics. An eleven-course distance education program in advanced real estate studies. • Certificate Program in Real Property Assessment. A four-course distance education program dealing with assessment-specific topics with a focus on computer-assisted mass appraisal techniques. • Appraisal Institute of Canada Education Program. Distance education courses leading to both the CRA and AACI designations. • UBC/AIC Post-Graduate Certificate in Real Property Valuation. A six-course distance education program developed for business degree graduates working toward attaining AIC's AACI designation. • Bachelor of Business in Real Estate. A distance education post-diploma degree completion program. <p>Type of Action: New Certificate in Residential Valuation (CRV) – Sauder School of Business Real Estate Division</p> <p>Rationale for Proposed Change:</p> <p>The Certificate in Residential Valuation (CRV) is a 5-course program that will establish graduates as the highest qualified residential real estate valuation professionals in Canada. The CRV builds on Sauder's long-established education program for the Appraisal Institute of Canada's Canadian Residential Appraiser (CRA) designation, and will become AIC's primary path for candidates seeking this designation.</p> <p>The program is specifically designed to meet four goals:</p> <ol style="list-style-type: none"> 1. Educational: consolidate/rationalize/streamline the CRA program; reposition the CRA's economics courses as pre-requisites; introduce an elective option to the CRA program, to better address graduate employment needs in pursuing either public or private practice. 2. Academic recognition: students completing the existing AIC CRA program of studies currently receive no formal UBC recognition beyond the credit courses listed on a transcript; the CRV will be a long-overdue formal
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	<p>recognition of their considerable academic achievement, through awarding a UBC Certificate at the completion of studies.</p> <p>3. Marketing: the CRV will provide AIC members with a more clearly defined and recognized academic path to the CRA designation; it is anticipated that other real estate organizations will also recognize this Certificate, quickly evolving into the pre-eminent education path for residential valuation professionals.</p> <p>4. Partner Support: the AIC has adopted UBC's Post-Graduate Certificate in Valuation (PGCV) as a main path to its Accredited Appraisal Canadian Institute (AACI) designation; the CRV will provide balance in the Institute for candidates seeking the CRA designation.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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Proposed Name of Certificate Program:

Certificate in Residential Valuation (CRV) – Sauder School of Business Real Estate Division

Purpose:

The CRV consists of five existing BUSI credit courses, as well as one proposed optional course (BUSI 433) that are offered as part of the Appraisal Institute of Canada's (AIC) Canadian Residential Appraiser (CRA) designation. The CRA designation has been achieved traditionally without the benefit of a corresponding academic credential, and the purpose of this proposal is to establish a certificate to recognize the courses completed to achieve the CRA designation. The CRV has been developed in accordance with the UBC Senate policy on the approval of certificate programs.

Date of Submission:

September 1, 2012

Sponsoring Faculty/Department/School:

Sauder School of Business – Real Estate Division

Contact Person:

Real Estate Division:

John Bridal, Associate Director, Diploma & Certificate Programs
Phone: 250.642.2587 Email: john.bridal@sauder.ubc.ca

Sauder School of Business Dean's Office:

Dr. Brian Bemmels, Senior Associate Dean, Academic Programs
Phone: 604.822.0156 Email: brian.bemmels@sauder.ubc.ca

Supporting UBC Partners or External Partners:

The Certificate in Residential Valuation (CRV) program will be offered in partnership with the Appraisal Institute of Canada (AIC). The CRV will serve as the primary means for AIC members to achieve the AIC's Canadian Residential Appraiser (CRA) designation. The Real Estate Division has provided AIC's education program since 1998.

The CRV program will also be of interest to stakeholders outside AIC, in particular the Real Estate Institute of BC (REIBC). The courses in the CRV are drawn from the Real Estate Division's Bachelor of Business in Real Estate (BBRE) and Diploma in Urban Land Economics (DULE), which serve multiple professional associations and employers in the real estate industry.

Program Description and Rationale:

The Certificate in Residential Valuation (CRV) is a 5-course program that will establish graduates as the highest qualified residential real estate valuation professionals in Canada. The CRV builds on the long-established education program for the Appraisal Institute of Canada's Canadian Residential Appraiser (CRA) designation, and will become AIC's primary path for candidates seeking this designation.

The program is specifically designed to meet four goals:

1. Educational: consolidate/rationalize/streamline the CRA program; reposition the CRA's economics courses as pre-requisites; introduce an elective option to the CRA program, to better address graduate employment needs in pursuing either public or private practice.
2. Academic recognition: students completing the existing AIC CRA program of studies currently receive no formal UBC recognition beyond the credit courses listed on a transcript; the CRV will be a long-overdue formal recognition of their considerable academic achievement, through awarding a UBC Certificate at the completion of studies.
3. Marketing: the CRV will provide AIC members with a more clearly defined and recognized academic path to the CRA designation; it is anticipated that other real estate organizations will also recognize this Certificate, quickly evolving into the pre-eminent education path for residential valuation professionals.
4. Partner Support: the AIC has adopted UBC's Post-Graduate Certificate in Valuation (PGCV) as a main path to its Accredited Appraisal Canadian Institute (AACI) designation; the CRV will provide balance in the Institute for candidates seeking the CRA designation.

Proposed Length/Duration:

The CRV consists of five undergraduate degree credit courses drawn from UBC's Bachelor of Business in Real Estate (BBRE). The courses have no pre-requisites, but do have a recommended order of completion. The courses are expected to be offered three terms per year, in the terms starting in September, January, and May. Most Real Estate Division students are part-time learners – by completing one course per term, the CRV may be completed in less than two years. However, it is anticipated that many students will take 2-3 courses per term, and complete the CRV in one year.

Proposed Curriculum Topics: The CRV requires completion of 4 core courses plus the choice of one elective.

Core Courses (existing)

BUSI 112 – Canadian Real Property Law and Real Estate Ethics
BUSI 330 – Foundations of Real Estate Appraisal
BUSI 344 – Statistical and Computer Applications in Valuation
BUSI 400 – Residential Property Analysis

Elective Courses (must complete one of the following)

BUSI 443 – Foundations of Real Property Assessment
OR
BUSI 433 – Real Estate Business (*currently proposed*)

Course descriptions and outlines may be reviewed at: <http://realestate.ubc.ca/busi/>

Target Learners: The program is oriented toward adult part-time learners seeking either a change in career or career advancement in the real estate field. With AIC as the primary external partner, approximately 500 students are expected to register in the Certificate. Furthermore, it is expected

the CRV will attract students from other real estate organizations in Canada, as it evolves into the pre-eminent educational path for residential real property valuation professionals.

Student Admission Criteria:

Admission to the program is based upon applicable post-secondary education. CRV prerequisites include:

- University degree completion
- BUSI 100 Micro Foundations of Real Estate Economics (or equivalent)
- BUSI 101 Capital Markets and Real Estate (or equivalent)

Normal admission requirement is successful completion of a 4-year (120 credits) undergraduate degree offered by a Canadian university. Non-Canadian degrees and other types of degrees are evaluated on a case-by-case basis. If education was completed at a non-English-speaking institution, students will be required to demonstrate proficiency in English. Applicants to the program must complete the application form and submit the required documentation and applicable fees for UBC admission and transcript review.

Student Assessment/Grading Methods:

Student evaluation/assessment will be consistent with other courses in the Bachelor of Business in Real Estate program. Students are evaluated on a combination of coursework and a written final examination. Evaluation in each course includes:

1. **Assignments:** BUSI courses are divided into 11 weekly lessons, each with defined learning objectives in a specific competency area. Each lesson ends with a multiple choice assignment that accounts for a small proportion of course grade overall (approximately 1% each, to a total of 15%). Assignments are mainly intended to motivate timely progression in the course, emphasizing depth of course material review, as well as providing an exam review tool.
2. **Projects:** BUSI courses have 2-3 term projects that account for a substantial portion of the course (e.g., 15-20% each). The projects are intensive research and writing exercises. Project 1 typically incorporates course concepts to the midpoint of the course, while Project 2/3 advances this to incorporate concepts from the remainder of the course and provide an overall summary and conclusion.
3. **Examination:** BUSI courses have a written final exam at term's end, testing an overview of the entire course, with a combination of multiple choice and written answer questions, usually with a case study component. The exam accounts for 40-50% of the course grade.

Program Delivery Format:

The program will be delivered by guided independent study, similar to all courses in the Bachelor of Business in Real Estate program. Each course has a printed course workbook and textbook, plus online supporting material. Most courses have online webinars offered regularly during the term.

1. **Tutorial Assistance:** Every student in a BUSI course is assigned a course tutor, serving as the student's prime contact during the course. This tutor acts as guide and mentor, providing technical advice, constructive criticism, and referring students to additional learning materials as necessary. The tutor also acts as evaluator, in grading the students' projects and examination.
2. **Offerings:** most BUSI courses are offered three terms per year, in the terms starting in September, January, and May.

Marketing/Promotion Strategy:

The program will be promoted to potential partner organizations by the UBC Real Estate Division, via the website, conference sponsorship, and targeted print advertising.

Assessment of Impact on Departmental and University Resources:

The program will be taught by the Real Estate Division's external tutors and administered by Real Estate Division staff. The program requires no University funding or resources outside the Real Estate Division. . The program will provide net revenue to Sauder and UBC, with no direct funding required. This program will subsidize other programs and activities at Sauder.

Assessment of Financial Viability:

The Board of Directors of the Appraisal Institute of Canada approved the CRV in principle in June 2012. Program fees will cover the full cost for program development and delivery. Any future partnership contracts will also fully cover any costs of subsequent delivery.

Current Program Advisory Committee Members:

Dr. Brian Bemmels
William Hamilton Chair in Industrial Relations
Professor and Senior Associate Dean, Academic Programs
Sauder School of Business

Dr. Tsur Somerville
Associate Professor; Real Estate Foundation Professorship in Real Estate Finance;
Director, UBC Centre for Urban Economics and Real Estate
Sauder School of Business

Mr. Andre Gravelle
Director, Diploma & Certificate Programs, UBC Real Estate Division
Sauder School of Business

Mr. David Shum
President, Appraisal Institute of Canada

Mr. Dan Brewer

President-Elect, Appraisal Institute of Canada
Chair, AIC/UBC Learning Advisory Committee

Mr. Keith Lancaster
Chief Executive Officer, Appraisal Institute of Canada



23 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **c) CURRICULUM PROPOSALS FROM THE FACULTY OF
PHARMACEUTICAL SCIENCES**

The following proposals were submitted to the Senate Curriculum Committee and approved as Category 2 proposals. The Senate Curriculum Committee agreed that proposals to remove Credit/D/Fail eligibility for a significant number of courses within a program should be brought to Senate for information, to be included in the Senate record.

The rationale for removing the Credit/D/Fail eligibility for the courses below is that students in the Bachelor of Science in Pharmacy program are only eligible to take non-Pharmacy approved electives under the Credit/D/Fail policy. In addition, PHAR courses are not open to students in other programs so non-Pharmacy students are not able to take these courses as electives under the Credit/D/Fail policy.

PHAR 201	PHAR 371	PHAR 450
PHAR 202	PHAR 399	PHAR 451
PHAR 220	PHAR 400	PHAR 452
PHAR 241	PHAR 401	PHAR 453
PHAR 303	PHAR 405	PHAR 454
PHAR 315	PHAR 407	PHAR 455
PHAR 321	PHAR 408	PHAR 456
PHAR 322	PHAR 414	PHAR 460
PHAR 323	PHAR 415	PHAR 461
PHAR 330	PHAR 430	PHAR 462
PHAR 341	PHAR 435	PHAR 471
PHAR 342	PHAR 440	PHAR 472
PHAR 351	PHAR 441	PHAR 498
PHAR 352	PHAR 442	PHAR 499
PHAR 361	PHAR 444	
PHAR 362	PHAR 448	

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: April 9, 2013 Effective Session (W or S): W Effective Academic Year: 2013	Date: Feb. 12, 2013 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@mail.ubc.ca
Proposed Calendar Entry: PHAR 201 (3) Pharmacist, Patient and Society The Canadian health care system, the pharmacist-patient relationship, and contemporary trends and standards in pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] PHAR 202 (4) Pharmacy Skills I Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-3*-3*;0-3*-3*] <i>Corequisite:</i> PHAR 201. PHAR 220 (3) Physicochemical Properties of Drugs Drug discovery, physicochemical principles, theory of spectroscopy and chromatography, chemical stability. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=14&code=PHAR Present Calendar Entry: PHAR 201 (3) Pharmacist, Patient and Society The Canadian health care system, the pharmacist-patient relationship, and contemporary trends and standards in pharmacy practice. [3-0-0] PHAR 202 (2) Pharmacy Skills I Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. [0-3*-3*] <i>Corequisite:</i> PHAR 201. PHAR 220 (3) Physicochemical Properties of Drugs Drug discovery, physicochemical principles, theory of spectroscopy and chromatography, chemical stability. [3-0-0]

<p>PHAR 241 (1) Foundations of Pharmacology An introduction to general principles and concepts of drug action in selected systems. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0]</p> <p>PHAR 303 (2) Pharmacy Skills II Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-3*-3*] <i>Prerequisite:</i> PHAR 202.</p> <p>PHAR 315 (4) Pharmacokinetics Pharmacokinetics and clinical applications of pharmacokinetic principles. <i>This course is not eligible for Credit/D/Fail grading.</i> [4-0-0] <i>Prerequisite:</i> All of PHAR 321, PHAR 341.</p> <p>PHAR 321 (3) Biophysical Pharmacy I Applications of the physical chemical properties of drugs to oral drug delivery systems. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> PHAR 220. <i>Corequisite:</i> PHAR 322.</p> <p>PHAR 322 (1) Biophysical Pharmacy Laboratory I Analytical techniques for the assay of biological systems, drugs, and drug products. Not offered in 2012/13. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-3-0] <i>Prerequisite:</i> PHAR 220. <i>Corequisite:</i> PHAR 321.</p>	<p>PHAR 241 (1) Foundations of Pharmacology An introduction to general principles and concepts of drug action in selected systems. [1-0-0]</p> <p>PHAR 303 (2) Pharmacy Skills II Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. [0-3*-3*] <i>Prerequisite:</i> PHAR 202.</p> <p>PHAR 315 (4) Pharmacokinetics Pharmacokinetics and clinical applications of pharmacokinetic principles. [4-0-0] <i>Prerequisite:</i> All of PHAR 321, PHAR 341.</p> <p>PHAR 321 (3) Biophysical Pharmacy I Applications of the physical chemical properties of drugs to oral drug delivery systems. [3-0-0] <i>Prerequisite:</i> PHAR 220. <i>Corequisite:</i> PHAR 322.</p> <p>PHAR 322 (1) Biophysical Pharmacy Laboratory I Analytical techniques for the assay of biological systems, drugs, and drug products. Not offered in 2012/13. [0-3-0] <i>Prerequisite:</i> PHAR 220. <i>Corequisite:</i> PHAR 321.</p>
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<p>PHAR 323 (3) Biophysical Pharmacy II Applications of the physical chemical properties of drugs to non-oral drug delivery systems. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> All of PHAR 321, PHAR 322.</p> <p>PHAR 330 (2) Biomolecular Pharmaceutical Chemistry I Application of genetic information to drug therapy. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-0] <i>Prerequisite:</i> PHAR 321. <i>Corequisite:</i> All of BIOC 300, PHAR 315.</p> <p>PHAR 341 (2) Pharmacology I Pharmacological principles and the pharmacology of selected agents. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-0] <i>Prerequisite:</i> All of PHAR 241, PHYL 301, PHYL 302. <i>Corequisite:</i> All of PHAR 351, PHAR 361, PHAR 371.</p> <p>PHAR 342 (2) Pharmacology II Principles of chemotherapy and drug resistance and the pharmacology of selected drug classes. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-0] <i>Prerequisite:</i> PHAR 341. <i>Corequisite:</i> All of PHAR 352, PHAR 362.</p> <p>PHAR 351 (2) Therapeutics I Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. <i>This course is not</i></p>	<p>PHAR 323 (3) Biophysical Pharmacy II Applications of the physical chemical properties of drugs to non-oral drug delivery systems. [3-0-0] <i>Prerequisite:</i> All of PHAR 321, PHAR 322.</p> <p>PHAR 330 (2) Biomolecular Pharmaceutical Chemistry I Application of genetic information to drug therapy. [2-0-0] <i>Prerequisite:</i> PHAR 321. <i>Corequisite:</i> All of BIOC 300, PHAR 315.</p> <p>PHAR 341 (2) Pharmacology I Pharmacological principles and the pharmacology of selected agents. [2-0-0] <i>Prerequisite:</i> All of PHAR 241, PHYL 301, PHYL 302. <i>Corequisite:</i> All of PHAR 351, PHAR 361, PHAR 371.</p> <p>PHAR 342 (2) Pharmacology II Principles of chemotherapy and drug resistance and the pharmacology of selected drug classes. [2-0-0] <i>Prerequisite:</i> PHAR 341. <i>Corequisite:</i> All of PHAR 352, PHAR 362.</p> <p>PHAR 351 (2) Therapeutics I Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. [2-0-0]</p>
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<p><i>eligible for Credit/D/Fail grading.</i> [2-0-0] <i>Corequisite:</i> All of PHAR 341, PHAR 361, PHAR 371.</p> <p>PHAR 352 (2) Therapeutics II Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-0] <i>Prerequisite:</i> PHAR 351. <i>Corequisite:</i> All of PHAR 342, PHAR 362.</p> <p>PHAR 361 (1) Non-Prescription Products and Self-Care of the Patient I The use of non-prescription drugs for selected conditions. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Corequisite:</i> All of PHAR 341, PHAR 351.</p> <p>PHAR 362 (1) Non-Prescription Drugs and Self-Care of the Patient II The use of non-prescription drugs for selected conditions. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Prerequisite:</i> PHAR 361. <i>Corequisite:</i> All of PHAR 342, PHAR 362.</p> <p>PHAR 371 (1) Pathophysiology I Pathophysiology of selected disease states. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Corequisite:</i> All of PHAR 341, PHAR 351.</p> <p>PHAR 399 (3) Cases in Pharmaceutical Sciences II Case studies and other activities integrating scientific and clinical</p>	<p><i>Corequisite:</i> All of PHAR 341, PHAR 361, PHAR 371.</p> <p>PHAR 352 (2) Therapeutics II Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. [2-0-0] <i>Prerequisite:</i> PHAR 351. <i>Corequisite:</i> All of PHAR 342, PHAR 362.</p> <p>PHAR 361 (1) Non-Prescription Products and Self-Care of the Patient I The use of non-prescription drugs for selected conditions. [1-0-0] <i>Corequisite:</i> All of PHAR 341, PHAR 351.</p> <p>PHAR 362 (1) Non-Prescription Drugs and Self-Care of the Patient II The use of non-prescription drugs for selected conditions. [1-0-0] <i>Prerequisite:</i> PHAR 361. <i>Corequisite:</i> All of PHAR 342, PHAR 362.</p> <p>PHAR 371 (1) Pathophysiology I Pathophysiology of selected disease states. [1-0-0] <i>Corequisite:</i> All of PHAR 341, PHAR 351.</p> <p>PHAR 399 (3) Cases in Pharmaceutical Sciences II Case studies and other activities integrating scientific and clinical</p>
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<p>concepts. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-0-3] <i>Prerequisite:</i> PHAR 299.</p> <p>PHAR 400 (3) Pharmacy Management Application of management principles to pharmacy operations. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> <p>PHAR 401 (2) Pharmacy Skills III Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-3*-3*] <i>Prerequisite:</i> PHAR 303.</p> <p>PHAR 405 (2-6) c Problems in Clinical Pharmacy Individual assignments involving library and clinical investigation of specific problems relating to drug utilization and information topics. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>PHAR 407 (3) Drug Information Skills Communication skills, search strategies and drug literature appraisal issues relating to the provision of drug information by the pharmacist to other health professionals and the public. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> PHAR 385.</p> <p>PHAR 408 (3) Clinical Pharmacokinetics Lectures and discussions of topics on the application of pharmacokinetic principles and the use of therapeutic</p>	<p>concepts. [0-0-3] <i>Prerequisite:</i> PHAR 299.</p> <p>PHAR 400 (3) Pharmacy Management Application of management principles to pharmacy operations. [3-0-0]</p> <p>PHAR 401 (2) Pharmacy Skills III Legal, technical and professional aspects of dispensing prescriptions and providing pharmaceutical care, primarily for community pharmacy practice. [0-3*-3*] <i>Prerequisite:</i> PHAR 303.</p> <p>PHAR 405 (2-6) c Problems in Clinical Pharmacy Individual assignments involving library and clinical investigation of specific problems relating to drug utilization and information topics.</p> <p>PHAR 407 (3) Drug Information Skills Communication skills, search strategies and drug literature appraisal issues relating to the provision of drug information by the pharmacist to other health professionals and the public. [3-0-0] <i>Prerequisite:</i> PHAR 385.</p> <p>PHAR 408 (3) Clinical Pharmacokinetics Lectures and discussions of topics on the application of pharmacokinetic principles and the use of therapeutic</p>
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<p>drug level monitoring in clinical pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> Successful completion of all required courses in the first three years of the pharmacy curriculum.</p> <p>PHAR 414 (6) Problems in Pharmaceutics and Biopharmaceutics Individual assignments involving library and laboratory investigation of problems involved in the development of pharmaceutical dosage forms. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>PHAR 415 (4) Topics in Pharmaceutics and Biopharmaceutics A study of selected topics in the field of pharmaceutics and biopharmaceutics. Registration restricted. Permission of instructor required. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-0]</p> <p>PHAR 430 (4) Biomolecular Pharmaceutical Chemistry II Chemical principles and their application to drugs used to regulate enzyme activity. <i>This course is not eligible for Credit/D/Fail grading.</i> [4-0-0] <i>Prerequisite:</i> PHAR 330.</p> <p>PHAR 435 (3) Biomolecular Pharmaceutical Chemistry III Chemical principles and their application to drugs used to regulate receptor activity. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> <p>PHAR 440 (3) Pain Research and Therapy A multidisciplinary course dealing with</p>	<p>drug level monitoring in clinical pharmacy practice. [3-0-0] <i>Prerequisite:</i> Successful completion of all required courses in the first three years of the pharmacy curriculum.</p> <p>PHAR 414 (6) Problems in Pharmaceutics and Biopharmaceutics Individual assignments involving library and laboratory investigation of problems involved in the development of pharmaceutical dosage forms.</p> <p>PHAR 415 (4) Topics in Pharmaceutics and Biopharmaceutics A study of selected topics in the field of pharmaceutics and biopharmaceutics. Registration restricted. Permission of instructor required. [2-0-0]</p> <p>PHAR 430 (4) Biomolecular Pharmaceutical Chemistry II Chemical principles and their application to drugs used to regulate enzyme activity. [4-0-0] <i>Prerequisite:</i> PHAR 330.</p> <p>PHAR 435 (3) Biomolecular Pharmaceutical Chemistry III Chemical principles and their application to drugs used to regulate receptor activity. [3-0-0]</p> <p>PHAR 440 (3) Pain Research and Therapy A multidisciplinary course dealing with</p>
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<p>basic mechanisms and the clinical management of acute and chronic pain. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> All of PHAR 442, PHAR 452, PHAR 472.</p> <p>PHAR 441 (3) Pharmacology III The pharmacology of selected drug classes. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> PHAR 342. <i>Corequisite:</i> All of PHAR 451, PHAR 461, PHAR 471.</p> <p>PHAR 442 (3) Pharmacology IV The pharmacology of selected drug classes. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> PHAR 441. <i>Corequisite:</i> All of PHAR 452, PHAR 462, PHAR 472.</p> <p>PHAR 444 (6) Problems in Pharmacology Individual assignments involving library and laboratory investigation of certain aspects of drug action. Enrolment restricted. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>PHAR 448 (3) Environmental and Cellular Toxicology Basic principles of toxicology; toxicity of drugs and environmental chemicals, including pesticides. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] <i>Prerequisite:</i> All of BIOC 300, PHYL 301, PHAR 241, PHAR 341, PHAR 342.</p> <p>PHAR 450 (2-6) c Selected Topics Thesis or Essay. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>basic mechanisms and the clinical management of acute and chronic pain. [3-0-0] <i>Prerequisite:</i> All of PHAR 442, PHAR 452, PHAR 472.</p> <p>PHAR 441 (3) Pharmacology III The pharmacology of selected drug classes. [3-0-0] <i>Prerequisite:</i> PHAR 342. <i>Corequisite:</i> All of PHAR 451, PHAR 461, PHAR 471.</p> <p>PHAR 442 (3) Pharmacology IV The pharmacology of selected drug classes. [3-0-0] <i>Prerequisite:</i> PHAR 441. <i>Corequisite:</i> All of PHAR 452, PHAR 462, PHAR 472.</p> <p>PHAR 444 (6) Problems in Pharmacology Individual assignments involving library and laboratory investigation of certain aspects of drug action. Enrolment restricted.</p> <p>PHAR 448 (3) Environmental and Cellular Toxicology Basic principles of toxicology; toxicity of drugs and environmental chemicals, including pesticides. [3-0-0] <i>Prerequisite:</i> All of BIOC 300, PHYL 301, PHAR 241, PHAR 341, PHAR 342.</p> <p>PHAR 450 (2-6) c Selected Topics Thesis or Essay.</p>
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PHAR 451 (2) Therapeutics III

Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. ***This course is not eligible for Credit/D/Fail grading.*** [2-0-0]

Prerequisite: PHAR 352.

Corequisite: All of PHAR 441, PHAR 461, PHAR 471.

