

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat
Enrolment Services
Senate and Curriculum Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1
students.ubc.ca/senate

Vancouver Senate

AGENDA

THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, NOVEMBER 15, 2006

7:00 P.M.

**ROOM 102, GEORGE F. CURTIS BUILDING (LAW), 1822 EAST MALL,
VANCOUVER CAMPUS**

1. Minutes of the Meeting of October 18, 2006 -- Secretary Brian J. Silzer
(approval) (circulated)
2. Business Arising from the Minutes -- Secretary Brian J. Silzer
3. Remarks from the Chair and Related Questions -- President Stephen J. Toope
(information)
4. From the Board of Governors -- Vice-President Lorne A. Whitehead
(information) Confirmation that the Board of Governors has accepted the
recommendations of Senate in approving the following items (information)

Meeting of May 16, 2006

- a. New awards.
- b. Curriculum proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate Studies, Land and Food Systems, Law, Science and the College of Health Disciplines.
- c. Establishment of the National Centre for Business Law in the Faculty of Law.
4. **Advanced Education: Thinking Ahead** -- Guest Presenters Moura Quayle, Deputy Minister of Advanced Education and Tom Vincent, Assistant Deputy Minister, Students & Learning (information)
5. **Candidates for Degrees** -- President Stephen Toope
(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.

6. **Academic Policy Committee -- Dr. Paul G. Harrison**
 - a. Procedures for the Review of Administrative Units (approval) (circulated)
 - b. The Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC Vancouver (approval) (circulated)
7. **Agenda Committee -- Dean Michael Isaacson**
Changes to the Rules and Procedures of Senate to Reflect the Establishment of the College for Interdisciplinary Studies (approval) (circulated)
8. **Admissions Committee -- Dr. James D. Berger**
9. **Curriculum Committee -- Dr. Peter L. Marshall**
Curriculum proposals from the Faculty of Graduate Studies (approval) (circulated)
10. **Nominating Committee -- Dr. Rhodri Windsor-Liscombe**
Appointments to the Council of Senates (approval) (circulated)
11. **Student Awards Committee -- Dr. George Bluman**
New Awards (approval) (circulated)
12. **Report from the Associate Vice-President, Enrolment Services & Registrar -- Mr. Brian Silzer**
2006/2007 Enrolment (information) (circulated)
13. **Tributes Committee (In Camera) -- Dr Sally Thorne**
Candidates for Honourary Degrees (approval) (to be circulated at meeting)
14. **Proposed Agenda Items**
15. **Other Business**

Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.

Regrets: Lisa Collins, telephone 604.822.2951 or email: lisa.collins@ubc.ca

Vancouver Senate website: <http://www.students.ubc.ca/senate>

Okanagan Senate website: <http://okanagan.students.ubc.ca/senate/>

Council of Senates website: <http://www.students.ubc.ca/council/>

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

2016–1874 East Mall

Vancouver, BC V6T 1Z1

www.students.ubc.ca/senate

Vancouver Senate

MINUTES OF OCTOBER 18, 2006

Attendance

Present: President S. J. Toope (Chair), Mr. B. J. Silzer (Registrar and Secretary), Dr. A. McEachern (Chancellor), Dr. L. A. Whitehead (Vice-President, Academic & Provost), Dr. P. Adebar, Mr. B. Ahmadian, Mr. T. Ahmed, Dr. B. Arneil, Dr. N. Banthia, Dr. J. D. Berger, Dr. G. Bluman, Dean M. A. Bobinski, Dr. J. Brander, Dr. H. Burt, Dr. L. Chui, Mr. B. Danin, Dr. E. Dean, Dr. J. Dennison, Dr. W. Dunford, Ms. G. Eom, Dr. D. Fielding, Dr. I. Franks, Ms. M. Friesen, Mr. C. Funnell, Dean N. Gallini, Dr. S. Grayston, Dr. D. Griffin, Dr. P. G. Harrison, Associate Vice-President J. Hutton, Dr. R. Irwin, Dean M. Isaacson, Dr. J. Johnson, Ms. J. Khangura, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. R. Lam, Mr. M. Lane, Dr. M. MacEntee, Dr. P. L. Marshall, Ms. K. McAllister, Dr. W. McKee, Dr. D. McLean, Mr. P. Orchard, Dean S. Peacock, Dean *pro tem.* A. Rose, Dean J. Saddler, Dr. J. Sarra, Ms. E. Segal, Dr. B. Stelck, Dr. D. Steyn, Dr. S. Thorne, Dean R. Tierney, Dr. M. Upadhyaya, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky.

By Invitation: Prof. R. Gardiner, Head, Dept. of Theatre, Film, and Creative Writing; Mr. A. Glynn, Manager, Research and Trust Accounting, Financial Services; Dr. A. Kindler, Associate Vice-President, Academic Programs; Ms. N. Knight, Associate Vice-President, Campus & Community Planning; Ms. D. Merritt, Associate Vice-President, Finance; Mr. M. Pochurko, Director, Financial Reporting and Budgeting, Budget Office; Mr. J. Stott, Vice-Chair, Campus & Community Planning Project.

Regrets: Principal *pro tem.* L. Bainbridge, Prof. C. Boyle, Mr. P. T. Brady, Ms. S. Brkanovic, Mr. F. Fan, Dr. W. Fletcher, Dr. C. Friedrichs, Mr. C. L. Gorman, Dr. L. Gunderson, Dr. R. Harrison, Dr. R. Helsley, Dean *pro tem.* M. Isman, Ms. W. King, Mr. K. Liu, Mr. R. Lowe, Dr. A. McAfee, Mr. J. Mergens, Dean D. Muzyka, Dr. D. Paterson, Dr. P. Potter, Ms. C. Quinlan, Mr. B. Simpson, Dean R. Sindelar, Dean G. Stuart, Ms. A. Thamboo, Dr. S. Thorne, Mr. B. Toosi, Dr. D. Weary, Dr. R. Wilson, Dean E. H. K. Yen, Dr. J. Young.

Recording Secretary: Ms. L. M. Collins.

Note: The full text of some reports to Senate is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.

The