PHAR 452 (2) Therapeutics IV

Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. ***This course is not eligible for Credit/D/Fail grading.*** [2-0-0]

Prerequisite: PHAR 451.

Corequisite: All of PHAR 442, PHAR 462, PHAR 472.

PHAR 453 (2-6) c Directed Studies in Pharmacy Practice

Individual assignments involving library and field work investigations of problems associated with pharmacy practice. Enrolment restricted. Open to upper level students. ***This course is not eligible for Credit/D/Fail grading.*** *Prerequisite:* Successful completion of the first three years of required courses in the pharmacy curriculum.

PHAR 454 (3) Pediatric and Geriatric Drug Therapy

Drug therapy considerations in pediatric and geriatric patients. ***This course is not eligible for Credit/D/Fail grading.*** [3-0-0]

Prerequisite: PHAR 451.

Corequisite: PHAR 452.

PHAR 451 (2) Therapeutics III

Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. [2-0-0]

Prerequisite: PHAR 352.

Corequisite: All of PHAR 441, PHAR 461, PHAR 471.

PHAR 452 (2) Therapeutics IV

Rational drug therapy, management of patient-specific drug-related problems and therapeutic monitoring of selected disease states. [2-0-0]

Prerequisite: PHAR 451.

Corequisite: All of PHAR 442, PHAR 462, PHAR 472.

PHAR 453 (2-6) c Directed Studies in Pharmacy Practice

Individual assignments involving library and field work investigations of problems associated with pharmacy practice. Enrolment restricted. Open to upper level students.

Prerequisite: Successful completion of the first three years of required courses in the pharmacy curriculum.

PHAR 454 (3) Pediatric and Geriatric Drug Therapy

Drug therapy considerations in pediatric and geriatric patients. [3-0-0]

Prerequisite: PHAR 451.

Corequisite: PHAR 452.

<p>PHAR 455 (3) Pharmacy in Canada's Health Care System Issues in health care, community health services and pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> <p>PHAR 456 (3) Introduction to Pharmacoeconomics and Health Technology Assessment An introduction to the essential components of economic assessments of health technologies with a particular focus on pharmaceuticals as technologies. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>PHAR 460 (2) Natural Health Products in Pharmacy Practice An evidence-based analysis of the efficacy and safety of natural health products used in pharmacy practice. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>PHAR 461 (1) Non-Prescription Drugs and Self-Care of the Patient III The use of non-prescription drugs for selected conditions. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Prerequisite:</i> PHAR 362. <i>Corequisite:</i> All of PHAR 441, PHAR 451.</p> <p>PHAR 462 (1) Non-Prescription Drugs and Self-Care of the Patient IV The use of non-prescription drugs for selected conditions. <i>This course is not</i></p>	<p>PHAR 455 (3) Pharmacy in Canada's Health Care System Issues in health care, community health services and pharmacy practice. [3-0-0]</p> <p>PHAR 456 (3) Introduction to Pharmacoeconomics and Health Technology Assessment An introduction to the essential components of economic assessments of health technologies with a particular focus on pharmaceuticals as technologies.</p> <p>PHAR 460 (2) Natural Health Products in Pharmacy Practice An evidence-based analysis of the efficacy and safety of natural health products used in pharmacy practice.</p> <p>PHAR 461 (1) Non-Prescription Drugs and Self-Care of the Patient III The use of non-prescription drugs for selected conditions. [1-0-0] <i>Prerequisite:</i> PHAR 362. <i>Corequisite:</i> All of PHAR 441, PHAR 451.</p> <p>PHAR 462 (1) Non-Prescription Drugs and Self-Care of the Patient IV The use of non-prescription drugs for selected conditions. [1-0-0]</p>
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<p><i>eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Prerequisite:</i> PHAR 461. <i>Corequisite:</i> All of PHAR 442, PHAR 452.</p> <p>PHAR 471 (1) Pathophysiology II Pathophysiology of selected disease states. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Prerequisite:</i> PHAR 371. <i>Corequisite:</i> All of PHAR 441, PHAR 451.</p> <p>PHAR 472 (1) Pathophysiology III Pathophysiology of selected disease states. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-0] <i>Prerequisite:</i> PHAR 471. <i>Corequisite:</i> All of PHAR 442, PHAR 452.</p> <p>PHAR 498 (3) Cases in Pharmaceutical Sciences III Case studies and other activities integrating scientific and clinical concepts. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-0-3] <i>Prerequisite:</i> PHAR 399.</p> <p>PHAR 499 (3) Cases in Pharmaceutical Sciences IV Case studies and other activities integrating scientific and clinical concepts. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-6] <i>Prerequisite:</i> PHAR 498.</p>	<p><i>Prerequisite:</i> PHAR 461. <i>Corequisite:</i> All of PHAR 442, PHAR 452.</p> <p>PHAR 471 (1) Pathophysiology II Pathophysiology of selected disease states. [1-0-0] <i>Prerequisite:</i> PHAR 371. <i>Corequisite:</i> All of PHAR 441, PHAR 451.</p> <p>PHAR 472 (1) Pathophysiology III Pathophysiology of selected disease states. [1-0-0] <i>Prerequisite:</i> PHAR 471. <i>Corequisite:</i> All of PHAR 442, PHAR 452.</p> <p>PHAR 498 (3) Cases in Pharmaceutical Sciences III Case studies and other activities integrating scientific and clinical concepts. [0-0-3] <i>Prerequisite:</i> PHAR 399.</p> <p>PHAR 499 (3) Cases in Pharmaceutical Sciences IV Case studies and other activities integrating scientific and clinical concepts. [1-0-6] <i>Prerequisite:</i> PHAR 498.</p> <p>Type of Action: Revise course descriptions to: 1) indicate courses not eligible for Cr/D/F grading 2) increase credit value for selected</p>
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	<p>courses</p> <p>Rationale for Proposed Change:</p> <p>1) With regard to Cr/D/F eligibility:</p> <p>The Calendar currently states that “Students in the Bachelor of Science in Pharmacy program are permitted to take a maximum of 6 credits of non-pharmacy approved electives to satisfy degree requirements in compliance with the University's Credit/D/Fail policy” (see http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,393). Thus, no undergraduate PHAR course is eligible for Cr/D/F standing. Most of these are required courses, so would be ineligible in any case, and the elective courses are intended to provide specialized pharmacy-specific knowledge and are not the “exploration[s] of subject matter outside [the] program of study” or “exploration[s] of the new and unfamiliar” that are the basis of the Credit/D/Fail grading policy. Also, PHAR courses are not open to students in other programs. However, most course descriptions provided through the Student Service Centre, seen by students when registering for their courses, state “This course is eligible for Credit/D/Fail grading” (see sample screen shot).</p> <p>2) With regard to the credit values:</p> <p>PHAR 202, a pharmacy skills lab course, and PHAR 299, a case-based tutorial course, were originally approved some 10 years ago with incorrect vectors. They are both two-term courses, not one-term as the vectors would suggest. In addition, the PHAR 299 course has evolved to include a lecture component and, with the Faculty’s move into our new building in August 2012 and access to enhanced teaching space, the tutorial component is now scheduled weekly instead of every other week.</p>
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	<p>Student feedback on evaluations for these courses has consistently indicated a misalignment of workload and credit value.</p> <p>Similar corrections are necessary for PHAR 303, 399, 401, 498 and 499 and will be phased in.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>These are required courses in the BSc(Pharm) program and are not open to students outside the program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=PHAR&course=201

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2012 Winter > UBC Vancouver > PHAR > PHAR 201

PHAR 201 Pharmacist, Patient and Society SAVE TO WORKLIST

The Canadian health care system, the pharmacist-patient relationship, and contemporary trends and standards in pharmacy practice.

This course is eligible for Credit/D/Fail grading. To determine whether you can take this course for Credit/D/Fail grading, visit the [Credit/D/Fail](#) website. You must register in the course before you can select the Credit/D/Fail grading option.

Credits: 3

Status	Section	Activity	Term	Days	Start Time	End Time	Comments
STT	PHAR 201 001	Lecture	1	Tue Thu	12:30	14:00	>

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Note: Misleading information appears in the Student Service Centre for all but the most recently approved PHAR courses.



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

www.senate.ubc.ca

15 May 2013

To: Vancouver Senate

From: Senate Library Committee

Re: **Annual Report of the Senate Library Committee**

Background

Last year's report narrowed the focus of its wider concerns with collections / budget / space to the planned library-archival storage facility on the South Campus (formerly "BC Integrated Research Library"). A few days after the Senate Library Committee (SLC) presented its report last May, the Library announced a set of priorities determined by its budget process. These related to:

- closure of the Robson Square branch (effective 31 August 2012)
- development of a new service delivery model for St Paul's and Hamber hospital libraries
- consolidation of Science and Engineering collections (previously in IKBLC) with Life Sciences collections in Woodward Library
- creation of a new Visual and Performing Arts Library (music, theatre, film, art and architecture) in IKBLC
- creation of the "Integrated Research Library," i.e. South Campus library-archival facility

Besides addressing fiscal pressures faced by the Library, these measures would assist in implementing the recommendations of the recent service reviews of the Library (reported briefly last year by the SLC and in more detail by the University Librarian in her most recent report to Senate) and would advance the process of transformative change in which the UBC Library, like every other major research library, is currently engaged.

The SLC did not consider the proposed closure of the Robson Square branch, nor has it been directly involved in discussions of the future of the hospital libraries (now largely settled, it appears) or of the proposed Visual and Performing Arts Library—beyond supporting the Arts Faculty Library Advisory Committee in its efforts at consultation on that project (especially as they concerned the Music Library). The SLC has, however, been active this year in respect of the two other main areas of collections reorganization listed above.

As a context for its deliberations, the committee received a full briefing on the Library's budget projections for the next five years from Jean-Paul Eidsvik, Director of Library Finance and

Facilities (who reports both to the University Librarian and to the Director of Finance, Provost Portfolio).

Physical Collections and Library Space

The SLC conferred extensively during the year with librarians and members of the Library Advisory Committees (LACs) on the merger of Science (minus Mathematics) and Engineering and Life Sciences collections at Woodward, and on the reconfiguration of space and services in the Woodward Library. It also provided input for plans for the rehousing at IKBLC of the special collection of historic medical and scientific books currently kept in the Memorial Room at the Woodward Library, a facility that has been closed since the curator of the collection retired last year and that does not meet current specifications for the housing of such fragile material and could not easily be upgraded.

The committee received briefings from the interim Head of the Humanities and Social Sciences Division and from the Chair of the Arts Faculty LAC on the new research commons for faculty and graduate students at the Koerner Library, and on other recent adaptations of space in that building; long-term plans include more study rooms with computer facilities, and more programming space. There have also been significant changes to the placement of service desks and configuration of study and tutoring space at the IKBLC, on which the committee was briefed by the Director of the unit.

With the consolidation of some collections, repurposing of space in several buildings, preparation for the removal of materials to the South Campus long-term storage facility, and ongoing assessment of conservation needs, there has lately been a lot of physical transfer of books between sites. Approximately one million items were moved between December 2012 and March 2013 and the present phase of removals (and corresponding revision of catalogue records) will continue through August.

A continuing priority for the committee this year was:

South Campus Library-Archival Facility

Phase 1 of the development of this facility, which has now received Board 2 approval and is expected to be ready for use by the end of 2014, will house approximately 1.6m volumes (or equivalent bulk of mixed formats, including archives) and there is room on the site for a further five modules of the same capacity, sufficient for UBC's needs for the foreseeable future. There will also be processing and conservation facilities. The materials moved to this storage unit will be low-use, and will be made accessible to users either by digital scanning, next-day delivery to branches, or in exceptional cases (e.g., runs of journals) in the on-site reading room.

The committee has been particularly concerned to assist the Library in ensuring that it receives guidance from teachers and researchers about the specific needs of their disciplines with regard to "core" or "reference" collections to be maintained outside storage. A full process of consultation with academic units will be undertaken by the Library this summer and in the early fall. The SLC has been represented at the regular monthly meetings of the task force struck by the Library to plan for the facility, and this was also an agenda item for the combined meeting of the Senate Library, Budget and Academic Building Needs Committees.

Student Use of Library Collections and Services

To inform its discussions of library space planning this year the SLC asked student senators on the committee to survey students on their use of the library's facilities. Over 400 students (mainly undergraduates) responded to the survey. Among the conclusions: there is a continuing need for quiet study space; there are unmet needs for scanning and printing facilities on campus, as well as for access to computers (at all hours); food service and arrangements for eating in library buildings are still seen as sub-optimal by many. These and other findings of the survey, which were broadly consistent with recent studies conducted by the Library, have been integrated into the Library's latest planning.

Respectfully submitted,

Dr. Mark Vessey, Chair

Senate Library Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

www.senate.ubc.ca

30 April 2013

To: Vancouver Senate

From: Senate Nominating Committee

RE: b) Review of Committee Terms of Reference

As per the terms of reference for the Senate Nominating Committee, the composition of Senate and the terms of reference of Senate committees are to be reviewed during the third year of each Senate triennium. At the end of the last triennium, the Senate Nominating Committee decided to postpone the review until early 2013.

In January of this year, the Nominating Committee invited standing committees to review their committee's terms of reference and to advise of any proposed modifications. Following is a list of the terms of reference for the various committees who have recommended changes to date. Membership changes have also been included. Additions are indicated with boldface and deletions with strikethrough.

Motion: *That the recommendations concerning the terms of reference and membership of Senate committees be approved.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee

Academic Building Needs

Membership	<p>Eight senators (including three students and one Convocation member) (Senate minutes May 12, 2010)</p> <p>Chancellor (ex-officio) President (ex-officio) Registrar (ex-officio) (non-voting) An associate vice-president academic, as designated by the Academic Vice-President (ex-officio)</p> <p>NB: October 11, 1972 - Senate resolved that Deans not be included in the membership of the Committee on Academic Building Needs. (p. 5682 Senate minutes)</p>
Terms of Reference	<ol style="list-style-type: none"> 1. To monitor the implementation of the Campus Plan; 2. To annually review all building project priorities; 3. To recommend priorities on a) areas of broad significance in the use and maintenance of academic space, and, b) new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces and relationship to physical plant and planning; 4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource (Senate minutes September 14, 1994); and 5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital approval process. (Senate minutes May 16, 2006) 6. To meet jointly with other Senate Committees from time to time to discuss matters of mutual interest.
Quorum	<p>Five voting members.</p>

Academic Policy

Membership	<p>13 senators (including two students and two Convocation members)</p> <p>Chancellor (ex-officio)</p> <p>President (ex-officio)</p> <p>Registrar (ex-officio) (non-voting)</p> <p>An associate vice-president academic, as designated by the Academic Vice-President (ex-officio)</p>
Terms of Reference	<ol style="list-style-type: none"> 1. To advise the Senate on such matters of important academic policy as may be referred to it from time to time. 2. To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate. 3. To advise the Agenda Committee, when requested, on matters brought before Senate. 4. To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses. 5. To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate. (Senate Minutes May 16, 2006) 6. To report to the Senate at least annually on its deliberations.
Quorum	<p>Seven voting members</p>

Admissions

<p>Membership</p>	<p>Nine senators (Including two students and one Convocation member)</p> <p>Chancellor (ex-officio) (voting)</p> <p>President (ex-officio) (voting)</p> <p>Registrar (ex-officio) (voting, except in cases of Student Appeals)</p> <p>An associate vice-president academic as designated by the Academic Vice President (ex-officio) (non-voting)</p> <p>Chair, Senate Curriculum Committee (ex-officio) (voting)</p> <p>Head of unit responsible for undergraduate admissions, as designated by the Registrar (ex-officio) (voting, except in cases of student appeals) (Senate minutes September 15, 2010)</p> <p>One Assistant or Associate Dean from each Faculty (ex-officio) (voting, except in cases of student appeals) (Senate minutes May 16, 2006)</p> <p>Note: All ex-officio committee members may vote in matters not identified under Term of Reference #6 below.</p>
<p>Terms of Reference</p>	<ol style="list-style-type: none"> 1. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate. 2. To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998), and to make recommendations to Senate. 3. To review and approve the terms of affiliation relating to student mobility with other universities, colleges, or other institutions of learning, and to modify or terminate the affiliation, in accordance with the policy of the Council of Senates.* 4. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission; and to review and rule on appeals related to admission, re-

	<p>admission, and transfer to the University.</p> <ul style="list-style-type: none"> a. Assistant or Associate Deans are to recuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty. b. Committee members who are not members of Senate are to recuse themselves from the hearing of student appeals. c. Decisions made on appeals brought before the Committee are reported to Senate for information on an annual basis. <p>5. To review advancement requirements.</p> <p>6. Assistant or Associate Deans are to excuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.</p> <p>7. Only Committee members who are also members of Senate may vote on motions related to student appeals.</p> <p>* Under Section 38.2(4) of the <i>University Act</i>, the responsibility of considering affiliation agreements falls to the Council of Senates. The Senate Admissions Committee considers those agreements that the Council deems relevant to the Vancouver Campus.</p>
Quorum	Five members of the Committee who are members of Senate. (Senate minutes, May 16, 2006)

Agenda

Membership	<p>Seven senators (including two students)</p> <p>Chancellor (ex-officio)</p> <p>President (ex-officio)</p> <p>Registrar (ex-officio)</p>
Terms of Reference	<ol style="list-style-type: none"> 1. To prepare an agenda for Senate meetings. 2. To discuss matters referred to it by Senate or by the Chair of Senate for report to Senate. 3. To consider and take action on behalf of the Senate upon all matters that may be referred to the Senate by the Board. (p. 6397 Senate Minutes) 4. To consider matters relating to the implementation of the University Act. (p. 7409 Senate Minutes) 5. To annually collect and prepare for Senate discussion topics of broad academic interest. (Senate Minutes May 16, 2006)
Quorum	Four Three voting members

Curriculum

Membership	<p>18 Senators (including five students and at least three Convocation members)</p> <p>Chancellor (ex-officio) President (ex-officio) Registrar (ex-officio) (non-voting) Librarian (ex-officio) An associate vice-president academic, as designated by the Academic Vice-President (ex-officio) Associate Vice-President, Continuing Studies (ex-officio) Representative, Continuing Education Division in the Health Sciences (ex-officio) One Curriculum Committee Chair from each Faculty (ex-officio) Chair, Senate Admissions Committee (ex-officio)</p>
Terms of Reference	<ol style="list-style-type: none"> 1. To consider proposals from faculties for new, changed and deleted courses, programs of study, degrees, and other credentials, and to make recommendations thereon to Senate. (Senate minutes, May 16, 2006) 2. To keep under review the policies and programs of the University with respect to continuing education activities. (Senate minutes, May 16, 2006) 3. To monitor Senate's policy on expanding the availability of degrees and other credentials through part-time study, and to make recommendations thereon to Senate. (Senate minutes, May 16, 2006) 4. To recommend, where appropriate, an order of priority for the implementation of the recommendations of the Committee. (Senate minutes, May 16, 2007) 5. To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic records. 6. To review advancement requirements for academic programs throughout the University, including both new programs and changes to existing programs, and to make recommendations to Senate. (Senate minutes May 15, 2013)
Quorum	Nine voting members

Nominating

Membership	<p>10 senators (including two students and two Convocation members)</p> <p>Chancellor (ex-officio)</p> <p>President (ex-officio)</p> <p>Registrar (ex-officio)</p>
Terms of Reference	<p>1. To nominate the elected membership of all Senate committees, unless Senate otherwise provides, and to recommend the size of each committee.</p> <p>2. To nominate the elected senate membership on other bodies where Senate is represented, unless Senate otherwise provides, and to make recommendations on the composition and form of such committees;</p> <p>3. To nominate the Vice-Chair of Senate; and</p> <p>4. To review the composition of Senate during the third year of each Senate, and also to conduct such a review should any substantive changes be made to the University Act, or should the number of faculties or colleges at the campus change. (Senate minutes May 16, 2007)</p> <p>5. To review terms of reference of Senate committees during the third year of each Senate. (Senate minutes, September 14, 1994)</p>
Elections	<p>1. The Secretary of Senate shall call for nominations to this Committee before the first meeting of a newly constituted Senate and shall include the names of those nominated in the notice calling this meeting.</p> <p>2. The committee shall be elected by written ballot on or before the first meeting of a newly constituted Senate.</p> <p>3. The committee shall elect its own Chair, the first meeting being convened by the Secretary of Senate.</p> <p>4. When a vacancy occurs in the Nominating Committee, the vacancy shall be declared at the next regular meeting of Senate at which time there shall be a call for nominations to fill the vacancy. The nominees shall indicate to the Secretary of Senate their willingness to stand, prior to the election. The Senate shall elect a member of Senate to fill the vacancy by ballot at the immediately following regular meeting of Senate.</p>
Procedures for	<p>1. The Chancellor, President and Registrar shall be ex-officio members of all Senate Committees.</p>

Committee Appointments	<p>2. A member of Senate is entitled to suggest to the Nominating Committee the names of individuals who might be nominated for particular committees.</p> <p>3. Reports of the Nominating Committee shall be sent to members of Senate along with the Senate agenda.</p> <p>4. Additional nominations may be made from the floor of Senate, provided the consent of the nominees has been obtained.</p> <p>5. When a vacancy occurs or is expected to occur on a committee, or when a committee wishes to add to its members, the Chair of that committee shall notify without delay the Chair of the Nominating Committee.</p> <p>6. It should be noted that members of Senate who go on leave-of-absence are deemed to have resigned from the Senate committees on which they serve except in the case of faculty members who inform the Secretary of Senate of their intent to remain on campus and to be active in Senate business during their leave.</p> <p>7. The following report on the matter of addition nominations for membership on committees being made from the floor was adopted by Senate November 13, 1974:</p> <p style="padding-left: 40px;">a. Except in those cases where it has provided otherwise, Senate has given the committee the task of deciding the appropriate size of each committee and so recommending to Senate. (Senate minutes pp. 6103, 6125 and 6127)</p> <p style="padding-left: 40px;">b. Where the committee nominates the membership of a committee, the number of names it submits to Senate indicates its decision on the appropriate size of this committee. The addition of members by Senate, therefore, is contrary to the opinion of the Nominating Committee.</p> <p style="padding-left: 40px;">c. Senate clearly has the right to vary the recommendation of the Nominating Committee about the size of a committee. It can do so, however, only by a motion to that effect. It should be done by an express, not an implied, motion.</p> <p style="padding-left: 40px;">d. Members of Senate clearly have the right to make additional nominations from the floor of Senate; under present Senate resolutions, this can only be done with the consent of the nominees. (Senate minutes p. 6126)</p> <p style="padding-left: 40px;">e. When addition nominations are made from the floor, an election should be held to determine the membership of the committee of the size recommended by the Nominating Committee, unless the Senate</p>
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	<p>has first passed a resolution to increase the size of the committee in accordance with paragraph c.</p> <p>8. The Nominating Committee also makes nominations for a Vice-Chair of Senate, at least annually, who shall chair meetings in the absence of the President; in no case shall a vice-chair serve more than two consecutive terms. University Act, section 36 (a).</p>
Quorum	Seven voting members

Student Awards

Membership	<p>Nine senators (including two students and two Convocation members) (Senate minutes, May 16, 2012)</p> <p>Chancellor (ex-officio) President (ex-officio) Registrar (ex-officio) Dean, Faculty of Graduate Studies (ex-officio) Director, Student Financial Services (ex-officio) Director, Graduate Awards and Development, Faculty of Graduate Studies (ex-officio) (Senate minutes December 12, 2012) Manager, Student Financial Support (ex-officio) (non-voting) Associate Director, Awards, Development Office, Gift and Estate Planning (ex-officio) (non-voting) Manager, Awards, Development Office Gifts and Estate Planning Associate Director, Annual Awards, Development Office, Gift and Estate Planning (ex-officio) (non-voting)</p>
Terms of Reference	<p>1. To recommend scholarships, fellowships, bursaries and prizes to Senate for approval, to report to Senate on matters of policy under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards (May 1999 Senate minutes)</p> <p>2. To advise the Director of Awards and Financial Aid Enrolment Services on matters of policy relating to fellowships, scholarships, bursaries and prizes. (p. 7265 Senate minutes, amended May 1999)</p>
Quorum	Four voting members

Tributes

Membership	<p>13 Senators (including two students and two Convocation members)</p> <p>Chancellor (ex-officio) President (ex-officio) Registrar (ex-officio) Director of Ceremonies (ex-officio)</p>
Terms of Reference	<ol style="list-style-type: none"> 1. To consider persons who are suggested to the Committee or whom it considers to be suitable recipients for honorary degrees and to make recommendations to Senate. 2. To recommend to Senate emeritus status in appropriate cases. 3. To prepare a statement regarding deceased members of Senate to be recorded in the minutes. 4. To consider regalia colours for new degree programs, and to make recommendations to Senate. 5. To consider rules governing procedure for the transaction of business by the convocation, and to make recommendations to Senate.
Quorum	Eight voting members



30 April 2013

To: Vancouver Senate

From: Nominating Committee

Re: c) **Appointment of Student Senators to Committees of Senate and
Committees of the Council of Senates (approval)**
d) **Election of Student Senators to the Council of Senates (approval)**

c) Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval)

***Motion:** That Senate appoint student senators to the Committees of Senate as follows, effective until March 31, 2014 and thereafter until replaced.*

1. Academic Building Needs

Mark Prescott
Julienne Jagdeo
Veni Goyal

2. Academic Policy

Julienne Jagdeo
Kiran Mahal

3. Admissions

Tanya Shum
Casey Chan

4. Agenda

Philip Edgcumbe
Kiran Mahal

5. Appeals on Academic Standing

Casey Chan
Tom MacLachlan
Kiran Mahal



6. Curriculum

Graham Beales
Tanya Shum
Natalie Marshall
Casey Chan
Barak Caracheo

7. Library

Mark Prescott
Nina Karimi
Anne Kessler
Melanie McKenna

8. Student Appeals on Academic Discipline

Tom MacLachlan
Mona Maleki
Nina Karimi

9. Student Awards

Veni Goyal
Graham Beales

10. Teaching and Learning

Mona Maleki
Natalie Marshall
Melanie McKenna

11. Tributes

Melissa Patton

12. Elections Committee of the Council of Senates

Kiran Mahal

13. Budget Committee of the Council of Senates

Cole Leonoff

14. Council of Senates Vancouver Representative Committee 4

Julienne Jagdeo



d) Election of Student Senators to the Council of Senates (approval)

As per section 38.1(e) of the *University Act*, the Vancouver Senate must elect four (4) representatives to the Council of Senates. Senate has determined that two (2) such representatives be students. The Nominating Committee recommends to Senate the nomination of Anne Kessler and Philip Edgcumbe for election as student representatives to the Council of Senates.

Motion: *That Senate elect Ms. Anne Kessler and Mr. Philip Edgcumbe to the Council of Senates.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

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30 April 2013

To: Vancouver Senate

From: Senate Nominating Committee

RE: e) Adjustment to Student Awards Committee Membership – Faculty of Graduate Studies Name Change

At the 20 March 2013 meeting of the Vancouver Senate, a proposal to change the name of the Faculty of Graduate Studies to the Faculty of Graduate and Postdoctoral Studies was approved, effective 1 July 2013. As a result, the titles of two (2) ex-officio members of the Student Awards Committee must be adjusted to reflect the name change. The Nominating Committee requests that Senate adjust the following titles, as indicated:

“Dean, Faculty of Graduate Studies” with “Dean, Faculty of Graduate and Postdoctoral Studies”

“Director, Graduate Awards and Development, Faculty of Graduate Studies” with “Director, Graduate Awards and Development, Faculty of Graduate and Postdoctoral Studies”

Motion: *That the membership of the Student Awards Committee be adjusted, to replace the ex-officio member titles “Dean, Faculty of Graduate Studies” and “Director, Graduate Awards and Development, Faculty of Graduate Studies” with “Dean, Faculty of Graduate and Postdoctoral Studies” and “Director, Graduate Awards and Development, Faculty of Graduate and Postdoctoral Studies,” respectively, effective 1 July 2013.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee



3 May 2012

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2012 – 30 April 2013) (information)**

Members of the Committee:

- Prof. Bruce MacDougall (Chair)
- Mr. Tariq Ahmed
- Prof. Bonnie Craig
- Mr. Brendan Craig
- Mr. Darran Fernandez
- Dr. Sue Grayston
- Mr. Montana Hunter
- Dean Murray Isman
- Mr. Tagg Jefferson
- Dr. Philip Loewen
- Ms. Trish Rosseel

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c.468. The Committee is the “standing committee in the final appeal for students in matters of academic discipline.” Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action of the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the Senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <http://www.senate.ubc.ca/vancouver/rules.cfm?go=discipline>.

During the period from 1 May 2012 to 30 April 2013, the Senate Committee heard seven (7) appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. Of the appeals considered by the Senate Committee, one (1) was allowed and six (6) were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:



1. 31 May 2012

The student was disciplined for plagiarizing an assignment and group project work from online sources. The discipline imposed was a mark of zero in the course, suspension from the University for a period of 12 months and a notation of academic misconduct entered on the student's transcript. The student appealed on the ground that the discipline imposed was excessive. The standard for review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable and confirmed that decision.

Appeal dismissed

2. 5 July 2012

The student was disciplined for submitting work that was plagiarized from that of another student in the same course in a previous term. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript. The student appealed on four grounds:

- 1) There student has material evidence that was not reasonably available at the time of the President's Committee hearing.

Where the appeal is under this section and the Senate Committee is satisfied that the material evidence was not reasonably available at the time of President's Committee hearing and there was a substantial likelihood that it would affect the outcome, the Senate committee may send the matter back to the President's Committee for rehearing. The Committee found that the evidence presented by the student was available at the time of the hearing before the President's Committee and would not have substantially affected the outcome of the process before the President's Committee.

- 2) The procedures of the President's Committee was unfair or operated unfairly in that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or the President gave in sufficient reasons for his decision.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

- 3) There was a breach or unfair application of the University's procedures prior to the President's Committee hearing that was raised before the President's Committee but was not adequately remedied through the President's Committee.



The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

4) The discipline imposed by the President was excessive

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

3. 17 July 2012

The student was discipline for submitting several assignments containing text copied from the work of another student in the course. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 4 months and a notation of academic misconduct entered on the student's transcript. The student appealed on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable and confirmed that decision.

Appeal dismissed

4. 26 July 2012

The student was disciplined for using unauthorized materials during an examination. The discipline imposed by the President was a mark of zero in the course, a letter of reprimand and a notation of academic misconduct entered on the student's transcript. The student appealed on three grounds:

- (1) The procedures of the President's Committee was unfair or operated unfairly in that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or the President gave in sufficient reasons for his decision.

The standard of review for this ground is reasonableness. The Committee found a reasonable apprehension of bias in the President's Committee and referred the matter back to the President's Committee for rehearing.

- (2) The President erred in his assessment of the evidence in the President's Committee report, including any factual inference made by the President, or the student's credibility or that of other witnesses.

Given the Committee's decision on the first ground and the remedy granted as a result, the Committee made no decision on this ground of appeal.



(3) The discipline imposed by the President was excessive.

Given the Committee's decision on the first ground and the remedy granted as a result, the Committee made no decision on this ground of appeal.

Appeal allowed

5. 7 September 2012

The student was disciplined for submitting two components of a final project that were plagiarized from online sources. The discipline imposed was a mark of zero in the course, suspension from the University for a period of four months and a notation of academic misconduct entered on the student's transcript. The student appealed on the ground that the discipline imposed, namely the mark of zero in the course, was excessive. The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable and confirmed that decision.

Appeal dismissed

6. 27 November 2012

The student was disciplined for modifying a graded final examination in an attempt to improve a final course grade. The discipline imposed by the President was a mark of zero on the final examination, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript. The President also decided that the student receive no credit towards the completion of a UBC degree for courses taken at another institution during the period of suspension. The student raised three grounds for appeal:

- 1) The student has material evidence that was not reasonably available at the time of the President's Committee hearing.

Where the appeal is under this section and the Senate Committee is satisfied that the material evidence was not reasonably available at the time of President's Committee hearing and there was a substantial likelihood that it would affect the outcome, the Senate committee may send the matter back to the President's Committee for rehearing. The Committee found that the evidence presented by the student was available at the time of the hearing before the President's Committee and would not have substantially affected the outcome of the process before the President's Committee.



- 2) There was a breach or unfair application of the University's procedures prior to the President's Committee hearing that was raised before the President's Committee but was not adequately remedied through the President's Committee.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

- 3) The discipline imposed was excessive.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

7. 4 December 2012

The student was disciplined for submitting substantially similar final research papers in two courses without obtaining prior approval from the course instructors. The discipline imposed was a mark of zero for final papers in both courses. The student appealed on four grounds:

- 1) The President incorrectly determined that the conduct of the student, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure.

The standard of review for this ground is correctness. The Committee did not find that the President's decision was incorrect.

- 2) The procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for his decision.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

- 3) The President erred in the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President, or the credibility of the student or other witnesses.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.



- 4) The discipline imposed was excessive.

The standard of review for this ground is reasonableness. The Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

Respectfully submitted,

Prof. Bruce MacDougall, Chair
Senate Committee on Student Appeals on Academic Discipline



3 May 2013

From: Senate Committee on Student Awards
To: Vancouver Senate
Re: New Awards and Proposed Changes to Existing Awards (April 2013)

The Student Awards Committee recommends:

“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.”

BLAKES Scholar Award in Law - Blake, Cassels & Graydon LLP offers a \$5,000 renewable award for a J.D. student entering second year who demonstrated academic excellence in their first year of studies (achieving a grade in the top 10% of the class). The award is renewable provided the student maintains academic standing in the top 20% of the class during their second year. Preference will be given to a student who demonstrates involvement in community service and extra-curricular activities, and individuals from groups that are underrepresented in the legal profession. Recommendation is made by the Faculty of Law. (First Award Available in the 2013/2014 Winter Session)

BULL Housser Entrance Award – Bull Housser is pleased to offer a \$15,000 award to a student who is entering their first year of the JD program, has demonstrated academic excellence, and has also shown entrepreneurial initiative or a commitment to community service or philanthropy; qualities and attributes that the firm holds as its core values. The award is made based on the recommendation of the Faculty of Law. Students must apply for consideration and application details will be provided. (First Award Available in the 2013/2014 Winter Session)

Marlene FLATER Memorial Scholarship in Music – A \$1,000 scholarship is offered by the Estate of Marlene Flater to an undergraduate student entering their first year of study in the School of Music. Preference will be given to female candidates. Recommendation is made by the School of Music. (First Award Available in the 2013/2014 Winter Session)



Mark HARRIS Memorial Scholarship in Film Studies – A scholarship of \$1,000 is offered by family, friends, alumni and colleagues in memory of Dr. Mark Harris (MA '92, PhD '98). A much-loved UBC Film Studies instructor, Mark inspired students with his deep passion for cinema as well as his incredible energy, warmth and humour. He was a leading authority on international films and veteran movie critic for the Georgia Straight. The award is offered to a fourth year student in the BA in Film Studies Major or Honours programs or to a student in the MA in Film Studies program, with preference given to students who have demonstrated a passion for cinema. The award is made on the recommendation of the Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Fred HERZOG Award in Visual Art - An award of \$2,500 is offered by the Y.P. Heung Foundation in honour of Fred Herzog. A pioneer of colour photography, Mr. Herzog has focused his lens on urban and street life in Vancouver for over 50 years. His substantial body of work has been shown in exhibitions across the country and around the globe. He worked for UBC as a medical photographer for many years, and has previously taught in the fine arts departments at UBC and SFU. The award is available to an outstanding undergraduate or graduate student pursuing a Fine Arts major in the Department of Art History, Visual Art and Theory who demonstrates volunteerism and community service. The award is made on the recommendation of the Department and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

INSTITUTE of Mental Health Award – Awards totaling \$2,100 are offered by the Institute of Mental Health and are awarded to second year MD candidates for the best original piece of work that demonstrates insight into mental illness and/or addictions. The submission can be in any form such as an essay, reflection, story, video, song, poem or painting. The submission can be personal, fictional or anecdotal but should demonstrate that it is based on research and understanding. Awards are made on the recommendation of the Institute of Mental Health. (First Award Available in the 2013/2014 Winter Session)

Howard A. LEACH Scholarship in Operations Research – A scholarship of \$5,000 has been established by HALCO Software Systems Ltd. in honour of their founder, Howard A. Leach, for a student entering fourth year in the Wood Products Processing program. Preference is given to students who have a demonstrated interest in the field of Operations Research. This award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2013/2014 Winter Session)



LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Buddhist Studies - One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to recognize outstanding academic achievement in Buddhist studies at either the undergraduate or graduate level. Candidates must be Canadian Citizens, Permanent Residents or convention refugees with proof of status. Recommendations are made by the Department of Asian Studies, and in the case of graduate students in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Academic Session)

LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Education - One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding undergraduate or graduate student pursuing a degree in Education who demonstrates academic excellence. Candidates must be Canadian Citizens, Permanent Residents or convention refugees with proof of status. Recommendations are made by the Faculty of Education, and in the case of graduate students in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Academic Session)

LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Medicine - One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding MD candidate who demonstrates academic excellence. Candidates must be Canadian Citizens, Permanent Residents or convention refugees with proof of status. Recommendations are made by the Faculty of Medicine, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Academic Session)

LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Pharmaceutical Science - One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding undergraduate or graduate pharmaceutical science student who demonstrates academic excellence. Candidates must be Canadian Citizens, Permanent Residents or convention refugees with proof of status. Recommendations are made by the Faculty of Pharmaceutical Science, and in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Academic Session)

LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Social Work - One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding undergraduate or graduate student in social work who demonstrates academic excellence. Candidates must be Canadian Citizens, Permanent Residents or convention refugees with proof of status. Recommendations are made by the School of Social Work, and in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Academic Session)



Joan PILCHER Recreation Award – A \$1000 award has been endowed by Dr. Nestor Korchinsky in honour of Joan Pilcher and the significant role that Joan played in furthering the goals of university community-living through a vibrant intramural/recreation program. The award recognizes future outstanding recreation leaders by celebrating the contributions made by a student in the first year as a UBC Recreation Student Administrator. Recommendation is made by the Department of Athletics. (First Award Available in the 2013/14 Winter Session)

SUNSTAR G-U-M Leadership Award in Dental Hygiene - Scholarships totalling \$1,000 are offered by Sunstar G-U-M to fourth year students enrolled in the Dental Hygiene Degree Program who demonstrate leadership in their class or community. Financial need may be taken into consideration. Recommendations are made by the Faculty of Dentistry. (First Award Available in the 2013/14 Winter Session)

UNIVERSITY Women's Club of Vancouver Aboriginal Bursary in Medicine – A \$1,500 bursary is offered by the University of Women's Club of Vancouver to Aboriginal students in the Faculty of Medicine's MD undergraduate program. Preference is given to female Aboriginal students in good academic standing and with demonstrated financial need. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

UNIVERSITY Women's Club of Vancouver Bursary in Midwifery – A \$1,500 bursary is offered by the University of Women's Club of Vancouver to students in the Faculty of Medicine's Midwifery Program. Preference is given to female students with demonstrated financial need and in good academic standing. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

Ian WALLACE Award in Art History - An award of \$2,500 is offered by the Y.P. Heung Foundation in honour of Ian Wallace (BA'66, MA'88, DLitt'10). A Vancouver-based artist, educator and art historian, Mr. Wallace is known throughout the world for his critical reflections and contributions as a pioneer in photo-conceptual art. He has served as a mentor and teacher to generations of artists, and has had a fundamental role in reinvigorating visual arts education in BC and Canada. The award is available to an outstanding undergraduate or graduate student pursuing an Art History major in the Department of Art History, Visual Art and Theory who demonstrates volunteerism and community service. The award is made on the recommendation of the Department and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)



Tom Henrik WALTER Occupational Therapy Award – An award of \$1,000 is offered by Heddi and Tony Walter in memory of their dear son Tom, who graduated with a BSc (OT) from UBC in 1988. The award will recognize students in their final year of the MOT program who have excelled in their degree through perseverance and hard work. The awards are made on the recommendation of the Department of Occupational Therapy in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Scott WEEKES and Anne Laite Memorial Bursary in Geological Sciences – A bursary of \$1,000 has been endowed by Redstar Gold Corp., family and friends in the memory of Scott Weekes and Anne Laite for undergraduate students within the Department of Earth, Ocean and Atmospheric Sciences with a strong focus in geological sciences. While studying at UBC, life-long passions for geology brought Scott and Anne together. Scott pursued a fulfilling career in mineral exploration, and rose through the ranks to serve as the President of Redstar Gold Corp. Anne entered into a career in science education and inspired high school students to pursue their scientific interests. Special consideration will be given to a student who demonstrates a keen interest in economic geology. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

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

#4817 Wendy FAN Memorial Scholarship - A \$2,975 scholarship has been endowed in memory of Wendy Fan for a student who is entering graduate studies in either Science, Applied Science, Medicine or Commerce and Business Administration. The award is made on the recommendation of the Faculty of Graduate Studies.

How amended: opened up criteria so that candidates do not have to complete their undergraduate degree at an institution outside of North America.

#5380 - Fluor Canada Ltd. Scholarship in Civil Engineering - A scholarship of \$1,750 has been offered by Fluor Canada Ltd., to a co-op student entering the penultimate or final year of a program leading to an undergraduate degree in Civil Engineering. The award is made on the recommendation of the Head of the Department of Civil Engineering.

How Amended: Decreased the award value to \$1750 and included the criteria that the scholarship must go to a co-op student



#5381 -Fluor Canada Ltd. Scholarship in Electrical Engineering - A scholarship of \$1,750 has been offered by Fluor Canada Ltd., to a co-op student entering the penultimate or final year of a program leading to an undergraduate degree in Electrical Engineering. The award is made on the recommendation of the Head of the Department of Electrical and Computer Engineering.

How Amended: Decreased the award value to \$1750, removed computer engineering students as possible candidates and included the criteria that the scholarship must go to a co-op student

#5382 - Fluor Canada Ltd. Scholarship in Mechanical Engineering - A scholarship of \$1,750 has been offered by Fluor Canada Ltd., to a co-op student entering the penultimate or final year of a program leading to an undergraduate degree in Mechanical Engineering. The award is made on the recommendation of the Head of the Department of Mechanical Engineering.

How Amended: Decreased the award value to \$1750 and included the criteria that the scholarship must go to a co-op student

#2195 - Fluor Canada Ltd Scholarship in Mining or Mineral Processing - A scholarship of \$1,750 has been offered by Fluor Canada Ltd., to a co-op student entering the penultimate or final year of a program leading to an undergraduate degree in Mining and Mineral Process Engineering. The award is made on the recommendation of the Head of the Department of Mining and Mineral Process Engineering.

How Amended: Decreased the award value to \$1750 and included the criteria that the scholarship must go to a co-op student

Shaun Kenneth GAUTHIER (Shaun G) Scholarship in Cancer Research - Scholarships totalling \$1,000 have been endowed by friends and family of Shaun Gauthier who was a brilliant, intelligent, vibrant young man who touched many lives and had a wonderful enthusiasm for life. Candidates must be focused on cancer research with preference that the scholarships go to students specializing in soft tissue sarcoma, specifically Angiosarcoma. Recommendations will be made by the Faculty of Graduate Studies. (First Award Available in the 2012/2013 Winter Session)

How amended: revised the title to include Shaun's middle name, Kenneth.



#574 Harry LOGAN Memorial Scholarship - Harry Tremaine Logan (1887-1971), a graduate of McGill University, Rhodes Scholar, a graduate of Oxford University, and recipient in 1965 of the honorary degree of LL.D. from the University of B.C., joined the original Faculty of this University in 1915 after two years of teaching at McGill College. He taught in the Department of Classics, of which he was Head from 1949 to 1954, until his final retirement in 1967 at the age of eighty. His long career at the University was twice interrupted, first when he served in the 72nd Seaforth Highlanders of Canada and the Canadian Machine Gun Corps (1915-1919), second when he became Principal of Prince of Wales Fairbridge Farm School at Duncan, B.C. (1936- 1946), and Secretary of the Fairbridge Society (1946-1949). His was a remarkable career: he held each academic rank, he helped to draw up the constitution of the Alma Mater Society, he participated in the Great Trek (1922), he sat as a member of Senate for twenty-four years and of the Board of Governors for five, he edited The Alumni Chronicle, he wrote the official history of the University (Tuum Est, 1958) and was named a Great Trekker by the Students in 1960. He was one of the outstanding teachers and to thousands of men and women he was teacher and adviser and friend. His interest in the affairs of the University remained all-encompassing until the day of his death. His many students and friends have contributed from all over the world to a fund that will produce a scholarship in honour of a teacher and a gentleman. A \$1,150 scholarship is awarded by the Committee to a student with a good academic standing, achievement in sport, and participation in other student activities. The award is open to students entering the penultimate or final year of a baccalaureate program, the first year of Graduate Studies, or students in the Faculties of Medicine, Dentistry or Law. The winner will normally be selected from candidates nominated for the Sherwood Lett Memorial Scholarship and will also receive the Harold B. and Nellie Boyes Memorial Scholarship of \$2,050.

How amended: amended list of eligible Post-Baccalaureate programs to include the Faculty of Law.

#8358 William McArthur Memorial Bursary - A \$600 bursary has been endowed by family and friends in loving memory of Dr. William (Bill) McArthur, who was the first Chief Coroner for British Columbia and, until his passing, pursued his love of medicine in part-time family practice. The award is offered to students in the Faculty of Science.

How amended: changed the criteria to offer a single bursary instead of multiple bursaries as per the donor's request.

#655 John H. MITCHELL Memorial Scholarship - A \$10,000 scholarship was established by his family, as a tribute to John Hardie Mitchell, a 1924 graduate in the



Faculty of Arts. He devoted sixty-five years to developing the stevedoring business in British Columbia and was the owner and Chairman of the Board of Canadian Stevedoring Company Ltd. and Casco Terminals. The award is open to students entering the penultimate or final year of a baccalaureate program, the first year of Graduate Studies, or students in the Faculties of Medicine, Dentistry or Law. The selection is made by a special committee from among those candidates nominated by faculties for the Sherwood Lett Memorial Scholarship. Candidates are expected to have good academic standing, and have demonstrated achievement in sports and participation in student and community activities.

How amended: amended list of eligible Post-Baccalaureate programs to include the Faculty of Law.

#1810 - MONARCH Pediatric Dental Centre Bursary - Two bursaries of \$1,000 each are offered by Monarch Pediatric Dental Centre to a student in each of the third and fourth year of the DMD Program. Candidates are selected on the basis of financial need and are determined by Enrolment Services. (Revision to take effect in 2012/13 Winter Session)

How amended – increase in the number of bursaries available and replaced eligible candidates from 1st year students to 3rd and 4th year students. Removed any reference of the Orthodontic Dental Centre in the title and body of the description.

#1811 - MONARCH Pediatric Dental Centre Award - Two awards of \$1,000 each are offered by Monarch Pediatric Dental Centre to a student in each of the third and fourth year of the DMD Program who demonstrates excellence in pediatric dentistry. Recommendations are made by the Faculty of Dentistry. (Revision to take effect in 2012/13 Winter Session)

How amended – change in the award classification from bursary to award, increased the number of awards available as well as the value of each award. 4th year students included as eligible candidates and also removed reference of the Orthodontic Dental Centre in the title and body of the description.

#1823 - MONARCH Pediatric Dental Centre Graduate Fellowship - Three fellowships of \$2000 each are offered by Monarch Pediatric Dental Centre to first year dental students in the Graduate Pediatric Program. To be considered candidates must be either a Canadian Citizen or Permanent Resident. Recommendations are made by the Faculty of Dentistry in consultation with the Faculty of Graduate Studies. (Revision to take effect in the 2013/14 Winter Session)

How amended – Increased the number of fellowships and decreased the value of each fellowship. Slight change in the donor name with the removal of any reference to the Orthodontic Dental Centre in the title or body of the description.



#803 Kitzel Award in Applied Biology – A \$500 award is offered to a fourth year student in the B.Sc. (Applied Biology) Program who has demonstrated a strong sense of professionalism and community spirit and an understanding of the importance of, and a personal commitment to, primary agriculture. The award is established in honour of the Kitzel Family who, since 1977, have hosted at their dairy farm in Surrey, B.C. over 3,000 students and researchers from the Faculty of Land and Food Systems. The award is made on the recommendation of the Faculty of Land and Food Systems.

How amended: change of program name from B.Sc. Agroecology to B.Sc. Applied Biology.

#723 John N SANDNESS Prize - A book prize valued at \$70 has been endowed in memory of John N. Sandness, who laid the foundations for a program in applied entomology in the Department of Plant Science. It is awarded on the basis of the best insect collection submitted in partial fulfillment of the requirements of the course, APBI 327 (Introduction to Entomology), which is cross-listed with BIOL 327 (Introduction to Entomology).

How amended: AGRO 327 has been renamed APBI 327 and it is cross-listed with BIOL 327 Introduction to Entomology.

#4632 Don WEHRUNG International Student Award - Awards totalling \$45,000 have been endowed in honour of Dr. Donald A. Wehrung on the occasion of his stepping down as the founding Executive Director of UBC's International Student Initiative, in which capacity he served from 1996 to 2008. The awards recognize outstanding international students from developing countries who have achieved academic excellence under exigent circumstances and would be unable to pursue post-secondary education without assistance. Candidates for the award are nominated by secondary schools, as well as by international, community-based and non-governmental organizations. The value of each award depends on the candidate's financial circumstances and the costs of their program. The awards are made to students entering the University directly from secondary school and may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient achieves satisfactory academic standing as determined by his or her Faculty, holds a valid Canadian Study Permit (student visa), and continues to demonstrate financial need. The awards are made on the recommendation of a selection committee comprised of faculty and staff from across the University, with input from members of the community.

How amended: removed "Humanitarian" from title.



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THE UNIVERSITY OF BRITISH COLUMBIA



3 May 2013

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
Retirements or Resignations - January 1, 2013 to August 31, 2013				
Last Name	First Name	Rank	Faculty	Emeritus Title
Altman	Siemion	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Breuil	Colette	Professor	Forestry	Professor Emeritus of Wood Science
Buchanan	R. Alan	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Carey	Stephen	Professor	Education	Professor Emeritus of Language and Literacy Education
Cooper	John Xiros	Professor	Arts	Professor Emeritus of English
Coulter-Mackie	Marion	Associate Professor	Medicine	Associate Professor Emeritus of Paediatrics
Cramond	Patrick	Senior Instructor	Applied Science	Senior Instructor Emeritus of Mechanical Engineering
Ellis	Brian E.	Professor	Science	Professor Emeritus of Botany
Fleming	Jonathan	Associate Professor	Medicine	Associate Professor Emeritus of Psychiatry
Gardiner	Daniel	Senior Instructor	Commerce & Business Administration	Senior Instructor Emeritus of Commerce and Business Administration
Globerman	Judith	Associate Professor	Medicine	Associate Professor Emeritus of Population and Public Health
Grauer	Kit	Associate Professor	Education	Associate Professor Emeritus of Curriculum and Pedagogy
Guasparini	Roland	Clinical Professor	Medicine	Clinical Professor Emeritus of Population and Public Health
Guilbaut	Serge	Professor	Arts	Professor Emeritus of Art History, Visual Art and Theory
Hawkins	Robert	Clinical Professor	Medicine	Clinical Professor Emeritus of Orthopaedic Surgery
Jongbloed	Lynette	Associate Professor	Medicine	Associate Professor Emeritus of Occupational Sciences and Occupational Therapy
Mackie	George A.	Professor	Medicine	Professor Emeritus of Biochemistry and Molecular Biology
Mathias	Richard G.	Professor	Medicine	Professor Emeritus of Population and Public Health
McIntosh	Christopher	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Millar	John	Clinical Professor	Medicine	Clinical Professor Emeritus of Population and Public Health
Nakielna	Barbara	Clinical Professor	Medicine	Clinical Professor Emeritus of Respiratory Medicine
Novak	Mike David	Associate Professor	Land & Food Systems	Associate Professor Emeritus of Applied Biology
Pare	Peter David	Professor	Medicine	Professor Emeritus of Respiratory Medicine
Park	Carol M.	Senior Instructor	Medicine	Senior Instructor Emeritus of Pathology
Petro	Peter	Professor	Arts	Professor Emeritus of Central, Eastern and Northern European Studies
Porath	Marion J.	Professor	Education	Professor Emeritus of Educational and Counselling Psychology and Special Education
Purcell-Gates	Victoria L.	Professor	Education	Professor Emeritus of Language and Literacy Education
Rogers	Paul	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Russell	Alan David	Professor	Applied Science	Professor Emeritus of Civil Engineering
Sanderson	David J.	Professor	Education	Professor Emeritus of Kinesiology
Skura	Brenton J.	Associate Professor	Land & Food Systems	Associate Professor Emeritus of Food, Nutrition and Health
Smith	Derryck	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Stanton	Ralph	Administrative Librarian	VP Academic & Provost	Administrative Librarian Emeritus
Strong-Boag	Veronica	Professor	Education	Professor Emeritus of Educational Studies
Tiberiis	Bruce E.	Senior Instructor	Medicine	Senior Instructor Emeritus of Biochemistry and Molecular Biology
Ungerleider	Charles S.	Professor	Education	Professor Emeritus of Educational Studies

UBC Intercultural Understanding Strategic Plan: *The Intercultural Promise* | **Executive Summary**

Prepared by Alden E. Habacon
For UBC Vancouver Senate | May 2013

The University's commitment towards intercultural understanding is a response to a unique opportunity at UBC Vancouver (UBCV) to be a genuinely intercultural learning and work environment, contribute to the human wellbeing of the campus community, and fulfill the University's social obligation towards intellectual diversity.

The intercultural understanding mid-level strategic plan, *The Intercultural Promise*, introduces the conceptual framework and working definitions for the University's overall approach towards intercultural understanding, and outlines the strategic framework and goals specific to UBCV. This includes the framework for engaging faculty, staff, students and alumni around intercultural understanding, related leadership and staff development, interfaith initiatives and measuring progress. The working draft builds upon UBCV's unique context, its intercultural assets, and outlines an open framework of six strategic goals, developed through an extensive needs assessment and consultative process with staff, students and faculty.

UBCV is already a culturally diverse campus, strategically positioned with many assets. Being a diverse campus is not UBCV's challenge, nor is it sufficient as a goal. Contrary to common belief, experience and research show that being on a diverse campus and having regular contact with diversity does not necessarily produce intercultural understanding in students, faculty and staff. Rather, intercultural understanding is the product of intent and design.

UBCV's Intercultural Assets (The Opportunity)

- Student body and alumni: highly diverse and possess high expectations for intercultural experiences;
- Promising place: UBCV is located on the traditional, ancestral, and unceded territory of the Musqueam People, surrounded by culturally diverse communities, and situated on and highly connected to the Pacific Rim;
- Great degree of expertise and experience: much success in internationalization of students, cultural exchange and international programs, and many existing academic, administrative and cultural centres with expertise in intercultural understanding and related fields;
- Faculties with high levels of commitment and enthusiasm towards intercultural understanding, with a diverse range of world-leading researchers and experts in areas related to intercultural understanding, and teachers who are passionate and experienced in integrating intercultural understanding into the learning experience.

The Conceptual Framework

To make intercultural understanding more concrete, *intercultural fluency* is being introduced to describe what this strategic plan aims to cultivate in UBC's students, faculty, staff and alumni. The term "intercultural fluency" is the derivative of two familiar ideas: academic fluency and "cultural fluency", and describes the development of intercultural awareness and interpersonal capacity in students, faculty, staff and alumni. The overall aim of this mid-level plan is to establish an organisational foundation from which a collective vision for an intercultural campus can emerge.

The Strategic Framework and Goals

This mid-level plan outlines two sets of strategic goals: the first set address the root issues at UBCV around intercultural understanding; the second set of goals identify what is required to normalize and institutionalize intercultural understanding into UBCV. Faculties, departments and units are invited to concentrate on 1 to 2 strategic goals, per set, varying on their needs, assets and constraints, in a staggered sequence.

- | | |
|--|--|
| 1. Foster a culture of dynamic interaction; | 4. Support faculty vision for excellence; |
| 2. Build capacity for courageous conversations; | 5. Tighten connections between expertise and experience; and |
| 3. Establish intercultural understanding as classroom content; | 6. Leadership and staff development. |



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UBC Vancouver Intercultural Understanding Strategic Plan: The Intercultural Promise

Working Draft prepared by Alden E. Habacon

v1.9.3 | May 2013

Prepared for UBC Senate, Board of Governors and Student Consultation

This working draft incorporates feedback from the UBCV Faculty Subject Matter Expert Group, Executive and Deans

Previous working drafts:

v1.9.2 | January 2013 (Edits to v1.9.1; Prepared for Deans)

v1.9.1 | January 2013 (For Faculty Subject Matter Expert Group)

v1.9.0 | August 2012 (Reviewed by Provost and VP Academic and President's Office)

v1.8.8 | March 2012 (Prepared for and Reviewed by Heads and Directors)

v1.8.7 | January 2012 (Prepared for Mentor Group, Staff Community of Practice, President's Office)

v1.7.0 | December 2011 (Prepared for Mentor Group)

Office of the Provost and Vice President Academic
Walter C. Koerner Library 1958 Main Mall, Room 640
Vancouver, BC V6T1Z2

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As this working draft is designed to facilitate consultation, sections are indexed (on the far left) for ease of reference. Please refer to these numbers when providing feedback in regards to specific sections of the strategic plan.

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About

The Intercultural Promise, UBC Vancouver's intercultural understanding mid-level strategic plan, provides a conceptual and strategic framework to approaching intercultural issues and opportunities in a way that is more intentional, integrated and supportive—and aims to help make more successful the delivery of student learning, research excellence and community engagement.

This is not a stand-alone document, but exists as an extension of many preceding mid-level strategic plans that have come out of *Place and Promise: The UBC Plan*. Most importantly, this plan takes the position that advancing intercultural understanding ultimately contributes to the wellbeing and success of students, faculty and staff, and to the social or human sustainability of UBC.

This document is a working draft is the sixth substantial revision of *The Intercultural Promise*, and follows a consultation with faculty subject matter experts, the Committee of Deans and the Executive in Vancouver.

Although the commitment to intercultural understanding is University-wide and applies to both the Vancouver and Okanagan campus, this strategic plan comes out of an extensive consultative process that is specific to the Vancouver campus.

The Intercultural Promise begins with the conceptual framework, which articulates the rationale and the need behind this commitment, provides the terms of reference and explains the supporting concepts behind what UBC aims to accomplish, and establishes the guiding values around how. This is followed by the strategic framework, which outlines the six strategic goals of the strategic plan and proposes a staggered approach. Each strategic goal is further explained and accompanied by recently updated actions and recommendations. This section also includes the framework for supporting faculty and for engaging in leadership and staff development, and interfaith initiatives.

The supporting appendices provide further explanation of many of the ideas in this strategic plan, including the framework for “intercultural fluency” and models of how organisations change and institutionalize diversity, equity and intercultural understanding over time.

People who do not know how to recognize,
understand and appreciate cultural difference or how to communicate
across cultural and situational boundaries, are people who are unable to
function effectively in many circumstances, and who do not enable,
and may impede, critical work in our societies.

Promoting Intercultural Understanding (August 2009)

Intercultural understanding is core to UBC.

It is at the heart of what a great public university simply does—Student Learning, Research Excellence and Community Engagement—the three overarching commitments of *Place and Promise, The UBC Plan*.

For a highly diverse campus like UBC Vancouver, intercultural issues can impede learning, undermine the operational and academic excellence of the University, obstruct innovation and potentially constrain the impact of UBC's alumni within communities.

Intercultural understanding, as with equity and diversity, is not an add-on. These are not new things that UBC is imposing. Rather, like the other six commitments of *Place and Promise, The UBC Plan*, they reflect the means by which UBC delivers its fundamental mission.

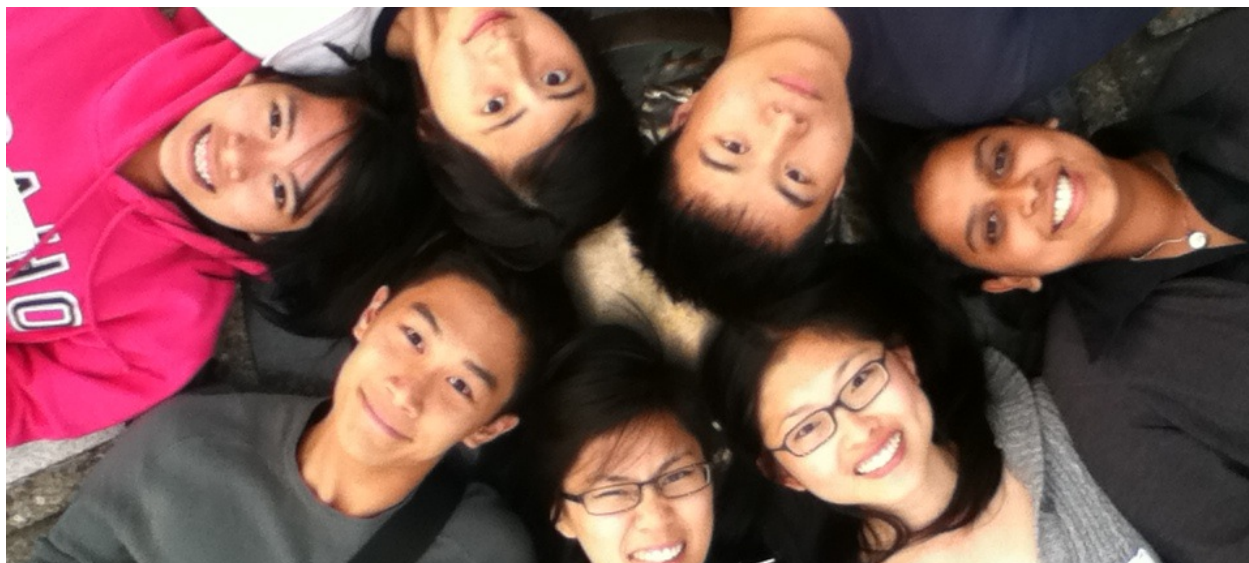
Intercultural understanding, along with equity and diversity, are mechanisms and “ways of being” that help the University produce student learning, research excellence and community engagement more effectively.

Intercultural understanding is also fundamental to the other elements of *Place and Promise, The UBC Plan*. Departments require the appropriate intercultural knowledge and skills—what might be called intercultural fluency—to engage Aboriginal communities. When departments lack the knowledge to approach people respectfully, they will fail at efforts to meaningfully engage Aboriginal communities.

As UBC continues at its pace of internationalization, and as the make-up of students continues to become more diverse, faculty and staff will need an even greater levels of intercultural fluency. Failure to understand how the diversity in the classroom is likely to impact faculty and staff will result in not meeting the University's goals around student learning.

LEVERAGING STUDENT DIVERSITY IN THE CLASSROOM

Small adjustments in approach and curriculum can take the classroom experience to new heights, having a dramatic effect on the intercultural experience for students and overall classroom climate. Through a simple and innovative adjustment to the content in *Approaches to Literature* (ENGL110), a 100-level course that reaches hundreds of undergraduate students, Dr. Chris Lee, Assistant Professor in the English Department, found a way to improve the engagement of Chinese-speaking students. Noticing and concerned about the imbalance of classroom participation, Dr. Lee incorporated short stories by Eileen Chang in translation into the course, hoping to make the course content more relevant and culturally accessible to the growing numbers of Chinese-speaking students. Students able to read the original text easily found them, and unexpectedly came to class challenging the English translation. The adjusted curriculum enabled students, who were struggling with their engagement of the course content, to contribute to the class discussion in ways not previously possible. The flexibility of faculty converted, what is often seen as a barrier, into a more inclusive and richer learning experience for all the students in the class.



In short, intercultural understanding is essential to providing an environment for student success at a university as diverse as UBC. It will require the highest levels of intercultural fluency amongst faculty and staff; students, faculty and staff who are equipped and supported to provide this experience; and enriched curriculum that, combined with teaching excellence, make intercultural understanding possible.

Intercultural understanding also affects the University's goals at being a place where people want to work. A lack of respect and intercultural understanding in the workplace can lead to very difficult internal circumstances, and be a barrier to achieving UBC's aspirations as an Outstanding Work Environment. UBC aims to be an inclusive community of scholars, and success at this goal requires intercultural aptitudes and capacity.

Beyond the campus, UBC aspires to provide an experience and environment of learning that equips students with the intercultural skills needed to be more effective leaders, bigger thinkers, exercise more empathy and contribute more in the increasingly complex societies of today and the future.

UBC's graduates, faculty and staff must, therefore, have intercultural understanding—beginning with a depth of understanding in local Aboriginal cultures and issues, as well as self-awareness of one's personal and systemic bias and an openness to difference—to contribute to social cohesion and participate in future solutions.

The opportunity to learn intercultural understanding on our campus, *to the point of fluency*, is UBC's promise. For this reason, this strategic plan is called *The Intercultural Promise*, meant to acknowledge a social obligation to be a place for intellectual diversity—a safe space for uncomfortable, and sometimes unpopular, ideas and conversations to thrive.

For UBC to attain the highest levels of excellence and global leadership, and to deliver on its social contract towards intellectual diversity, UBC must foster the intercultural fluency needed to “recognize, understand and appreciate cultural difference [and] communicate across cultural and situational boundaries.”

Part I: The Conceptual Framework

Index

1.0 A. Identifying the Opportunity and the Need

1.1 Building on the Diversity of the Vancouver Campus

There is something uniquely special about the cultural diversity happening at UBC's Vancouver campus. It is a richness, often difficult to explain, produced by its intercultural assets—the diversity of the students, alumni, faculty and staff, and its geographic location, for example. As a result, UBCV has the unique potential to be a global leader in delivering *more than* a diverse or multicultural learning experience, but to also be a hotbed for developing the awareness, knowledge and skills needed for fostering relationships and dialogue across cultural differences. *The Intercultural Promise*, although responding to some very real intercultural needs and issues, comes out of an opportunity to build on these assets.

1.2 Table 1 - UBC's Intercultural Assets

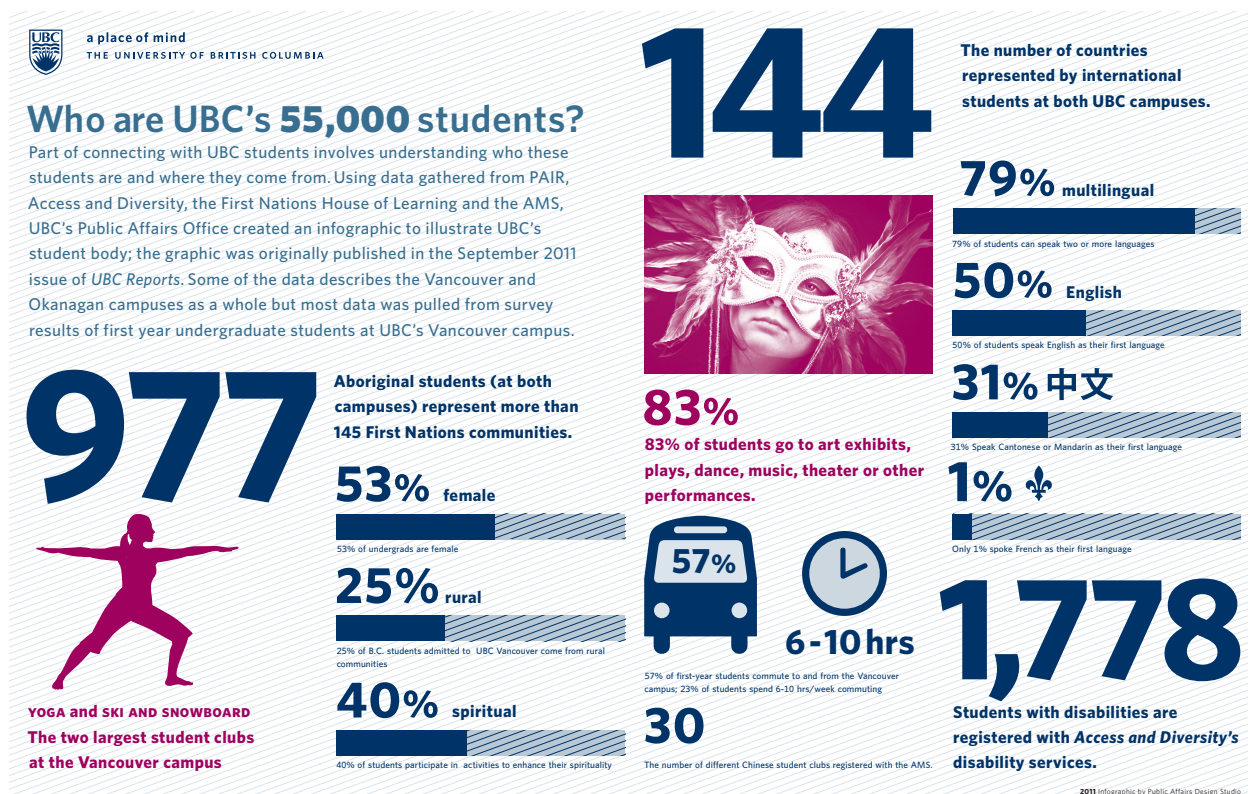
Students and Alumni	Place and People	Expertise and Experience
(1) The rich and complex diversity of its student body and alumni; (2) Student and alumni expectations and readiness for a greater intercultural experience. (3) One of the largest constituents of international students in North America, giving domestic students unprecedented opportunity for cultural knowledge and interpersonal connections.	(4) The UBC Vancouver campus is located on the traditional, ancestral, and unceded territory of the Musqueam People, surrounded by culturally diverse communities, and situated on and highly connected to the Pacific Rim; (5) The rich sociocultural diversity of UBCV's immediate and surrounding communities; (6) The rich sociocultural diversity and expertise of UBCV's staff in areas related to intercultural understanding, in both academic areas and student development.	(7) The University's considerable success in recruiting students and faculty from all over the world (including the recruitment and retention of Aboriginal graduate students) ¹ ; (8) UBC's proven leadership in creating intercultural learning experiences in Vancouver and abroad; (9) UBC's many internationally recognized academic and administrative centres with expertise in intercultural understanding and related fields.
Faculty (10) UBCV is home to a highly diverse range of world-leading researchers and experts in areas related to intercultural understanding, world-class researchers with high degrees of intercultural fluency across all disciplines, and scholars who are passionate and experienced in integrating intercultural understanding into learning and research.		

1.3 Being a Diverse Community is Not Enough

Being a highly diverse campus has great value.

A diverse university has the potential for intellectual diversity and enriched learning. According to an analysis of research about the benefit of diversity to campuses conducted by Daryl G. Smith and Natalie B. Schonfeld (2000), "Studies on cognitive development show that critical thinking, problem-solving capacities, and cognitive complexity increase for all students exposed to diversity on the campus and in

¹ <http://www.publicaffairs.ubc.ca/2012/05/22/largest-class-of-aboriginal-mds-graduate-from-ubc/>



the classroom.”

The assumption has been that contact with various kinds of diversity produces a depth of understanding across cultures. In UBC's experience, however, being a multicultural campus—a campus where different cultures peacefully co-exist (or appear to)—does not necessarily mean students acquire intercultural understanding.

Research reveals that contact or exposure to diversity does not necessarily produce intercultural understanding (Pettigrew and Tropp, 2008). Similarly, as experiences with people different than oneself do not necessarily produce an understanding about difference, that experience on its own does not necessarily lead to learning (Kolb, 1984). As simply stated in *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC*, despite the potential benefit of diverse universities, “Being a diverse community is not enough.”²

Intercultural understanding does happen at UBC Vancouver, but does not occur on its own. It requires clear intent, purposeful self-reflection, a supportive cultural context and the integration of intercultural approaches into the systems of the University.

1.4 Identifying the Intercultural Need

The development of the *Intercultural Promise* involved an extensive research and consultative process. This included a review of research and literature pertaining to intercultural understanding, a peer institution review, and a needs assessment at UBCV.

The needs assessment or “naming the pain” was conducted to ensure the framework around intercultural understanding was not just strategic, but as meaningful as possible to students, alumni, staff and faculty. In being very specific about the barriers to intercultural understanding, there is an opportunity to envision a campus without them, bringing UBC closer to articulating a vision for an intercultural campus.

² *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC* (2010). p. 2.

This phase included: over 250 individual staff and faculty interviews; conducting six (continuing) student focus groups; two consultative sessions with Heads and Directors (Heads Up), presentations to various units, the Board of Governors, the Alumni Association Board, and various groups of student leaders; and meetings with various student clubs. The needs assessment revealed the following set of faculty challenges and intercultural barriers and anxieties experienced by students.

1.5 Faculty Challenges with Diverse Campus

Faculty observed the following as the of top intercultural challenges as part of working at a highly diverse university (described in further detail in Appendix I, page 31):

- A growing cultural gap between faculty and students on academic expectations;
- The increasing demands of complex intercultural teaching environment;
- Insufficient rewards for excellence in (intercultural) Teaching and Service; and
- The lack of (cross-cultural) connection between students and faculty.

1.6 Classroom Barriers & Intercultural Anxieties

Similarly, students identified the following barriers to intercultural understanding:

- Cultural misunderstanding in the classroom (sometimes developing into conflict);
- Difficulty meeting new people in class;
- Self-segregation in class across ethnicity or race;
- Inability to engage in “high-risk conversations” (about cultural differences); and
- Not knowing how to engage instructors and profoundly different students.

In addition to these barriers, student focus groups identified the most acute intercultural issue amongst undergraduate students to be a growing tension between Canadian-born (or Canadian-raised) students and students that are new to Canada (either as international or new immigrant students), especially of the same ethnic group. A description of this issue and a list of intercultural anxieties observed by students can be found in Appendix I, page 32.

1.7 The Underlying Issues

The needs assessment aimed to identify the root causes of the “intercultural pain” experienced or observed by students, faculty and staff at UBC. It revealed three underlying issues at the heart of the intercultural challenges, barriers and anxieties.

These core issues parallel the following set of campus experiences, found to have a correlation to the development of intercultural understanding on university campuses (Rude, 2012).

- Interracial and/or cross-cultural friendships;
- Frequent discussions with socially and culturally different students, or faculty members with differing worldviews from one’s own; and
- Taking courses (might include training and professional development) where diverse cultures and perspectives are integrated into the course content or pedagogy.

These factors and the establishing of supportive organisational habits have become the focus of the University’s strategic goals around intercultural understanding (page 16).

1.8 B. Supporting Concepts: Identifying “the What”

The development of *The Intercultural Promise* also involved identifying some underlying ideas around intercultural understanding. These points of reference are essential for establishing a common language around *what* the University aims to do, resulting in better coordination between efforts across Faculties and administrative units.

1.9 What does *Intercultural Understanding* actually mean?

There are numerous definitions for intercultural understanding. For the purposes of fostering inclusion, the following definition was chosen:

Intercultural understanding refers to the breadth and depth of understanding across profound cultural difference wherein an individual or a group understands a variety of significant cultural experiences tied to forms of sociocultural difference, such as: (1.) ethnicity, race, religion, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration and in many cases academic, employment or professional status; (2.) the cultural histories, creative practices and faith perspectives of various social groups within a society; (3.) the interrelations between dominant and non-dominant cultures; (4.) the dynamics of difference; and (5.) the impact of these factors on power relations.³

Having intercultural understanding implies having the appropriate aptitudes needed to appreciate, and be open and flexible to various forms of social and cultural diversity.

This includes an acute sense of self-awareness, or “the ability to be aware of those values, attitudes, and assumptions”⁴ that inform one’s perspectives and behaviours; some degree of cultural knowledge in a variety of cultural environments; the capacity to communicate across cultural difference; and the ability to cultivate meaningful social relationships across culturally different groups.

As academic cultures remain the most dominant form of culture in a university, interdisciplinarity also requires intercultural understanding across disciplines.

1.10 Foundational Ideas Behind Intercultural Understanding

There are four foundational ideas that help to establish the conceptual framework for intercultural understanding. That intercultural understanding:

- Is *not an end to itself*, but contributing to well-being or social sustainability;
- Is the natural progression of multiculturalism—distinct from and *more than* multiculturalism;
- Involves the development of *intercultural fluency*, the combination of attitudes towards diversity, knowledge about cultures and difference, and interpersonal skills that contribute to one’s capacity for communication and relationship-building across different cultures (described further on page 11 and in Appendix I); and
- Requires a cultural shift through sustained learning and appropriate adjustments to the University’s norms and expectations, policies, protocols and processes (see *Facilitating Organisational Change* in Appendix I, page 33).

³ Adapted from the definition used by Penn State, University Faculty Senate Curriculum Resources, Glossary: http://www.psu.edu/ufs/curriculum_resources/guide/glossary.html (Dec 2011).

⁴ Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. (pp. 15). San Francisco: Jossey-Bass.



1.11 **Not an End in Itself: Contributing to the Wellbeing of Students, Faculty and Staff**

The fostering of intercultural skills and experiences is not an end unto itself, but the key ingredient to UBC's excellence as a global university, and the University's strategic goals in research and teaching.

Advancing intercultural understanding ultimately contributes to the wellbeing of students, faculty and staff, particularly in how they interact and connect as members of one of the most diverse campuses in the world—also described by the UBC Sustainability Initiative as “vibrant human interaction and community cohesion”.

Vibrant human interaction and community cohesion amongst profoundly different people is a major concern of many large cities across Canada and around the world. A recent study conducted by The Vancouver Foundation identified isolation and disconnectedness across ethno-cultural communities as the most pressing issue for the future of the Lower Mainland.⁵ The solutions that emerge at UBC have the potential to benefit the social or human sustainability of cities much larger in scale.

The goals around intercultural understanding might also be framed as contributing to a “net positive” or regenerative campus, in the same way that the Centre for Interactive Research on Sustainability (CIRS) is a net positive building. To be a campus that yields more “social good” in the form of constructive dialogue, intellectual diversity, social inclusion and openness to complexity—as opposed to fostering xenophobia, prejudice, anxiety and isolation—is not unlike the challenges that cities like Vancouver are facing.

⁵ Connections and Engagement. (2012). *A survey of metro Vancouver* [Report]. Vancouver Foundation.

1.12 Emerging and Distinct from Multiculturalism

The Intercultural Promise builds upon the assumption that an intercultural experience and environment is distinct from, but comes out of a multicultural learning or work environment.

The principles of multiculturalism—towards peaceful coexistence and cultural pluralism—are an ideal foundation for intercultural understanding, or dynamic interaction and a shared sense of belonging across cultural groups. On other words, a campus needs to first have diversity before it can foster intercultural understanding. However, as previously stated, a multicultural environment does not necessarily produce intercultural understanding, as exposure and contact with diversity does not guarantee an understanding of that diversity.

The commitment towards intercultural understanding requires that UBC aim to be *more than a multicultural campus*, through more intentional, integrated and supportive efforts towards interconnectedness and exchange across cultures.

1.13 Growing Intercultural Fluency



Intercultural fluency is being introduced to describe what the University aims to develop in students, faculty, staff and alumni. Intercultural fluency as a conceptual framework draws from various related literature and is the derivative of two basic and familiar ideas—academic fluency and “cultural fluency” (Kosuth, 1966; Tatsushi Arai, 2006).

Intercultural fluency comes from a combination of intercultural aptitudes (including, self-awareness and an appreciation of sociocultural diversity), various intercultural and interpersonal skills (such as a capacity for cross-cultural communication and relationship building) and intercultural knowledge (such as a knowledge of diverse cultures and oppressed groups, and their history, traditions, values and customs).



Intercultural Awareness

The key component to intercultural fluency is the development of “intercultural awareness” (Kohls, R.L. and Knight, 1994; Baker, 2011; Baker 2012), which includes the self-awareness or self-knowledge of one’s cultural values and assumptions, the openness to diversity and the acceptance that one’s own approach is not universal. This is sometimes referred to as “multicultural awareness” (Pope, Reynolds, & Mueller, 2004), “intergroup competencies” (Ramsey & Latting, 2005), or “intercultural competency” (Deardorff, 2009) in literature.



Intercultural Communication



Cultural Literacy



Intercultural Capital

Intercultural fluency also requires the development of “interpersonal capacity”, the interpersonal skills that equip one to be more fluent in a variety of cultures. This includes cultural knowledge (or Cultural Literacy), some capacity to communicate across cultures (Intercultural Communication Skills) and growing one’s network of social connections in various communities (Intercultural Capital).

Working definitions of these terms can be found in Appendix II, page 34.

1.14 C. Guiding Values and Approach: Identifying “the How”

A common sense of *how* the University aims to achieve intercultural understanding is as important as consensus on *the what*. Inherent in the development and implementation of *The Intercultural Promise*, is an approach composed of the following guiding values, derived from literature and input from students, staff and faculty on advancing and embedding intercultural understanding into every aspect of UBC:

- **People First**
Advancing diversity, equity, inclusion and intercultural understanding amongst students, alumni, faculty and staff is, first and foremost, about people—their relationships, perceptions and interaction with each other.
- **Build on Our Successes**
Operationally, *The Intercultural Promise* builds on the many examples of excellence at UBC and builds upon the success of previously rolled out strategic plans.
- **Connecting the Dots** (to be at least the sum of our parts)
There is no shortage of expertise, existing activities and ideas at UBC around increasing the intercultural understanding of students, faculty, staff and alumni. One of the biggest challenges is connecting the expertise and more effectively coordinating activities and resources, thereby reducing duplication and bringing about a critical mass on campus.
- **Going Viral**
The approach employed by the University can be characterized as “viral”, designed to facilitate the organic advancement of the idea and ideals of intercultural understanding throughout UBC’s many systems.
- **Emergent Solutions**
The process of developing *The Intercultural Promise* has been one of co-authorship, through extensive and on-going collaboration and input from throughout the University. The end goal of this strategic plan is not to provide the “UBC solution” or vision of what an intercultural campus looks and sounds like, but to establish a common place of understanding from where meaningful and tangible solutions can emerge.

1.15 D. Building on *Place and Promise*

Students and faculty come from across Canada and around the world to be part of UBC’s vision of “an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research”. Intercultural understanding is needed to deliver on this promise.

The University’s commitment to intercultural understanding cannot be met solely through *The Intercultural Promise*, as the aspirations and challenges are complex and multifaceted. Rather, intercultural understanding will be achieved as an extension of the existing mid-level strategic plans, building upon and supplementing present work and activity.

With a range of concurrent mid-level plans at play, it is critical that the goals around intercultural understanding not add to the burden or workload on Faculties, Deans, Department Heads and units already advancing aspects of *Place and Promise*. At this stage of *Place and Promise*, is it imperative that initiatives fulfill as many strategic commitments as possible, spanning across as many mid-level plans as possible. See Appendix III (page 42) for how intercultural understanding advances the other mid-level strategic plans.

We are one humanity and each deeply different.

We may find no better place in which to embrace this paradox than the university. Differences in values, circumstance, and intellectual viewpoint have incited humankind's worst conflicts. Considered with respect, they afford great learning. Wholly embraced, they promise to be our greatest strength.

Place and Promise, The UBC Plan

2.1 A. What Exactly Do You Want Me to Do?

This plan strives to provide a framework for the implementation of intercultural understanding at three levels: support and commitment at *the University level*, practical and concrete application at the *unit level*, and meaningful self-development at the individual or *personal level*. This plan aims to match the desire and personal commitment at the individual level, to activity being done at the unit level, that is also being resourced and supported at the University level *in six key areas*.

Implementation at the **University level** requires a clearly defined commitment to facilitate, encourage and enhance activities already being or might be undertaken by faculty, staff and students across six strategic areas of focus (Fig. 1). The priority at the university level is to empower academic departments and administrative units to contribute to the strategic goals in their own unique way, while also recommending specific actions for those who would prefer the direction.

At the **unit level**, implementation involves a commitment to integrate at least two of the strategic goals as an entry point, the development of an action plan that spans five to seven years, and the sharing of success stories and promising practices. For those needing more concrete direction, the University will provide suggestions, support and resources on an on-going basis, drawing from the promising practices already being used across disciplines. At the **personal level**, the University is inviting faculty, staff, students and alumni to make an individual commitment to the strategic plan and the personal development of intercultural fluency.

This strategic plan asks that individuals consider how one's role or function can further the University's commitment to intercultural understanding, particularly by contributing to greater levels of intercultural or interdisciplinary interaction and a stronger sense of community cohesion. For faculty, implementation might involve embedding intercultural understanding into one's teaching, research and community engagement; for staff, implementation might begin with various activities that raise one's cultural literacy to be more effective with students; and for students, it might encompass initiatives that build a more robust network or foster dialogue across cultural groups.

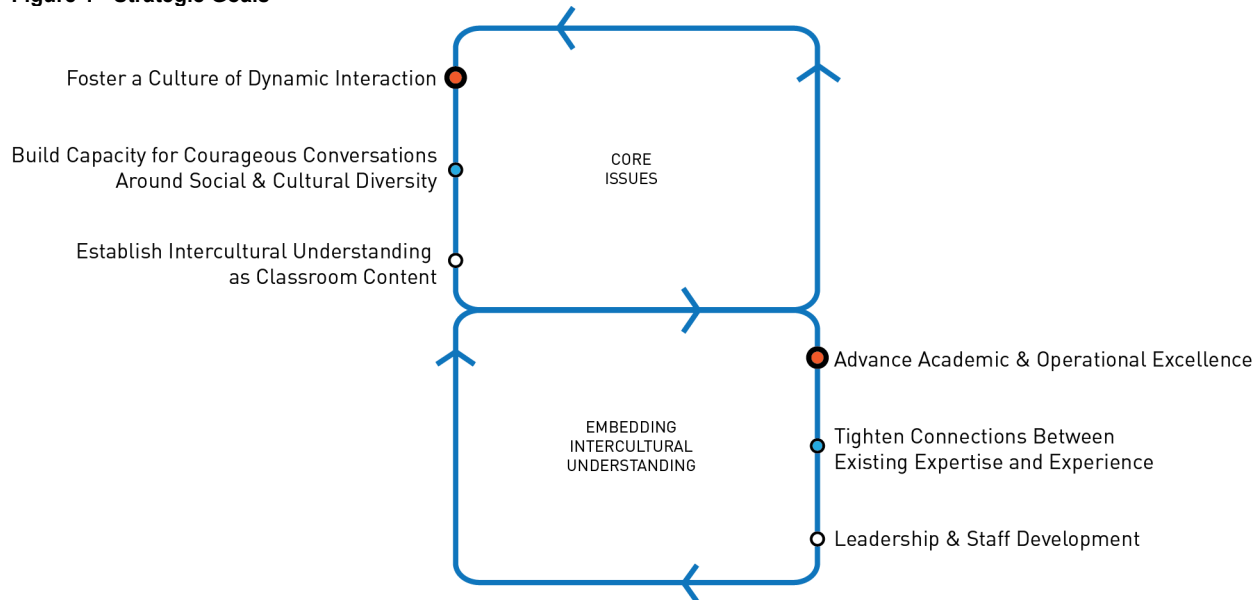
INTERCULTURAL FLUENCY LEADS TO BETTER DECISION-MAKING

Intercultural awareness—a key element of intercultural fluency—is essential for decision-making at all levels; thereby making intercultural fluency a core leadership competency for today's leadership. In 2007, senior management of CBC Sports launched Hockey Night in Canada (HNIC) in Punjabi. In previous years, management presumed the audience of HNIC to reflect the popular perception. Out of curiosity, CBC commissioned a two-year consumer study, which in 2007 revealed that almost all ethnic groups surveyed had a higher propensity to watch HNIC than white audiences. Completely opposite from public belief and stereotypes, the study showed that South Asian and Filipino TV audiences were the most likely to watch HNIC. Shortly after, CBC Sports found Punjabi-speaking sportscasters with a passion and knowledge of hockey, and began broadcasting select hockey games in Punjabi. Within weeks of the broadcasts, CBC received letters from members of the public, saying that when watching hockey in their mother language (or their grandparent's language), they had never felt more Canadian.

2.2 B. Strategic Goals: Aim for Where It Really Counts

The commitment to provide learning and working environments that fosters intercultural understanding in students, faculty, staff and alumni is achieved through six strategic goals. These goals further break down into concrete actions at both the University level and the unit level.

Figure 1 - Strategic Goals



Drawing from this strategic plan's needs assessment, the first three goals target the root causes of UBC's intercultural challenges. In extensive consultation with faculty, staff and students, three core issues surfaced as the root source of UBC's intercultural struggles.

2.2.1 As strategic goals, they are both the foundation *and the measure* of an intercultural campus. They include:

1. To be a campus where students, staff and faculty more easily form meaningful social relationships by **fostering a culture of dynamic interaction** across cultural differences and disciplines;
2. To grow the capacity for students, faculty, staff and alumni to engage in **difficult or courageous conversations** about and across social and cultural differences;
3. To experience intercultural understanding as **classroom content**, through curriculum, pedagogy and/or student intervention.

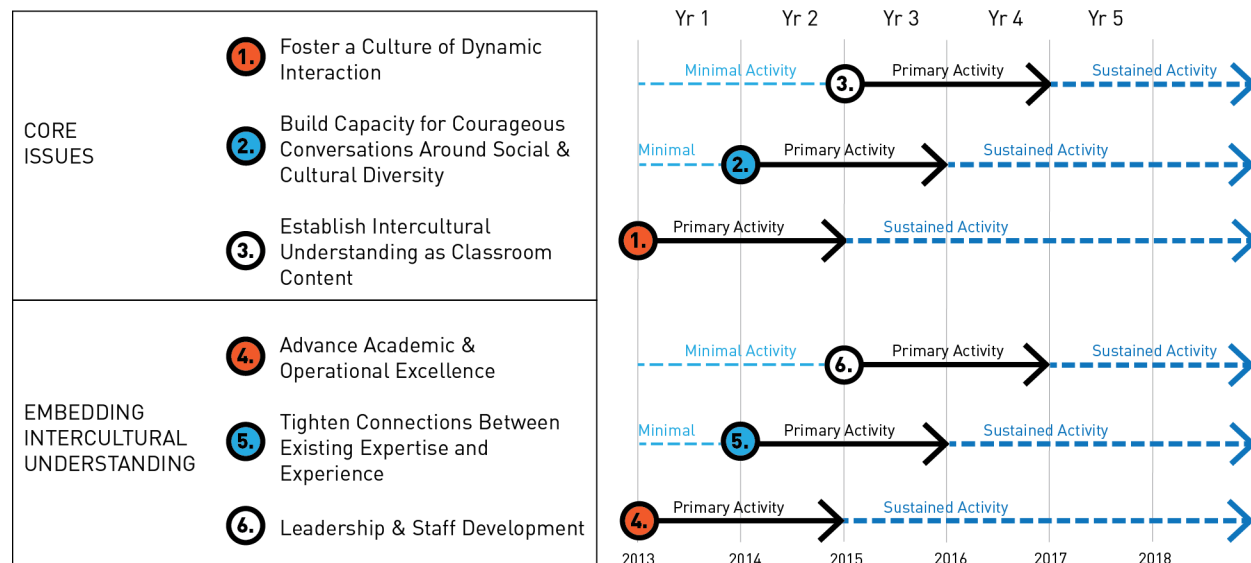
2.2.2 The next three goals target the organisational adjustments or habits needed to effectively and meaningfully embed intercultural understanding into all aspects of the University experience, in a concrete and lasting way.

4. To employ intercultural understanding as a means to **advance academic and operational excellence**;
5. To be at least the sum of our parts by **tightening the connections between existing expertise and experience**; and
6. To enhance our leadership expectations and support of UBC staff through **leadership and staff development**, in ways that are structurally effective and innovative.

2.3 C. Strategic and Staggered Approach

This strategic plan presents a framework for approaching the six strategic goals in a strategic sequence over time. As all six strategic goals or areas of focus are needed to succeed at the commitment to intercultural understanding, they function as focal points for consistent and on-going support from the University.

Figure 2 - Strategic Focus Over Time



- 2.3.1 To be more effective at reaching these strategic goals, and as units are at different levels of readiness and have access to different levels of resources, units are encouraged to choose and concentrate on *one to two goals per set*.

It is recommended that units approach the goals in phases, staggered over a period of five to seven years, in such a way that progressively builds upon the next set of goals, as outlined in the diagram above (Fig. 2).

It is highly recommended that as a minimum, Goals 1 and 4, be integrated into existing initiatives as the “primary activity” for Year 1 and Year 2, followed by “sustained activity” (activities that sustain these goals, as opposed to initiating them). Goals 2 and 5 become the primary activity for Year 2 and Year 3; and likewise, Goals 3 and 6 become the primary activity in Year 3 and Year 4. By Year 5, all strategic goals have been initiated and are in a phase of sustained activity.

This strategic order is recommended as the first pair of goals, “fostering a culture of dynamic interaction” and “advancing operational and academic excellence”, provide a foundation for the next pair of goals, and so on; thereby making the following set of goals easier to achieve.

The opposite can also be true. Providing staff development before a Faculty has articulated how intercultural understanding contributes to academic or operational excellence is certainly doable, but may be short-lived or later experience barriers to accessing resources.

- 2.3.2 This approach allows for units to be focused on at least two goals in each year (one from each set), and depending on a unit’s capacity, gives units the option to reduce any overlap with the other goals, if required.

2.4 Strategic Goal 1: **Foster a Culture of Dynamic Interaction**

UBC aims to support a strong sense of collegiality while maintaining cultural pluralism, where students more easily make friends across cultures, and faculty and staff experience more meaningful social connections across disciplines and areas.

Cultivating meaningful and dynamic social relationships across cultural and disciplinary differences—particularly in the classroom, in research and in the workplace—is at the heart of growing empathy, cultivating innovation and producing academic, research and workplace excellence. It is also an urgent matter. According to recent research, students must catch the window of opportunity to establish relationships across cultures and disciplines in their first year on campus (Rude, 2012). Anecdotally, this progressive isolation affects new staff and faculty.

- 2.4.1 For many students, “dynamic interaction” means being able to make meaningful connections, often friendship, with students of different cultural perspectives—something all students expect from attending an international university. Sometimes referred to as “high-quality peer relations”, this is essential for students’ academic success and mental health, and key to meaningful connection with alumni. This is equally essential for faculty and staff, and can include a range of social connections, across disciplines and administrative units, often described as a strong sense of collegiality.

UBC’s topography, size and disciplinary structure pose some obvious barriers to friend-making and fostering collegial relationships, and are partly to blame for an environment often characterized as “cold” and “impersonal.” Dynamic interaction—from professional collaboration to collegial friendship—across profound social and cultural differences, is the truest measure of intercultural understanding and is foundational to having intercultural experiences in the classroom and courageous conversations about sociocultural diversity.

Actions (What)	Recommendations (How)	Measurement
Increase faculty and staff capacity to foster high-quality peer relationships, across departments and units.	1. Establish structured initiatives that facilitate relationship building across disciplines and areas, with a particular focus on new faculty and staff. This may include: common spaces; repeated opportunities to share, exchange and build relationships over time and across departments; partnering with intercultural organisations (HR, Faculty Relations, Provost, Community Engagement, Deans).	Faculty and staff report having more meaningful and dynamic peer relationships across disciplines and areas.
Support student-generated solutions to fostering high-quality peer relationships in and outside the classroom.	2. In partnership with an undergrad student consultancy group and a graduate student subject matter expert group, support students to develop and lead student-focused solutions. This might include workshops, campaigns, dialogues and social and cultural programming targeted at alleviating students’ intercultural anxieties (page 32) and especially focused on first-year students. (VP Students, Provost, Students)	Students report more diverse circles of friends, and/or increased high-quality peer relationships in the classroom, and across cultures.
Coordinate cultural programming on campus to foster shared intercultural experiences.	3. In partnership with UBC’s Cultural Centres, student groups and community, encouraging students, faculty, staff and alumni to engage in and/or attend key contemporary cross/inter-cultural artistic and creative expression, such as screenings, exhibits and/or theatrical or musical performances, aimed at fostering cultural literacy and developing intercultural awareness. (Cultural Centres, Faculty of Arts, HR, FNHL, C&CP).	Students, faculty, staff and alumni participate in a rich range of cultural offerings that reflect diverse cultural perspectives and foster frequent conversation with

2.5 Strategic Goal 2:

Build UBC's Capacity for Courageous Conversations

UBC aims to establish university-wide standards, practices and resources for facilitating difficult or courageous conversations, including the growing of individual and departmental capacity for difficult or courageous conversations amongst students, faculty and staff.

Courageous conversations are an essential aspect of the university experience. Understanding the diverse pressures on students—such as conflicting attitudes towards dating or parental pressure to succeed—is part of being an international campus.

- 2.5.1 Universities, by their nature, are supposed to be a safe space for uncomfortable, but informed and respectful conversations, intellectual debate and cross-cultural conflict. As all conflict is “cultural” in some measure, being a safe space for well-managed conflict and the capacity to engage in potentially difficult conversations almost always requires intercultural aptitudes. It also requires an understanding and mitigation of asymmetrical power imbalances and other forms of disparity between groups on campus. The interpersonal skills and grasp of language necessary to engage and participate in uncomfortable, informed and respectful discussions around highly sensitive topics or issues with high potential for conflict—what this strategic plan is calling *high-risk* or *courageous conversations*—is essential to academic and operational excellence at UBCV.
- 2.5.2 UBCV has the potential to build its institutional capacity for courageous conversations by drawing on and connecting the University's many experts and subject-matter expert groups specializing in cross-cultural dialogue, conflict resolution and diversity, equity and intercultural issues. The Centre for Teaching, Learning and Technology's (CTLT) “Living Lab” theatre-based workshops that equip participants to talk about difference, racism, prejudice and oppression; the Academic Leadership Development Program's (ADLP) Conflict Resolution training; and the First Nations House of Learning's (FNHL) deliberate dialogue around the historic mistreatment of Aboriginal Peoples through the Indian Residential School System are strong examples. The Cultural Centres of the Vancouver campus (see page 26) also have great potential to use artistic expression as an entry point for addressing complex issues.
- 2.5.3 Actions related to this goal build upon the University's activity around equity and diversity, and the *Respectful Environment Statement*, which provides the fundamental guidelines for all behaviour at UBC. The recommendations aim to harness the demand and wealth of ideas, across all disciplines, for dialogues about sensitive issues related to social and cultural difference. More dialogues are not necessarily a measure of success or intercultural understanding. Rather, increased capacity for courageous conversations requires trained facilitation, guidelines, group preparedness, mentorship, structural supports, shared civic virtues, resilience amongst participants, a building upon “less risky” conversations and a culture of dynamic interaction across culturally different groups (as per Goal 1).

Actions (What)	Recommendations (How)	Measurement
Establish standards and network of supports for high-risk conversation, based on existing best practices and a coordinated calendar of dialogues.	<p>4. Establish guidelines and develop training for facilitating and supporting high-risk conversation, based on UBCV's expertise (Ombuds for Students, Equity Office, VP Students, CS CIC, CTLT, HR).</p> <p>5. Modelled on the existing centres of excellence (FNHL, SJC) and community of practice (VP Students, HR, Faculties), establish spatial and facilitation standards needed for hosting high-risk conversation and designation as safe spaces (Provost).</p>	Establishment of coordinated calendar of dialogues will enable the tracking of sufficiently organized and well-supported high-risk conversations across the University.

<p>Ensure students, faculty and staff are fully aware of these supports, and how to access them.</p>	<p>6. Support the central coordination of related intercultural dialogues and related conversations on (or the intersectionality of) cultural experiences tied to ethnicity, race, religion, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, migration, and in many cases academic, employment or professional status; the cultural histories, creative practices and faith perspectives of various social groups; the interrelations between dominant and non-dominant cultures, and the dynamics of difference, etc.</p>	
<p>Facilitate and support student-driven coordination of courageous conversations, facilitator training and related supports.</p>	<p>7. In partnership with existing student development programs establish a student task force that supports student development of training and student-driven initiatives the provide students with opportunities to participate in and facilitate high-risk conversations that engage some of the most pressing student issues at UBC around diversity (Peer Programs, Student Leadership Conference, Global Lounge, Access & Diversity, Equity Office, Provost).</p> <p>8. Establish an Undergraduate Student Advisory (PPEC) and a Graduate Student Subject Matter Expert Group (G1) who coordinate schedule of related university-wide student dialogues.</p>	<p>Students, faculty, staff and alumni report having more productive and more meaningful high-risk conversations while at UBC.</p>
<p>Support and encourage high-risk conversations within faculties on topics specific to disciplines and Colleges.</p>	<p>9. In partnership with faculties, identify high-risk topics specific to faculties and disciplines, and support the staff and faculty engagement of related issues (Provost, Deans, Heads).</p>	

Related faculty support is described on pages 23-24, and leadership and staff development on page 25.

- 2.5.4 For courageous conversations and dialogues to be truly intercultural, they need to be inclusive of multilingual perspectives. With 79 percent of students at the Vancouver campus speaking two or more languages, there is an opportunity to explore innovative ways of engaging UBC students who are not native-English speakers. Similar to Dr. Lee's use of Chinese text to heighten student engagement (page 6), so must these dialogues seek ways to be linguistically diverse and inclusive.
- 2.5.5 The guidelines and standards must also be appropriately accessible in languages other than English, and recognize that not all cultures train, encourage or expect students or faculty to speak openly about sensitive issues. Moreover, personal experiences, intergenerational legacies and experiences with racism, language barriers and power imbalances also shape an interest in and the classroom or workplace climate for courageous conversations. Disengagement, or the reluctance to participate or to draw attention to oneself may also reflect a history and/or experience of being marginalized, bullied, or intergenerational trauma (Goodman and West-Olatunji, 2010).

Comprehending the range of cultural orientations and factors influencing ones engagement in high-risk conversations is key to UBC's success at intercultural understanding.

2.6 Strategic Goal 3:

Establish Intercultural Understanding as Classroom Content

UBC aims to facilitate the learning of intercultural fluency through curriculum, course content, pedagogy and/or student intervention.

- 2.6.1 Intercultural understanding must be learned, demonstrated and supported in the classroom for it to become part of UBC's core activity as a university. The diversity of students in every classroom presents possibilities of intercultural learning, but can also be a source of intercultural tension, cliquing and miscommunication. Unsupported, a classroom's diversity can heighten the difficulty for faculty to effectively teach across cultures, encourage group interaction and manage the diversity of academic expectations. As a substantial proportion of students commute to UBC, limiting their opportunity for acquiring intercultural fluency through extra-curricular or campus activity, it is critical that intercultural fluency be made a part of classroom learning. This strategic focus aims to provide a variety of tools and supports needed to bring intercultural fluency into a range of classroom experiences.
- 2.6.2 How intercultural understanding is made a part of the learning experience differs across disciplines and departments. For some, a depth of understanding across profound cultural differences is core subject matter and easily visible in the curriculum; for other departments, intercultural fluency is essential to professional practice—an indispensable set of skills and knowledge needed to thrive within diverse teams or serve clients from all over the world. For many areas, it is a combination of these approaches.
- 2.6.3 Making classrooms the primary place for learning intercultural understanding requires distinct Faculty-specific approaches: what might work for the Humanities may not be suitable for the Sciences, for example. Supporting departments in integrating intercultural understanding into the classroom will require creativity, innovation and building upon and sharing of what is already working.

Actions (What)	Recommendations (How)	Measurement
Facilitate the departmental capacity to integrate intercultural understanding into the curriculum through course content and/or pedagogy.	<p>10. Establish a task force of academic Heads for the development of guidelines, recommendations and targets for the integration of intercultural understanding into curriculum (Provost, Deans).</p> <p>11. Establish a living online inventory of how various courses have integrated intercultural understanding into the curriculum, course content and pedagogy (Provost, Deans, Department Heads).</p>	<p>Students report on the integration of intercultural understanding into learning material (course evaluation).</p> <p>Academic leadership report bi-annually on the integration of intercultural understanding into curriculum.</p>
Reduce faculty's intercultural challenges through classroom supports and initiatives.	12. Establish faculty working groups to oversee the piloting and testing of initiatives that develop practical tools that alleviate intercultural difficulties (see page 10) experienced and/or observed by faculty.	Faculty report a noticeable decrease of intercultural challenges or difficulties in their experiences at UBC.
Establish an intercultural understanding course coding system and audit modelled after the University Sustainability Initiative and Aboriginal Studies.	13. Develop a course coding system and conduct course audit, modelled after UBC's Sustainability course requirements (Provost, USI). <i>Not intended to create a mandatory requirement, but to provide information to students on what courses facilitate various kinds of intercultural experiences and learning.</i>	Students report having learned intercultural understanding in the classroom experience, through either content and/or experiential learning.

Support and expand existing academic programs that foster intercultural learning.	<p>14. Encourage the development of robust community service projects, community service learning, community based research, research-based community outreach and related activity as integrated into courses.</p> <p>15. Develop a for-credit Certificate and/or Minor in Intercultural Communications, based on the existing program offered by the Centre for Intercultural Communication at Continuing Studies.</p> <p>16. Expand the on-campus impact of Go Global and community service learning through campus-wide communications campaign focused on sharing the transformational process experienced by students.</p>	<p>A measured increase in the number of courses (and thereby students who have taken courses) with an integrated level of community service learning, intercultural community research, intercultural artistic projects, community based research, community-directed curriculum and/or designed to develop intercultural communication skills,</p>
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Related faculty support is described on pages 23-24, and leadership and staff development on page 25.

- 2.6.4 There are numerous departments whose mandate and subject matter advance intercultural understanding for both graduate and undergraduate students, including the Bachelor of Science (Global Resource Systems) Degree Program; Department of Asian Studies; Specialization in International Forestry; Institute of Asian Research; Conflict Resolution, Arts and iNtercultural Experience (CRANE); Cultural Psychology, Language and Literacy Education, Liu Institute of Global Issues; Immigrant Vancouver Ethnographic Field School (IVEFS) and Educational and Counselling Psychology. This plan will build upon these and other existing academic programs and the expertise they present the University (a more complete list can be found on pages 28 - 29).

INTERCULTURAL UNDERSTANDING AS PROFESSIONAL PREPAREDNESS

Kinesiology graduates increasingly work in a variety of health settings with diverse populations, requiring an education that has provided the opportunities to develop the intercultural knowledge and skill needed to work effectively with people from different cultural and ethnic backgrounds. To address this, the School of the Kinesiology has developed *KIN 465 Interculturalism, Health and Physical Activity*, a course that critically examines debates around multiculturalism, as they relate to the delivery of physical activity for different populations. The course explores how physical activity practices are connected to health in different cultural contexts and the implications this poses for today's kinesiology professional.

Using a combination of community service learning and classroom discussion, this course provides an enriched community-based educational experience that questions what skills and knowledge kinesiology professionals need to work effectively in a variety of intercultural contexts, including local Aboriginal communities; how policy can limit or enhance intercultural understanding through physical activity (and vice versa); how health and physical activity are understood and practised in different cultures; and how processes of migration and discrimination disrupt health and physical activity participation.

Developed by Dr. Wendy Frisby, KIN 465 aims to not only prepare UBC students to find innovative ways to enrich the wellbeing of highly diverse urban populations, but also facilitates self-knowledge of cultural bias, the overall development of intercultural awareness, and a literacy in diversity and equity issues.

2.7 Strategic Goal 4:

Advance Academic & Operational Excellence in Faculties

UBC aims to reinforce and boost operational, research and teaching excellence through intercultural understanding.

- 2.7.1 Intercultural understanding and the development of intercultural fluency contribute towards, and in themselves a form of, academic excellence. In addition to this, fostering intercultural understanding also contributes to the academic and operational excellence of Faculties. When integrated, intercultural understanding becomes a means to achieving a Faculty's priorities and aspirations, especially towards the fulfillment of the commitments of *Place and Promise*.
- 2.7.2 Although the approach to intercultural understanding in the classroom differs across departments, the development of intercultural fluency in operational practices and in how UBC's faculty and staff relate to students and each other, does contribute to the functionality of the department and Faculty.
- 2.7.3 This plan recognizes that departments have unique strengths and needs in this regard, and that some are more able to respond to UBCV's diversity than others. This strategic plan also recognizes that departments are on a continuum, and therefore aims to support the overall success of departments, using intercultural understanding as means to that end.
- 2.7.4 Supporting Faculties' vision for excellence involves:
- Analysis of how "excellence" is culturally defined at UBCV and to what extent units value and accommodate culturally-different perspectives of "excellence" (as it may pertain to teaching, family responsibility and make-up, and physical and mental well-being, for example);
 - Helping UBCV's Faculties clearly identify and articulate how intercultural understanding (or the development of intercultural fluency) in staff, faculty and students advances aspirations towards academic and workplace excellence, or contributes to resolving a faculty's challenges in a meaningful way; and
 - Strong faculty and staff incentives and reward for integrating intercultural fluency into operational, teaching and research excellence, and for contributing to the scholarship around the challenges and solutions of intercultural understanding.

It also involves directly supporting Department Heads by:

- Clearly providing supports and resources, such as best practices and access to expertise across disciplines, taking into consideration existing constraints on Departments (and may include access to supports and resources for multilingual material and research);
- Recognizing and sharing local department-driven solutions to UBC's most critical intercultural challenges amongst faculty, staff and students; and,
- Equipping Teaching Assistants, New Faculty and Sessional Instructors with knowledge and skills needed to deliver intercultural instruction and foster intercultural fluency in the classroom.

Actions (What)	Recommendations (How)	Measurement
Encourage a strong connection between intercultural understanding and faculty goals and objectives.	17. Supporting Deans and Department Heads in articulating the contribution of intercultural understanding towards their faculty goals and objectives, as an integrated component of faculty and/or departmental strategic planning.	External Reviews identify use of intercultural understanding as means towards achievement of faculty and departmental goals.

Actions (What)	Recommendations (How)	Measurement
Establish strong incentives and rewards for operational and research excellence contributing to intercultural understanding.	<p>18. Building upon the Faculty Research Awards & Prizes and the recently launched Equity Research Awards, the creation of a research prize for outstanding research that contributes to intercultural understanding (research in cross-cultural relations, intercultural conflict resolution, workplace diversity, religious pluralism, and aspects of social sustainability, for example).</p> <p>19. Ensuring existing incentives and rewards acknowledge that research excellence with or in community, cultural groups and/or disadvantage groups requires more intercultural skill and time.</p> <p>20. Creation of an Award on Social Sustainability within an existing award for faculty, staff, or student initiatives that demonstrate excellence in contributing to intercultural understanding on campus.</p>	Measured engagement of faculties, staff community of practice and student groups in the articulation of UBC's vision for an intercultural campus experience.

2.7.5 Supports for Leaders: Heads & Directors, and M&P Staff

Make UBC's existing resources, expertise, best practices and department-driven solutions more accessible.	<p>21. Collecting, mapping and effective sharing of existing faculty and staff expertise, promising practices, and working solutions across departments.</p> <p>22. Creation of templates, guidelines and related supports (such as solution-driven examples) for Department Heads wanting to use intercultural understanding towards the achievement of department goals, or resolution of department challenges.</p>	
Design of a strategic communications and outreach program specific to Heads & Directors.	23. On the recommendation of Heads and Directors, develop a user-friendly series that breaks down the intercultural understanding strategic plan into bite-sized pieces, focused on practical tips, taking time constraints into consideration.	

2.7.6 Teaching Assistants, New Faculty and Sessional Instructors

Develop and provide intercultural teaching supports for new faculty, sessional instructors and teaching assistants.	24. Develop a system-wide intercultural training program for all incoming TAs, new faculty and sessional instructors (with an additional specialized training program to support international TAs.), designed to be customized and delivered by faculties with the longer-term goal of establishing the capacity within faculties. Developed in partnership between Faculty of Education, CIC, FOGS, CTLT and HR.	TAs, new faculty and sessional instructors report improved teaching ability. Students report dramatic improvement to classroom climate.
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2.8 Strategic Goal 5: **Leadership and Staff Development**

UBC aims to embed intercultural fluency in UBC's leadership and staff.

- 2.8.1 UBC's academic and administrative leadership require intercultural fluency to be most effective in managing the complexities of an increasingly international student population and diverse workplace.

Similarly, as UBC's staff provide the key operational infrastructure to the University, they experience first-hand the benefit of greater intercultural fluency. It is critical that staff have access to opportunities and resources to support, advise and teach students, and manage all aspects of the University with greater intercultural fluency.

- 2.8.2 The following actions focus on the development of intercultural knowledge and skills needed for UBC's leadership and administrative management, Department Head and Directors, and administrative staff. It also impacts UBC's recruitment and search practices to intentionally seek out diversity in leadership and foster different styles of leadership. This strategic focus aims at integrating intercultural fluency into leadership expectations, as embedded in the existing *Managing at UBC* leadership development program (for more information on *Managing at UBC*, see hr.ubc.ca). Furthermore, this focus supports the creation of unit-level staff development plans, based on department needs and constraints.

2.8.3 **Leadership & Administrative Management**

Actions (What)	Recommendations (How)	Measurement
Establish intercultural knowledge, skills and abilities as core leadership competencies.	25. Incorporate ability to: effectively manage complexly diverse workplace; recognize and recruit for intercultural competencies; foster dynamic social relationships in a highly diverse workplace; and manage high-risk intercultural conversations into job descriptions and performance reviews for new leadership. Includes the intercultural fluency needed to conduct effective posting and hiring processes (Provost, HR).	Development of measurement tool (CIC, PAIR). Intercultural Staff Council (S1) report on leadership performance in intercultural matters.
Establish intercultural fluency as an integrated aspect of leadership development and training.	26. Develop and implement modules in aspects of intercultural fluency and intercultural dialogue facilitation skills for existing leadership development, such as ADLP and <i>Managing at UBC</i> (CTLT, ODL, CS CIC, Provost). 27. Build an Intercultural Fluency Stream for experienced managers at UBC through an integration of the Certificate in Intercultural Studies and <i>Managing at UBC</i> programs. Fall 2013 launch (HR, CIC). 28. Establish clear protocols around the on-going identification and development of potential administrative leadership who possess intercultural assets.	Faculty and staff report having knowledge and ability to model, manage, and engage in more productive high-risk conversations around intercultural matters, especially between faculty and students.

2.8.4 Staff Development

Identify candidates to serve as intercultural and diversity champions for training and capacity building across campus	29. Strengthen the intercultural fluency of key staff and faculty members across campus through in-depth intercultural training in the UBC Certificate in Intercultural Studies program (CIC). 30. Offer training for intercultural and diversity trainers with ongoing mentoring and development opportunities (CIC).	Staff report having access to meaningful and timely professional development, applicable to the broad range of intercultural needs of UBC faculty and students.
Provide creative development opportunities specific to the needs of administrative and frontline staff.	31. Pilot a range of activities, aimed at growing aspects of intercultural fluency (such as, intercultural awareness, cultural knowledge and intercultural communication skills) of administrative and frontline staff using cultural programming and/or other forms of cultural production (books, films, theatre, etc.).	

2.8.5 Fostering Intercultural Fluency through UBC Cultural Centres

UBC's Cultural Centres and creative departments are an asset to fostering campus experiences that encourage and facilitate the development of intercultural fluency. They are highly respected, world class, and already deliver intercultural programming. Deliberately programming cultural activity, performances, exhibits and screenings on campus that increase the knowledge of different cultural perspectives, in ways that are engaging, foster self-reflection and intercultural understanding, is an effective way to nurture and support the desired cultural shift towards a more inclusive and culturally literate campus environment. Cultural programming can also be an effective means of faculty and staff development, while avoiding "workshop fatigue". UBCV's centres of artistic and cultural production include at least the following:

- The Chan Centre for the Performing Arts
- The Morris and Helen Belkin Gallery
- The Museum of Anthropology at UBC
- UBC School of Music (Ethnomusicology)
- UBC Art History and Visual Art Department
- UBC Department of Theatre and Film

Leverage UBC Cultural Centres in fostering intercultural fluency	32. UBC Cultural Centres participate in the creation of a coordinated action plan around the delivery and outreach of intercultural programming to students, staff, faculty and alumni.	
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GROWING INTERCULTURAL FLUENCY IN STAFF

Seeking an innovative way to raise the Faculty's capacity to support an increasingly diverse population of students, the Faculty of Food and Land Systems piloted a series of discussions that invited academic advisors from various disciplines to attend two films at the Vancouver International Film Festival with a partner or guest, or to watch films on DVD that speak to the cultural backgrounds of their students.

Participants were required to keep a reflection journal and meet to discuss with other staff what they had observed. A schedule of films was developed, ranging in cultural topics, as per the group's self-identified needs. In support of this initiative, an inventory of films available at UBC's various libraries was started. This pilot provided staff the opportunity to take some personal initiative to better understand intercultural perspectives, it facilitated respectful discussion in a non-intimidating manner and offered a vehicle for staff from various areas to meet, build connections and learn about each other's professional work.

2.9 Strategic Goal 6:

Tighten Connections between Existing Expertise and Experience

UBC aims to strengthen or form linkages between areas already fostering an intercultural campus, teaching intercultural understanding and/or facilitating intercultural dialogue.

- 2.9.1 Success at this commitment will require being at least the *sum of our parts* in the area of intercultural understanding. This requires greater recognition of existing expertise and the coordinated support, connection and collaboration between academic and cultural centres, faculty departments and administrative units that are currently producing related programming, research, scholarly work and community engagement that fosters intercultural understanding.

Actions (What)	Recommendations (How)	Measurement
Acknowledge expertise, and share and use research generated at UBC in areas related to diversity, equity and intercultural understanding.	<p>33. Regularly showcase academic and administrative intellectual leadership in the area of diversity, equity and intercultural understanding through a schedule of opportunities for Deans, Heads, Directors, Administrators and Faculty to share research and expertise (might include Heads Up, on-campus speaking engagements, feature articles in university publications, and scheduled commentary).</p> <p>34. (Underway) Create a central academic resource on intercultural understanding in the main library, (in partnership with the Library Diversity Caucus and SLAIS), to support Student Directed Seminars, student and faculty research, and collect UBC research on topics related to intercultural understanding.</p> <p>35. (Underway) Create a central inventory of courses, practical examples, and initiatives that currently appear in teaching and research.</p>	<p>Inventory of new research being produced by academic centres around intercultural understanding and related topics.</p> <p>Reported use of the central academic resources.</p>
Increase the interconnectedness, partnership and exchange across disciplines in fields related to diversity, equity and intercultural understanding.	<p>36. Strengthen the coordination of intercultural understanding initiatives across faculties; facilitating collaboration, joint-funding and more efficient resourcing.</p> <p>37. Creation (underway) of a Faculty Subject Matter Expert Advisory Group (F1); and an Intercultural Staff Council (S1), a staff network representing UBC's community of practice (see page 21).</p> <p>38. In consultation with the Faculty Subject Matter Expert Group (F1), forming a task force for the development of more structured connections and synergy between related departments or units whose focus is diversity, equity and intercultural understanding, and similarly between Academic Centres and Faculty Departments (see page 20) that are already driving the University's intellectual leadership in related areas.</p>	<p>Reported evidence of greater collaboration and partnership between academic centres.</p> <p>Intercultural Staff Council (S1) report improved awareness and connectivity of interdepartmental activity.</p>

To be at least the sum of our parts, as much as possible it is essential to name the parts. The following lists are in alphabetical order and not exhaustive:

2.9.2 Related Centres of Research for Intercultural Understanding (Vancouver Campus)

- The Centre for Culture, Identity and Education (CCIE) | <http://ccie.educ.ubc.ca/>
- The Centre for Interactive Research on Sustainability (CIRS) | <http://cirs.ubc.ca/>
- The Centre for Intercultural Language Studies (CILS) | <http://cils.educ.ubc.ca/>
- The Centre for Human Evolution, Cognition, and Culture (HECC) | <http://www.hecc.ubc.ca/>
- The Centre for Human Settlement | <http://www.chs.ubc.ca/>
- The Centre for Race, Autobiography, Gender and Age (RAGA) | <http://www.raga.ubc.ca/>
- The Centre for Sport and Sustainability (CSS) | <http://css.ubc.ca/>
- Critical Research in Health and Healthcare Inequities (CRiHHI) | <http://www.nursing.ubc.ca/CRiHHI/>
- [Conflict Resolution, Arts and intercultural Experience \(CRANE\)](#)
- The Institute of Asian Research (IAR) | <http://www.iar.ubc.ca/>
- The Institute for Gender, Race, Sexuality and Social Justice (GRSJ) | <http://www.grsj.arts.ubc.ca/>
- The Liu Institute of Global Issues | <http://www.ligi.ubc.ca/>
- The University Sustainability Initiative (USI) | <http://www.sustain.ubc.ca/>

2.9.3 Related Faculty Areas (Vancouver Campus)

- Critical Studies in Sexuality (CSIS) | <http://csis.arts.ubc.ca/>
- First Nations Studies Program | <http://fnsp.arts.ubc.ca/>
- [Migration and Globalization Studies](#)
- The College of Health Disciplines | <http://www.chd.ubc.ca/>
- [The Continuing Studies Centre for Intercultural Communication \(CS CIC\)](#)
- The Department of Anthropology | <http://www.anth.ubc.ca/>
- The Department of Asian Studies | <http://www.asia.ubc.ca/>
- The Department of Educational and Counselling Psychology | <http://ecps.educ.ubc.ca/>
- The Department of Educational Studies | (<http://edst.educ.ubc.ca/>)
- The Department of Family Practice | <http://www.familymed.ubc.ca/>
- The Department of Geography (Human Geography) | <http://www.geog.ubc.ca/departement/index.html>
- The Department of Medicine | <http://www.medicine.ubc.ca/>
- The Department of Mining Engineering | <http://www.mining.ubc.ca/>
- The Department of Political Science | <http://www.politics.ubc.ca/>
- The Department of Psychology (Cultural Psychology) | <http://www.psych.ubc.ca/>
- The Department of Language and Literacy Education | <http://lled.educ.ubc.ca/>
- The Department of Sociology | <http://www.soci.ubc.ca/>
- The Division of Aboriginal People's Health | <http://aboriginalhealth.med.ubc.ca/>
- The Faculty of Graduate Studies | <https://www.grad.ubc.ca/>
- The English Language Institute (ELI) | <http://www.eli.ubc.ca/>
- The Immigrant Vancouver Ethnographic Field School (IVEFS) | <http://ivefs.arts.ubc.ca/>
- The School of Community and Regional Planning (SCARP) | <http://www.scarp.ubc.ca/>
- The School of Kinesiology | <http://kin.educ.ubc.ca/>
- [The Specialization in International Forestry](#)
- [The UBC School of Complex Governance](#)

- 2.9.4 Despite courses and research in the area of cultural studies and social sustainability in the above departments and research centres, a noticeable gap exists in not having a formal interdisciplinary program that, similar to the First Nations Studies Program, ties together all the related expertise and work across disciplines. This strategic focus does not aim to resolve this issue, but proposes to bring together the sponsors to a potential emergent solution.

- 2.9.5 Similarly, there is a need for greater structural connection between the following related administrative units and departments, beginning with creating an active interdepartmental staff network aimed at fostering interconnectedness, information sharing and sharing of resources.

UBC is currently considering recommendations on structural changes necessary to strengthen the role and support of equity, diversity and intercultural understanding at the University.

2.9.6 Administrative Units & Departments Focused on Diversity, Equity & Intercultural Understanding

- [Access & Diversity](#) (VP Students)
- [The Centre for Teaching, Learning & Technology](#) (CTLT)
- [The Community Learning Initiative](#) (CLI)
- [The Equity Office](#)
- [Faculty Relations](#) (HR)
- [Go Global Program](#) (VP Students)
- [Green College](#)
- [Human Resources](#)
- [International Student Development](#) (VPS)
- [Korea House](#)
- [The Learning Exchange](#)
- [The Office of the Ombudsperson for Students](#)
- [The Office of the Vice President Research & International](#)
- [Organisational Development & Learning](#) (HR)
- [St. John's College](#)
- [UBC-Ritsumeikan House](#)
- [UBC Housing](#) (VP Students)
- [Work-Life and Relocation Services](#) (HR)

- 2.9.7 The overall spirit of partnership and collaboration also extends to the mandates and work of the Iona Pacific Inter-Religious Centre; UBC Multi-Faith Chaplains Association and many other units that might be considered part of the community of practice. Current University initiatives contributing to intercultural understanding also include:

- Coaching@UBC | <http://www.hr.ubc.ca/coaching/>
- [The Dispute Resolution Program \(training for faculty, staff and students\)](#)
- [The "Healthiest Campus" Initiative \(VP Students\)](#)
- The Integrated Conflict Resolution Task Force
- The International Graduate Student Task Force
- The Library Diversity Caucus
- The Managing at UBC | <http://www.hr.ubc.ca/managing-at-ubc/>
- [The Service Excellence Conference](#)
- The UBC Tandem Language Exchange Program | <http://www.tandemubc.ca/>

2.9.8 Fostering an Intercultural Physical Environment

Spaces that display cultural pluralism and the values of inclusion can help to provide an environment that is more conducive to intercultural understanding.

Examples of this include the renaming of the residences, to reflect the cultural heritage of the land. Replicating campus environments designed to encourage cultural inclusion, such as the van der Linden Dining Hall (St. John's College) and the Sty-Wet-Tan Hall (First Nations Longhouse), the University will explore opportunities to inspire and support intercultural understanding through the visible recognition of cultural diversity.

With 79 percent of UBC students able to speak two or more languages, fostering an intercultural campus naturally includes aspiring to be a multilingual campus—including the visible acknowledgement of the Musqueam language of hən̓q̓əmin̓əḥ.

Valuing, and growing the capacity and comfort of faculty, staff and students to speak multiple languages and provide multilingual perspectives is key to fostering an intercultural climate at UBC.

Exhibit a stronger international and intercultural sensibility on campus.	<p>39. Building on existing examples, use of visible markers, signage and the public recognition of key cultural and religious dates to establish a culturally inclusive and international sensibility on campus.</p> <p>This will require the development of guidelines and protocol that can be implemented across campus (underway).</p>	
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3.0 D. Interfaith Plan: Intersection of Strategic Goals

As 40 percent of students report to be actively involved in a faith, UBC's aspirations for community cohesion are tied to how faith groups interact on campus, and the overall campus climate for students, staff, faculty and alumni for whom faith is a major part of their identity.

How safe students, faculty and staff feel about having a faith-identity proportionately affects the capacity for interfaith relationships to occur. The more anxiety students feel about their faith-identity, the less likely interfaith connectivity occurs. Future activity fostering interfaith connections between students, faculty, staff and alumni should be integrated into the preceding four strategic goals. For purposes of clarity, the following action items have been separated out.

Actions (What)	Recommendations (How)	Measurement
Foster a "faith friendly" campus environment.	<p>40. Establish a UBC Interfaith Task Force. In partnership with the Multi-Faith Chaplains Association and the Iona Pacific Inter-religious Centre, develop a framework for a UBC Interfaith Plan (Presidents Office, VP Students).</p> <p>41. Develop an interfaith action plan outlining the fostering of high-quality peer relationships, high-risk conversation and classroom guidelines around the expression and fostering of an interfaith campus culture (Interfaith Task Force, VP Students Office).</p>	<p>Successful adoption of a UBC Interfaith Plan by Spring 2013/2014.</p> <p>Students report UBC experience as being more "faith friendly."</p>

4.0 E. Measuring Progress

At this point, *The Intercultural Promise* does not attempt to articulate a vision for an intercultural campus. Rather, it aspires to put into place the elements needed for a vision of "what an intercultural campus looks and feels like" to emerge. In Year 2 of this plan's implementation (Spring 2014), a campus-wide visioning exercise will be employed to capture an *emergent vision*, as defined by students, staff, faculty and alumni.

Inherent to the plan is the development of new metrics to better measure progress, which in some cases is difficult to quantify. Metrics around students' self-perception of their ability to work with students from other cultures, or faculty members' self-perceived ease of fostering an intercultural environment, for example, are being developed. To help determine milestones and provide on-going feedback and direction, the following advisory groups will be formed:

- A Faculty Subject Matter Expert Advisory Group (F1)
- A Graduate Student Subject Matter Expert Group (G1)
- An Undergraduate Student Consultancy Group
- An Alumni Advisory Group
- An Intercultural Staff Council (S1)
- An External Advisory Group

5.0 **APPENDIX I:** **Supporting Information to Conceptual Framework**

5.1 **A. Faculty Challenges in Detail**

Early consultation with faculty produced the following list of top intercultural difficulties and challenging experiences that faculty have observed as a result of working at a campus with relatively higher degrees of diversity:

- A growing cultural gap between faculty and students on academic expectations;
- The increasing demands of complex intercultural teaching environment;
- Insufficient rewards for excellence in (intercultural) Teaching and Service; and
- The lack of connection between students and faculty.

The following are brief descriptions of each of these challenges.

5.1.2 **Culture gap between faculty and students on academic expectations**

Students and faculty often do not share a common understanding of expectations of each other. This includes domestic and international students whose cultural background may have contributed to a different set of academic expectations and standards, particularly around classroom participation, dialogue with faculty, classroom etiquette, accessing academic supports, and participation and activity outside the classroom.

5.1.3 **Increasing demands of complex intercultural teaching environment**

Faculty expressed a lack of capacity and/or support to meet the growing demands of the increasingly complex teaching environments, which include managing a greater range of students' learning and communications styles.

5.1.4 **Insufficient rewards for excellence in (intercultural) Teaching and Service**

Tied to tenure and promotion, faculty expressed a lack of sufficient incentive, recognition and reward for teaching excellence and service in general, but especially in the pursuit of intercultural content and pedagogy.

5.1.5 **Lack of connection between students and faculty**

Faculty expressed they lacked reciprocal connection with their undergraduate students, perceiving degrees of student disinterest proportionate to the size of the class. This has affected the enjoyment of teaching large classes. There was a general sense that UBC has not done enough to establish basic classroom etiquette and clarity for students in how to maintain meaningful engagement with their teachers.

These "intercultural pains" compound each other and foster misunderstanding and disconnect. Many of these difficulties are both produced by a lack of intercultural understanding and are in themselves the source of intercultural misunderstanding. It is the aim of the strategic plan to either address directly or support the elimination of the above list. **Action 10** (page 21) commits to the creation of a task force that will look at the alleviation of challenges experienced by faculty. **Actions 18 - 20** (page 21) commit to a development of incentives, supports and training for Teaching Assistants, new faculty and sessional instructors so as to address these challenges.

5.2 B. Identifying Cultural Tensions, Anxieties and Intercultural Barriers for Students

The increase of empathy and lessening of anxiety has more impact on reducing racism on campus than information or awareness about racism and prejudice.⁶ With this in mind, students were asked to identify anxieties they may be experiencing related to the diversity of campus. The following list reflects the input from students and is in alphabetic order with exception to the first item, consistently identified as the most acute intercultural issue amongst students.

- Growing gap between second-generation students and students that are new to Canada;
- Discomfort in expressing or acknowledging one's faith identity;
- Cultural exclusion of students with children;
- Culture shock of rural students to UBC;
- Impact of commuter reality on social cohesion on campus;
- Lack of competencies around indigenous identity (in students and faculty);
- Lack of recognition of the experience of being visibly white on campus;
- Noticeable lack of political diversity, leading to anxiety around political expression;
- Parental expectations on students in regards to education and careers;
- Pressures of political correctness;
- Racialization of students (particularly that of white, non-white, Aboriginal and East Asian students);
- An unacknowledged sense of anti-Americanism on campus;
- Unaddressed complexity of Asian Canadian Identity on Campus (as unaddressed in curriculum and campus life).

In partnership with VP Students, PAIR and the Alma Mater Society, the University is endeavouring to validate this list and determine what anxieties are of the highest importance to students.

5.2.1 Growing gap between second-generation students and students that are new to Canada

When asked, international and new-immigrant students predominantly identify second-generation students of the same ethnicity as the most hostile group towards them on campus. Conversely, second-generation students complained of "ethnic cliques" perpetuated by international and new immigrant students as a major issue at UBC. As UBC aims to admit greater numbers of international students, this is likely to grow to be a bigger issue. The anti-newcomer/immigrant sentiment amongst non-white second-generation students is not unique to UBC; however, it is a divisive issue that must be addressed for social sustainability to be achieved on campus. Conversely, ethno-cultural grouping has many benefits for students, in establishing a safe space for minority identities.

It is not the goal of the strategic plan to eliminate the many groups that self-identify through ethnocentric terms, but to encourage students to use these student groups as social incubators. It is the intent of the strategic plan to support activities that encourage the connectivity and partnership between ethnocultural groups, targeting the cultural and relational gap between students born in Canada and those who are new to Canada.

5.2.2 Classroom Climate

In common with both the *Equity and Diversity Strategic Plan* and *Aboriginal Engagement Strategic Plan*, classroom climate is an area of concern. Students have identified the following classroom climate struggles pertaining to intercultural understanding: intercultural misunderstanding in the classroom (sometimes developing into conflict); difficulty meeting new people in class; ethno-racial self-segregation in class; inability to engage in high-risk conversations; and not knowing how to engage instructors and profoundly different students (lacking of student etiquette). Various efforts around student support, orientation, and instructor training will address these issues.

⁶ Bennet, J. *Developing Intercultural Competence for International Education Faculty and Staff*. 2011 Association of International Educators Association Conference, Westin St. Francis Hotel. San Francisco, CA, 2011.

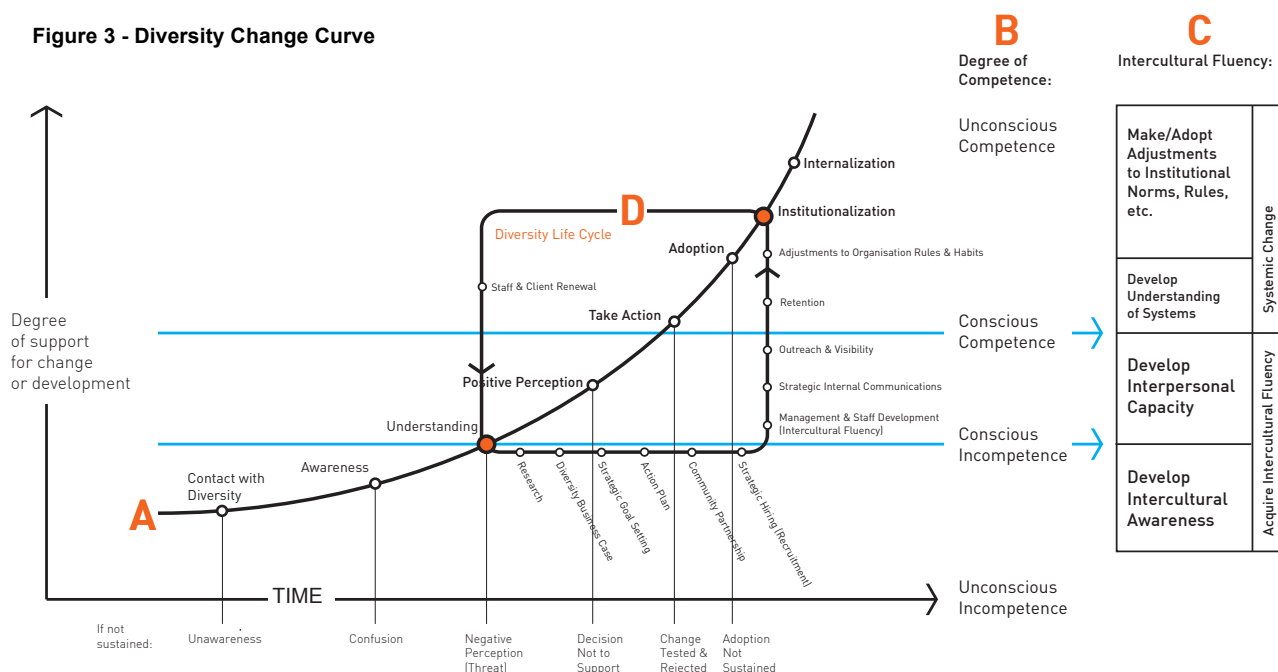
5.3 C. Facilitating Organisational Change

The following diagram combines four synergistic models for the organisational development of diversity, equity and intercultural understanding and the personal development of intercultural fluency, as a means of conceptualizing the organisational change needed to internalize intercultural understanding into UBC's organisational culture. The following explains each of these models and their intersection with each other.

5.3.1 Diversity Change Curve (A)

The change management curve below (Fig. 3) illustrates the gradual impact on an organisation as it is subject to various initiatives related to diversity, equity and intercultural understanding. This change management model (developed by ODR, Inc.) identifies various stages experienced by an organisation, when exposed to sustained pressure, development or change.

Figure 3 - Diversity Change Curve



Adapted from ODR, Inc., and TWI, Inc.

The stages move from initial contact with diversity, to awareness and eventually to adoption, institutionalization and internalization of norms and institutional rules that reinforce equity, diversity and intercultural understanding. This progression might also be characterized as the normalization of these values and practices. The diagram also identifies the result should the effort (or actions) not be sustained.

5.3.2 Degree of Competency (B)

In later models, a "degree of competency" scale was added (TWI, Inc.) to illustrate the correlation between these various stages of the diversity change curve and the stages of learning, from "unconscious competency" (not knowing one doesn't know) to "conscious competency" (being aware of one's competency). Contact with diversity and awareness often leads to "conscious incompetence", where one is made aware of not having adequate knowledge. If the development is not sustained, this can lead to confusion.

5.3.3 Intercultural Fluency Over Time (C)

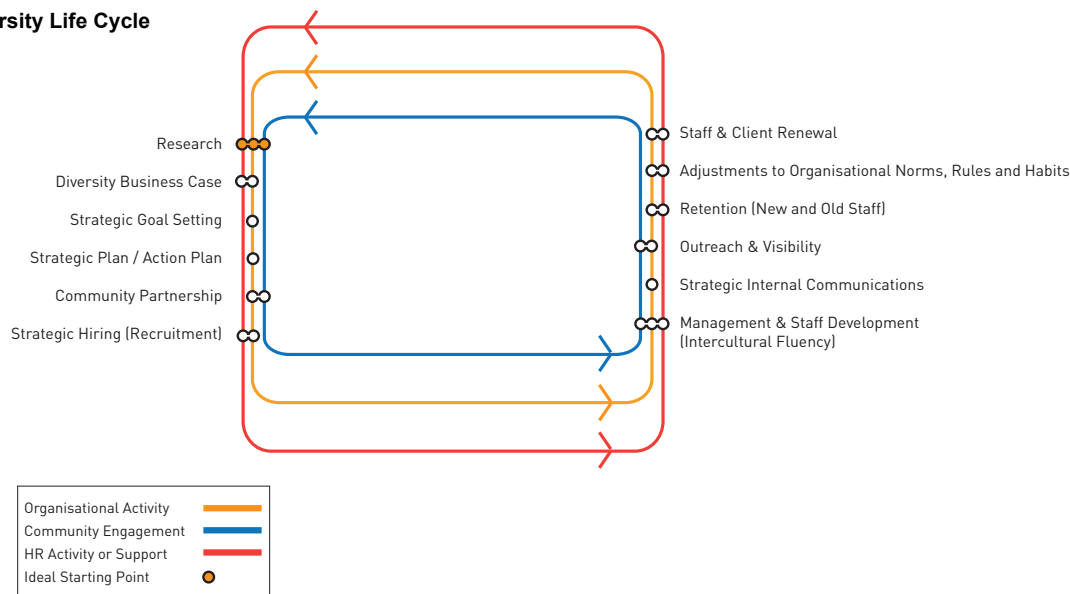
There is a correlation between the personal development of intercultural fluency and the diversity change curve. As an individual is initially exposed to diversity, there exists an opportunity for the development of intercultural awareness. If the personal development (through self-reflection) continues, the acquisition of

interpersonal capacity will follow. At this point, the individual is having intercultural experiences somewhere between “conscious incompetence” and “conscious competence”, being able to identify gaps in cultural knowledge and then filling those gaps. As one develops knowledge of cultural systems, individuals are enabled to make systemic changes through the adoption or adjustment of organisational rules and norms. This level of intercultural fluency (of institutional cultures) correlates with the higher levels of competency (towards “unconscious competence”, or expertise), producing higher levels or organisational support for change (from adoption to internalization).

5.3.4 Diversity Life Cycle (D)

To illustrate the actions required to bring an organisation from “understanding” to “institutionalization” on the Diversity Change Curve, another component has been added called the Diversity Life Cycle (Habacon, 2012). The following diagram (Fig. 4) illustrates twelve areas of activity that organisations commonly engage in to forward diversity and inclusion, in a strategic sequence, from research to the renewal of existing staff and clients (who do not necessarily fit the “diversity criteria”). The personal development of intercultural fluency is integrated into this model as part of “Management and Staff Development.”

Figure 4 - Diversity Life Cycle



Units and departments seeking further direction around how to progress from a stage of understanding towards institutionalization, are encouraged to consider using the components of the diversity life cycle to form an action plan.

- 5.3.5 The Diversity Life Cycle can be broken down into the following parts: (1.) conducting research (such as surveying one’s unit on diversity issues); (2.) development of a diversity business case (or articulation as to the benefits of diversity); (3.) development or integration of diversity into strategic goal setting; (4.) development of an action plan; (5.) community partnership (includes community advisory groups); (6.) strategic hiring; (7.) management and staff development, particularly in increasing aspects of intercultural fluency; (8.) strategic communications throughout the organisation; (9.) outreach to and visibility in communities that reflect a desired diversity; (10.) initiatives that improve the retention of employees that add intercultural fluency to the organisation; (11.) adjustments to organisational rules and habits (such policy, guidelines and organisational value statements); and (12.) the renewal of existing staff and clients.⁷

⁷ Habacon, Alden E., *How To Make Our Organizations More Welcoming & Inclusive*, presented to the Inter-Cultural Association of Greater Victoria; October 25, 2012.

5.4 D. Conceptual Framework of Intercultural Fluency



5.4.1 *Intercultural fluency* is the combination of attitudes towards diversity, knowledge about cultures and difference, and interpersonal capacity for communication and relationship building across different cultures. It also includes the following “multicultural skills” (Pope and Reynolds, 1997):

- Ability to identify and openly discuss cultural differences and issues;
- Ability to assess the impact of cultural differences on communication and effectively communicate across those differences;
- Capability to empathize and genuinely connect with individuals who are culturally different from themselves;
- Ability to gain the trust and respect of individuals who are culturally different from themselves
- Capability to accurately assess their own multicultural skills, comfort level, growth, and development;
- Ability to differentiate among individual differences, cultural differences, and universal similarities; and
- Ability to use cultural knowledge and sensitivity to make more culturally sensitive and appropriate interventions.⁸

Drawing from the available literature, there are two areas that can be developed over time that contribute to one’s level of intercultural fluency: “intercultural awareness” and “interpersonal capacity,” the interpersonal skills or assets needed to be more fluent in a variety of cultures.

Within intercultural awareness is the development of self-knowledge, a general knowledge of cultural differences, an openness and appreciation to difference and an acceptance of other worldviews. Interpersonal capacity includes knowledge of cultural nuance and protocol (Cultural Literacy), the skills needed to communicate across cultures (Intercultural Communications Skills), and the establishing of meaningful social connections in various cultures (Intercultural Capital). The following section provides background and working definitions to terms used in the framework around intercultural fluency.

5.4.2 Competing Models

One of the strengths and challenges of the work around intercultural understanding is an extensive body of literature around intercultural and cross-cultural understanding that spans across disciplines and professional fields. The terms “multicultural competency,” “cross-cultural competency,” “intercultural competency” and “cultural intelligence” are used in various (and often competing) literature to describe the attributes needed to understand, communicate and work effectively across and within cultures different from ones own.

⁸ List excerpted from Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. (pp. 18-19). San Francisco: Jossey-Bass.

The following models (and key terms), related to intercultural understanding, were found in the available literature:

- Multicultural Competency (Pope, Reynolds, & Mueller, 2004)
- Cultural Intelligence or CQ (Plum, 2007)
- Intercultural Competency (Deardorff, 2009)
- Intergroup Competencies (Ramsey & Latting, 2005)
- Intercultural Sensitivity Training or the Intercultural Development Inventory (Hammer, Bennett and Wiseman, 2003)
- Cultural Competency (commonly used in Medicine, Healthcare, HR)
- Cultural Safety (commonly used in Nursing, Healthcare)

“Multicultural competency” (Pope, Reynolds, & Mueller, 2004), coming from cultural psychology, has been an aspect of student affairs for decades. Similarly, “Intercultural Competence”, is commonly described as “the ability to think and act in interculturally appropriate ways.”⁹ The framework around intercultural competency is most commonly used in literature around internationalization and training for international student programs. In human resources and healthcare professions these attributes are often described as “cultural competency”, and in nursing called “cultural safety.” Further complicating this area of work, these constructs continue to evolve and are often positioned in competition with each other.

In trying to establish a common framework that could be used across disciplines, this strategic plan does not propose one framework over another, but instead provides a synthesis of the available literature.

5.4.3 Reasons for Choosing “Intercultural Fluency”

“Intercultural fluency” was identified as being most suitable for the diverse needs of students, faculty and staff. “Fluency” implies a greater fluidity and range of knowledge, skills and ability. The idea of “competency”, on the other hand, although useful also implies that one can be incompetent. “Fluency” allows for varying levels of (intercultural) proficiency without the sense of being inept.

Intercultural fluency builds upon the familiar ideas of “academic fluency” and “cultural fluency” to describe what a student, faculty member or staff would require to thrive on a campus as diverse as UBC.

Academic fluency refers to a variety of skills and knowledge related to academic studies. “Cultural fluency is the readiness to anticipate, internalize, express, and help shape the process of meaning-making.”¹⁰ The development of cultural fluency is described by Tatsushi Arai as a parallel to “the way we acquire fluency in a non-native language”, a process wherein “unfamiliar cultural habits of being and doing learned consciously are gradually submerged into our subconscious.” This process of cultural learning (or culture shifting) is often described in change management as the progression through the various levels of competency in the “Conscious Competence Model” (these include unconscious incompetence, conscious incompetence, conscious competence and unconscious competence). It might also be framed as the normalizing of cultural norms.

Like the construct of multicultural competency, “developing cultural fluency [requires] the ongoing cultivation of self-awareness.”¹¹ However, distinct to the notion of cultural fluency is the development of “navigational capacity”, described as “the process of becoming an active participant in forming and transforming the universe of meaning-making process.”¹² This is similar to having reached an advanced

⁹ Hammer, Bennett and Wiseman. *Measuring intercultural sensitivity: The intercultural development inventory*. International Journal of Intercultural Relations 27 (2003), p. 422.

¹⁰ Arai, Tatsushi. *Conflict Across Cultures* (2006), p. 58.

¹¹ *Ibid.* p. 60.

¹² *Ibid.* p. 58.

level of language-acquisition enabling one to write a poem or reflect one's sense of humour. Navigational capacity might extend to include the understanding of and ability to move through the systems one is subject to.

For the purposes of the development and implementation of this strategic plan, the following working definitions of the components of intercultural fluency were developed.

5.4.4 Intercultural Awareness



The working definition of *intercultural awareness*, is based on “the awareness, knowledge, and skills necessary to work effectively and ethically across cultural difference” (Pope and Reynolds, 1997), synonymous to “cultural competence” as used in medicine, health professions and human resources. In addition to this basic definition, intercultural awareness includes a depth of understanding, an appreciation for cultural pluralism, the “ability to appreciate racial and ethnic diversity” and the “ability to appreciate cultural and global diversity”¹³.

It is important to note, however, that the construct of cultural competence can be problematic, in not sufficiently addressing the impact of power relations between dominant and non-dominant groups. A 2007 study of quantitative measures of cultural competence most commonly used in medicine and in the health professions, found that many measurement tools “either assume that both dominant and marginalized groups have the same experiences of multiculturalism.”¹⁴

With this in mind, Pope, Reynolds, & Mueller’s description of “multicultural awareness” (2004) is most useful in defining intercultural awareness. This includes the following factors:

- A belief that differences are valuable and that learning about others who are culturally different is necessary and rewarding;
- A willingness to self-examine and, when necessary, challenge and change their own values, worldview, assumptions, and biases;
- An acceptance of other worldviews and perspectives and a willingness to acknowledge that, as individuals, they do not have all the answers;
- A belief that cultural differences do not have to interfere with effective communication or meaningful relationships;
- Awareness of their own cultural heritage and how it affects their worldview, values, and assumptions;
- Knowledge about how gender, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, and disability and ability affect individuals and their experiences; and
- Knowledge about within-group differences and understanding of multiple identities.¹⁵

¹³ UBC Community Learning Initiative, Fourth Annual Report to The J.W. McConnell Family Foundation (October 2011), p. 55

¹⁴ Zofia Kumas -Tan, MSc, Brenda Beagan, MA, PhD, Charlotte Loppie, MA, PhD, Anna MacLeod, MA, and Blye Frank, MA, PhD. “Measures of Cultural Competence: Examining Hidden Assumptions”. *Academic Medicine*, Vol. 82, No. 6 / June 2007. p. 548

¹⁵ Excerpted from Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. (pp. 18-19). San Francisco: Jossey-Bass.

5.4.5 Intercultural Communication Skills



Intercultural communication skills, refers to the awareness and skills needed to communicate effectively across profound cultural difference. This strategic plan sites the definition used by the UBC Continuing Studies Centre for Intercultural Communication (CS CIC):

For communication to succeed, words are not enough. Communication requires knowing the cultural rules of what to say, when to say it, and how to deliver the message. Culture can be national, professional, generational, organizational, etc. Therefore, every message is sent and received through numerous filters; our own filters and those of others. Intercultural communication focuses on how to communicate with awareness of these filters.

This includes verbal, linguistic and behaviour skills needed for communication between people from different cultures. In itself, intercultural communication is an academic field of research, and includes the study of how people from different cultures behave, communicate and perceive the world around them; and how cultures are different.

The general concepts and understanding about culture, needed for effective intercultural communication is often referred to as “cultural general”. This might include various cultural orientations, such as a Sense of Power and Responsibility, or Time Management Approaches, as established by Robert Rosinski (2003). This include, “Knowledge about the ways that cultural differences affect verbal and nonverbal communication.”¹⁶

5.4.6 Cultural Literacy



For the purposes of the strategic plan, *cultural literacy* expands on the basic definition of “cultural knowledge”, and comparatively is more focused on “culture specific”, as opposed to “culture general” (found in intercultural awareness and intercultural communication skills). Cultural literacy includes:

- Having the (culture specific) knowledge of history, traditions, values, customs, resources and issues;
- Such as one’s “familiarity with and ability to understand the idioms, allusions, and informal content that create and constitute a dominant culture”¹⁷; and
- The ability to understand and use culturally-specific behaviour or etiquette appropriate for meaningful engagement with culturally different people.

¹⁶ *Ibid.*

¹⁷ Source: http://en.wikipedia.org/wiki/Cultural_literacy

The examples of knowing when to bow versus shake a hand (and how hard to shake a hand), or interpret the avoidance of eye contact as a sign of respect, are essential aspects of intercultural fluency. Similarly, most foreign-born students require Canadian cultural literacy, which might include a familiarity with Canadians' preoccupation with ice hockey or the weather.

In an academic setting, cultural literacy might refer to knowing when and how to question a supervisor, or how "things get done" differently from one Faculty or discipline to another. In a work environment, cultural literacy generally includes knowing the acceptable threshold for the expression of emotion in the workplace. These intercultural and interpersonal skills are essential for cultural integration and employment in Canada. Culture shock might be considered the product of not having cultural literacy.

In light of the University's commitment to Aboriginal Engagement and the International Strategic Plan's focus on China and India, the development of cultural literacy in Aboriginal, Chinese and Indian cultures should be considered a priority.

It is important to note that cultural knowledge without intercultural awareness can lead to jumping to conclusions and stereotyping. Despite being very important, especially in situations where trust building is important (such as community engagement), one cannot assume they know exactly what the cultural expectations are. To validate one's cultural knowledge, it is essential that one also have intercultural capital.

5.4.7 Intercultural Capital



This strategic plan introduces the idea of *intercultural capital*, as an extension of social capital across cultural differences, using Pierre Bourdieu's definition of social capital: "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition."¹⁸ In other words, intercultural capital describes the value of having meaningful social relationships across different cultures.

It is unrealistic to aim at acquiring all the intercultural awareness, intercultural communication skills and cultural literacy to give one a sufficient degree of fluency for the complexity and diversity of UBC. It is intercultural capital that makes up for, and gradually eliminates, this deficiency. Friend-making across cultural difference is one of the top reasons students join cultural clubs and also a key element to cross-cultural peacemaking.

The University encourages units and individuals to determine what level of proficiency they possess in any one of these areas, and focusing on those areas that are either of greatest interest and/or most strategic to develop further.

¹⁸ Bourdieu P. 1985. The forms of capital. In Handbook of Theory and Research for the Sociology of Education, ed. JG Richardson, p. 248. New York: Greenwood

APPENDIX II:

Early Implementation

6.0

A. How this Plan was Developed

The *early implementation*, or short-to-medium-term activity related to the development of the intercultural understanding strategic plan, has been focused on three areas: the development of the strategic plan; corresponding foundational initiatives, including a literature review in partnership with SLAIS¹⁹, an institutional survey (2011)²⁰, and an intercultural understanding audit (2011).²¹ The activities related to the early implementation inform the strategic plan and helped to catalyze a culture shift.

The following process was developed with the support and encouragement of President and Vice-Chancellor Professor Stephen Toope, and the Provost and VP Academic Professor David Farrar, providing guidance on the overall progression and approach, and feedback to numerous drafts.

6.1 Individual Interviews

Over 200 individual people were consulted on the early development of the strategic plan. The list of faculty, staff, administration and students and community experts can be found online at: (link to come).

6.2 Group Consultancy

A number of groups were consulted in the early phases of this plans development, including the Association of Christian Clubs, the Matter Society, Graduate Student Society, Jewish Students Association, the UBC Board of Governors, the Alumni Affairs Board of Directors, the Peer Program Executive, the Library Diversity Caucus, Counselling Services ...

6.3 Student Focus Groups

Six focus groups were conducted and additional focus groups continue to be held. Special consideration was made to ensure a broad of spectrum of students was consulted, producing the list of *Cultural Tensions, Anxieties and Intercultural Barriers for Students* found on page 26. This should not be taken as an exhaustive or completed consultation, but meant only to provide a starting point for on-going consultation, direction, feedback and accountability with students.

6.4 Peer Institution Review

Prior to the development of the strategic plan, a peer institution review was conducted. It included a review of related activity at Columbia University; Harvard University; Leeds Metropolitan University; Oxford Brookes University; University of California, Berkeley; University of Melbourne; University of New South Wales; University of Sydney; University of Washington, Department of Psychology; and the University of Warwick. Consultation with UC Berkeley and UCLA were also conducted in August 2012, in regards to faculty engagement and support.

6.5 Mentor Group

The working draft of the strategic plan was developed with the guidance and direction of a mentor group consisting of Anna Kindler, Brian Sullivan, Darrin Lehman, Janet Teasdale, Linc Kesler and Lisa Castle.

¹⁹ Location online to be provided.

²⁰ Location online to be provided.

²¹ Currently under construction at http://wiki.ubc.ca/Intercultural_Understanding_Inventory_at_UBC_2010-2011

6.6 Individual Contribution

In addition to the Mentor Group, countless faculty and staff contributed to the development of the strategic plan through their ideas, input, feedback and mentorship. In particular the following:

Alan Kingstone	Handel Wright	Mark Vessey	Shafik Dharamsi
Andrew Scales	Henry Yu	Mary Bryson	Sham Pendleton
Anne Gorsuch		Martin Dawes	Sheldon Green
Anne-Marie Long	Indy Batth	Michelle LeBaron	Shirin Eshghi
	John Barker	Mike Bennett	Shirley Nakata
Brian Sullivan	John Robinson	Mike Fryzuk	Sneja Gunew
	Kuan Foo	Moura Quayle	Sunera Thobani
Chris Lee			Susan Grossman
	James Thornton	Neil Guppy	Suzanne Jolly
Dan Hiebert	Janet Mee	Michelle Suderman	
Darran Fernandez	Julia Peak	Patty Hamblar	Terre Satterfield
David Ley	John Meech	Peter Wanyenya	Tom Patch
		Richard Price	Trevor Barnes
Elvin Wyly	Karen Rolston		
	Katherine Beaumont	Robert Daum	Walter Sudmant
Gurdeep Parhar			Wendy Frisby
	Leonora Angeles	Ross King	
	Linda McKnight	Rachel Kuske	
	Lynn Newman		

It is also the product of the input from numerous individual students, including Azim Wazeer, Brett Sinclair, Ekaterina Dovjenko, James Lin, Joy Richu, Mohamed Algarf and especially Mehjabeen Ali.

The conceptual framework for intercultural fluency was co-developed with Karen Rolston, Michelle Suderman and Peter Wanyenya.

7.0 **APPENDIX III:** **Building on Place and Promise**

The Intercultural Promise aims to support and serve the core commitments of UBC, as described in *Place and Promise*, *The UBC Plan*: Student Learning, Research Excellence and Community Engagement.

The following describes how the operationalization of *The Intercultural Promise* advances the preceding eight mid-level strategic plans of *Place and Promise*, in their order of implementation. This section also includes three related strategic plans requiring advances in intercultural understanding as an integral aspect of their success, including: *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC*; *UBC Vancouver's Graduate Student Strategy and Operational Plan* (2010-2015); and *UBC Library Strategic Directions, Goals and Actions* (2010).

7.1 **Aboriginal Engagement Strategic Plan** | strategicplan.ubc.ca/the-plan/aboriginal-engagement/

As an extension of the Aboriginal Engagement Strategic Plan, *The Intercultural Promise* positions the development of intercultural fluency (cultural literacy, communication skills, social capital) in local Aboriginal communities, cultures and histories as central to intercultural understanding.

The emergent vision for a more intercultural campus must include a substantially greater sense of belonging for Aboriginal students, staff and faculty. This is tied to the original imperative of the Aboriginal Engagement Strategic Plan, addressing the proportionately small numbers of Aboriginal students.

The commitment to intercultural understanding begins with acknowledging that the ideas around multiculturalism are indigenous to the land. Moreover, that local Aboriginal communities possess practices around intercultural exchange and dialogue that are indigenous to B.C. and thousands of years old.

The University's commitment to intercultural understanding also involves actively pushing for greater empathy and awareness of local Aboriginal issues and history amongst UBC's diverse student population. The establishing of intercultural understanding at UBC requires this knowledge be understood as fundamental to the UBC experience.

The FNHL has established guidelines for sustaining a safe place for high-risk conversation that will be used as a model and standard across campus. Moreover, the development and implementation of initiatives aimed at improving classroom climate will provide a template for similar activity around intercultural understanding, equity and diversity.

7.2 **Sustainability** | strategicplan.ubc.ca/the-plan/sustainability/

The strategic plan on intercultural understanding is the direct extension of the University's aspirations around social sustainability.

Since UBC's Sustainability Strategy, *Inspirations and Aspirations* (2007), the University has defined "a truly livable campus environment" as one that is "vibrant, culturally rich, healthy, equitable, and diverse", all part of being a "Model Sustainable Community."²²

The intersectionality between biodiversity and sociocultural diversity has carried through to the current goal for the University towards social sustainability:

"Foster social sustainability through teaching, research, and community engagement that promote vibrant human interaction and community cohesion."

Similarly, the "net positive" philosophy of the Centre for Interactive Research on Sustainability (CIRS) helps to set the emergent vision for intercultural understanding and social sustainability at UBC: to foster a

²² *Inspirations and Aspirations*. UBC (2007), p. 19.

social environment and institutional practices that produce a “net positive” in social terms; thereby producing a university that can take historic inequity, conflict and intercultural tension and convert them into “dynamic human interaction and social cohesion.”

There are also many aspects of this strategic plan that are modelled after the implementation of the *Inspirations and Aspirations*. This includes: a focus on “emergent vision and solutions” wherein students, faculty, staff, alumni and external community will determine the vision of a more intercultural UBC Vancouver campus; establishing an inventory and coding of courses wherein intercultural understanding is taught in curriculum or experiential learning; and the formation of an external advisory group.

7.3 **Focus on People** | focusonpeople.ubc.ca/

Becoming an interculturally fluent campus is, first and foremost, about people—their relationships, perceptions and interaction. In aiming to be workplace of “vibrant human interaction and community cohesion” taking into account profound cultural differences, the commitment to intercultural understanding advances all five of the strategic goals found in *Focus on People*, beginning with:

“A healthy workplace builds capacity within the organisation for social and financial sustainability, and cultivates resiliency within each member of that community.”²³

This involves ensuring employees and managers have the necessary skills, competencies, cultural fluency and supports to thrive in a complexly diverse workplace. Tied to this is effectively recruiting and retaining talent who possess these prerequisites. It requires that employees and management have advanced levels of intercultural fluency, and that intercultural competencies be established as a basic requirement for management.

Fostering the sense of being listened to, respected and valued, requires leadership and management practices (and possibly standards) appropriate to UBC’s diversity. Likewise, the advancement of intercultural understanding at UBC, that does not also improve the recruitment and retention of employees of under-represented groups, particularly in management and senior management, would be considered a failure. With that in mind, the most interculturally sophisticated talent will demand an environment conducive for diversity of thought.

Most importantly, advancing intercultural understanding will involve modifying many of UBC’s path-dependent systems—making adjustments to the institutional rules that affect what people do everyday. This might include updates to job descriptions and capacity building around managing employee conflict. It may also include integration into performance management and employee branding. This work and expertise resides in Human Resources, and subsequently, no department of UBC can implement institutional change more effectively and more meaningfully as HR.

7.4 **International Strategic Plan** (March 2011) | strategicplan.ubc.ca/the-plan/international-engagement/

Intercultural understanding is often synonymous with internationalization and international partnerships. In this way, this strategic plan is a very natural reinforcement and extension to the *UBC International Strategic Plan*:

There is a strong international presence at UBC: there are students from more than 140 countries pursuing degrees on the UBC Vancouver campus, and students from 65 countries pursuing degrees on the UBC Okanagan campus. This multicultural student population reflects UBC’s diverse local community; British Columbia is home to significant populations with roots elsewhere in the world. For more than twenty years, UBC has been building strong academic ties with universities around the world, beginning with our first formal partnership with Shanghai Jiao Tong

²³ *Focus on People*, p. 9.

University. Since then, we have broadened our global reach, building on a foundation of strong research collaboration, active student mobility and internationally relevant student learning.²⁴

This context sets the stage for intercultural understanding at UBC. UBC's diverse student population and connection to the Asia Pacific region is one of UBC's strengths. It is the fostering of interconnectedness between this diversity that is also the University's challenge.

Advancing intercultural understanding ultimately benefits internationalization at UBC, in both the student experience and research excellence. As the *UBC International Strategic Plan* focuses priority on China and India, particularly to "Raise UBC's profile in India so that we become known as a destination of choice for study, research and international partnership."²⁵

Internationalization also includes stronger recruitment and strengthening alumni ties:

Recruitment of undergraduate and graduate students from India is an important element in our strategy for engagement; we aim to more than double the number of Indian students at UBC. Not only do Indian students represent a huge pool of talent, we need to build links through establishing an alumni base in India. There are about 200,000 Indian students going abroad to study in university.²⁶

The University aims "to maintain our recruitment strengths" in China, and make stronger the connection with alumni in Hong Kong and mainland China.

Although our alumni links in Hong Kong are strong, more could be done to increase and strengthen alumni links by building a more systematic engagement of alumni in mainland China. Alumni should include those who have been visiting scholars and faculty as well as students. UBC's Asia Pacific Regional Office in Hong Kong could play a leading role in this.²⁷

In light of this, the strategic plan on intercultural understanding will concurrently focus on advancing students' cultural competency and cultural fluency in regards to China and India (aka. China Competencies and India Competencies), taking advantage of expertise found in the Institute of Asian Research and Asian Studies, and drawing from the experience of UBC's alumni throughout Asia and India. A more intercultural campus, that is better equipped to support international students from China and India ultimately improves the student experience, retention, word-of-mouth reputation and reduces the cost of recruitment.

7.5 Research Excellence (April 2011) | research.ubc.ca/vpri/ubc-research-strategy

Research excellence and intercultural understanding are self-perpetuating as explicit in the *UBC Research Strategy*:

UBC's commitment to intercultural understanding in *Place and Promise* also has implications for a research strategy in that developing a better understanding is the goal of some of the research effort at UBC, and sharing that understanding through public debate and dialogue is an important means for our research to have impact on the broader society. Because of UBC's emphasis on Asia, we have a particular obligation to increase intercultural understanding between Asian and North American cultures.²⁸

²⁴ *UBC International Strategic Plan*, p. 4.

²⁵ *UBC International Strategic Plan*, p. 20.

²⁶ *Ibid.* p. 22.

²⁷ *Ibid.* p. 18.

²⁸ *UBC Research Strategy*, p. 10.

Both community engagement and intercultural understanding are critical to making UBC's research activity relevant, meaningful and impactful. As previously mentioned, the prioritizing of Asia in both the International and Research Strategic Plans requires fluency in Asian cultures and society.

7.6 **Student Learning** | strategicplan.ubc.ca/the-plan/student-learning/

Student Learning, Research Excellence and Community Engagement are in fact the goal of intercultural understanding within in an academic institution.

In the context of UBC's multicultural student population, the University's commitment to providing a "transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life" implies an advanced intercultural and international experience inside and outside of the classroom, throughout a student's career. Moreover, the greatest hands-on experience, training support and intercultural expertise reside in units who service and support the complexly diverse population of students. This especially includes at least the following units whose work in supporting students already actively advance the University's objectives towards, diversity, equity, accessibility, social justice and social sustainability:

- Access and Diversity
- The Community Service Initiative (aka. Community Service Learning)
- Counselling Services
- The Global Lounge
- Jumpstart (International and Domestic Student Orientation)
- The Peer Programs in general; and specifically Equity Ambassadors and Wellness Peers
- Student Leadership Conference

These are well-supported units and initiatives with substantial infrastructure and are in themselves a significant asset to all aspects of *Place and Promise*. With this in mind, the operationalization of the intercultural understanding strategy must be done in partnership with, and many cases through, the existing community of practice and student-focused programs, generally supported through Student Development and Services (SD&S), the Office of the Ombudsperson to Students and the Equity Office. Not only do their activity already advance intercultural understanding, but in many instances are seen as the world leader in fostering the intercultural experiences of students.

This also includes establishing partnership and alignment with student-run organisations, such as the Alma Mater Society (especially in coordination with the AMS Equity Commissioner), the Graduate Student Society (GSS) and various clubs on campus committed to intercultural understanding and student constituency groups, whose activity addresses issues of social cohesion at UBC.

7.7 **Alumni Engagement Strategic Plan (2006; 2009)** | [View PDF](#)

UBC's 250,000 alumni are diverse, with young alumni as diverse as the current student population with extremely loyal and active alumni all over the world. As the *Alumni Affairs Strategic Plan* aims to "double active alumni engagement over the next seven years"²⁹, the multicultural diversity of UBC's alumni presents an unprecedented opportunity towards "building UBC's presence in key communities" all over the world.

Similarly, a "positive alumni and student feeling", resulting in lifelong relationships with the University, requires the intercultural understanding to meaningfully connect with UBC's diverse alumni. Likewise, UBC's alumni in China and India are an invaluable asset for both young alumni and the University in providing the social capital and cultural fluency to be competitive in these markets, and effectively recruit and build partnerships, respectively.

²⁹ *Alumni Affairs Strategic Plan*, p. 2.

UBC's social contribution to fostering inclusive and just societies is ultimately achieved through the active role and engagement of UBC's alumni within their communities, and with UBC's young and future alumni.

7.8 **Community Engagement (2012)** | communityengagement.ubc.ca/

The University's aspirations to raise the overall standards of excellence in community engagement within the diversity of the communities that surround UBC Vancouver necessitate high levels of intercultural understanding. This includes the interconnectedness with the ethno-culturally diverse communities where many of UBC's commuter students and alumni live, the community organisations that service these communities and the communities closest in proximity to the University, such as Acadia, University Neighbourhood Association, etc. In this way, advances in intercultural understanding help to facilitate deeper and more meaningful community engagement for students, alumni, staff and faculty.

In the same way that intercultural understanding and research excellence are reciprocal, such is the same with community engagement, as will be evident in the concurrent *Community Engagement Strategic Plan*. The learning, research and service-driven partnership of students, alumni, staff and faculty with communities in the Lower Mainland also facilitate the development of intercultural fluency.

There are numerous examples of community engagement at UBC that are also examples of excellence at intercultural understanding. This includes: UBC's Community Service Initiative (CSI), the Immigrant Vancouver Ethnographic Field School (IVEFS), Continuing Studies, the Chan Centre, the Irving K. Barber Learning Centre (IKBLC) and the Museum of Anthropology (MOA). This also includes community service learning in curriculum, as seen in HKIN 489D, *Interculturalism, Health and Physical Activity*, for example.

7.9 **Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC** diversity.ubc.ca/valuing-difference/

At the heart of UBC's commitment to Intercultural Understanding is the further commitment towards respect and equity, as central values to *Place and Promise: The UBC Plan*. For this reason, the work and mandates of Access and Diversity, the Equity Office, the Office of the Ombudsperson for Students and Senior Advisor to the Provost on Women are interconnected. All of these areas share the common mandate of making the University a fairer, more equitable and accessible place to learn, teach and work.

This interconnection lives in many places, including the University's strategic plan on accessibility, diversity and equity, *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC*.

Valuing Differences is essential to realizing the University's commitment to building intercultural aptitudes and inclusion amongst students, alumni, faculty, staff and community. It also articulates the ethical imperatives for advancing intercultural understanding as contributing to concurrent goals around equity:

That some disadvantaged groups remain underrepresented in some sectors and at some levels of the University community; that some students, staff and faculty continue to feel excluded or marginalized; and that action is required to address these concerns.³⁰

Advancing intercultural understanding therefore inherently addresses the related issue of exclusion, by aiming to foster an inclusive and empathetic environment, encouraging and supporting the actions required to eliminate exclusion, and fostering interconnectedness across cultural difference. More specifically, advancing intercultural understanding involves pushing forward the actions items of *Valuing Difference* around Curriculum and Scholarship³¹ and Classroom Climate.³²

The intercultural understanding strategic plan aims to further strengthen the coordination and synergy between the activities of the community of practice, and in doing so, aims to foster greater clarity for students, faculty and staff. Each of these units has an educational and campus culture role and contribute

³⁰ *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC* (2010), p. 2.

³¹ *Ibid.* p. 13.

³² *Ibid.* p. 16.

to the operationalization of the *UBC Statement on Respectful Environment for Students, Faculty and Staff*³³, therefore, there does exist some overlap. The core functions of each of these departments is however distinct. For more information on how Access and Diversity, the Equity Office, the Office of the Ombudsperson for Students and Senior Advisor to the Provost on Women are interconnected, please see Appendix 4.0.

7.10 ***UBCV's Graduate Student Strategy and Operational Plan*** (July 2010) | [View PDF](#)

The strategic plan on intercultural understanding will look to support graduate students in a targeted way, so as to take advantage of the unique opportunity they present the University. In being a point of intersection and interconnectedness between undergraduate students (often as Teaching Assistants) and faculty, higher levels of intercultural fluency in UBC's graduate students directly benefits undergraduate students, their peers, and their supervising faculty. In this way, graduate students, have great potential to drive a culture shift at UBC towards becoming a culture of intercultural understanding.

Advancing intercultural understanding is an embedded aspect of *UBCV's Graduate Student Strategy and Operational Plan*, especially as the extension of the general objective around recruiting, retaining and engaging a "diverse graduate student community of the highest caliber that welcomes and supports Aboriginal and international students"³⁴; in providing "an intellectual and social environment based on quality, equity and mutual respect;" and in "enabling students to become outstanding global citizens who contribute to a civil and sustainable society." Fostering intercultural understanding in graduate students is essential for their future success and is therefore an inherent aspect of the *Graduate Pathways to Success (GPS) Program*.

Moreover, intercultural understanding is essential in addressing the difference in cultural expectations between graduate students and supervisors, as explicit in the existing workshops aimed at improving cross-cultural supervision. The ability for graduate students to make sense of and find a place in UBC's complex diversity requires advancing intercultural understanding. Similarly, advancing the intercultural aptitudes of supervising faculty directly improves the graduate student experience.

7.11 ***UBC Library Strategic Directions, Goals and Actions*** (February 2010) | about.library.ubc.ca/strategic-plan/

It is imperative that UBC's libraries be seen as centres of excellence around intercultural understanding. On a practical level, the staff and faculty of UBC's libraries interface with UBC's diverse students and faculty, and are often a point of interdisciplinary contact, requiring the highest levels of intercultural aptitude. More importantly, the library is the symbolic heart of UBC's campus culture: the values modelled at the library affect and influence all students and faculty. With this in mind, it is strategically important that UBC's libraries exude an intercultural sensibility.

This is accomplished, firstly, in the materials and resources that support the advancement of intercultural understanding made available in the library; and secondly, through the strategic directions around community engagement:

Through local, national and international collaboration we exchange perspectives, expertise, and resources with diverse communities. Our community engagement encourages effective use of resources and contributes to the economic, cultural and social well being of the people of B.C. and beyond.³⁵

Subsequently, in partnership with the Library Diversity Caucus and the School of Library, Archive and Information Services (SLAIS) a central repository of scholarly resources supporting student and faculty pursuits in intercultural understanding are being developed.

³³ See: <http://www.hr.ubc.ca/respectful-environment/>

³⁴ *UBCV's Graduate Student Strategy and Operational Plan* (2010). p. 1

³⁵ *UBC Library Strategic Directions, Goals and Actions* (2010). p. 5.

8.0 **APPENDIX IV:**

Key Related Administrative Units and Departments

The work and mandates of Access and Diversity, the Equity Office, the Office of the Ombudsperson for Students and the Senior Advisor to the Provost on Women Faculty, are deeply interconnected and often easily confused. The following section provides a comparative description of the respective roles.

- 8.1 **Access and Diversity** is mandated to provide academic support, primarily servicing (but not exclusively) students with a variety of needs that affect their academic performance and quality of campus experience. Its core function is to “create an inclusive living and learning environment in which all students can thrive.” Access and Diversity’s unique strength is in ensuring students with disability are provided the necessary academic supports and accommodations. They can assist and/or facilitate in the diagnosis of learning disabilities, and work very closely with Counselling and Student Health Services. They are the student’s advocate to faculty in the regard to accommodations. Because of this department’s expertise, in rare cases it is also asked to provide supports to faculty and staff. The Equity Ambassadors, a student volunteer group is also staffed out of Access and Diversity. Access and Diversity is lead by Janet Mee and is an integrated part of *Making a Difference*, the Office of the VP Students Strategic Plan.
- 8.2 The **Equity Office** reports to the Provost and VP Academic (UBCV) and oversees the University’s compliance to and management of UBC’s equity policy and manages the University’s legal obligations to Canada’s equity law as it pertains to the equity-seeking groups (which includes women, visible minority groups, Aboriginal Peoples, people with disability and sexual orientation). Its core function is to “prevent discrimination and harassment on campus, to provide procedures for handling complaints and to coordinate UBC’s employment and educational equity program.” This office’s strength is in its capacity to assess equity complaints and in that it is empowered to investigate all departments of the University and is responsible for managing equity related conflict and conflict resolution. In other words, is able to provide fair determination for units, departments and faculties when a complaint violates equity policy or law, investigate and resolve the issue. For this reason, it is structurally separate from all other diversity and equity related units. The Equity Office’s oversight includes employment equity, and also manages the University’s official statements on diversity and equity (see: <http://diversity.ubc.ca/>). Its strategic plan *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC*, was adopted in February 2009.
- 8.3 The **Office of the Ombudsperson for Students** “works with UBC community members to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Reporting directly to the President, the office is an independent, impartial and confidential resource for students at UBC Vancouver, jointly funded by the AMS, GSS and UBC” (see <http://ombudsoffice.ubc.ca/>) The Office of the Ombudsperson for Students plays a major role in supporting students who are experiencing challenges navigating UBC’s systems, particularly when conflict between students and the University arise, such as academic appeals.
- 8.4 By contrast, the **Senior Advisor to the Provost on Women Faculty** is an integrated member of the Office of the Provost and VP Academic, mandated to lead the institutional transformation towards an enhanced environment for women faculty at UBC. Working in collaboration with departments, Faculties, institutes and centres across UBC as well as peer institutions internationally, this position moves forward the initiatives outlined for the position—policy development, promoting advancement and leadership, ongoing research and assessment, and transformation of the environment. Rebuilding practices and structures for review, rewards, recognition, advancement, and involvement will be a major contribution to UBC’s visibility and recruitment objectives, establishing UBC as a leader in these initiatives.
- 8.5 The **Director of Intercultural Understanding Strategy Development** is also integrated into the Office of the Provost and VP Academic, providing leadership, coordination, consultation and overseeing the most basic shared initiatives around intercultural understanding. This position is mandated to foster interconnectedness between all related units and advisory groups with a focus on fostering social sustainability on campus.

9.0 Acronyms and Abbreviations

A&D	Access and Diversity
ADLP	Academic Leadership Development Program
AMS	Alma Mater Society of UBC
C&CP	Campus and Community Planning
CIRS	Centre for Interactive Research on Sustainability
CRANE	Conflict Resolution, Arts and iNtercultural Experience
CS CIC	Continuing Studies Centre for Intercultural Communication
CTLT	Centre for Teaching and Learning Technology
ELI	English Language Institute
FNHL	First Nations House of Learning
HR	Human Resources
I-House	International House
IVEFS	Immigrant Vancouver Ethnographic Field School
PAIR	Office of Planning And Institutional Research
PPEC	Peer Program Executive Committee
SD&S	Student Development and Services
SJC	St. John's College
SLAIS	School for Library, Archival and Information Services
VP Students (VPS)	Vice-President Students

Advisory Groups

F1	Faculty Subject Matter Expert Advisory Group
G1	Graduate student subject matter expert working and advisory group
S1	Intercultural Staff Council

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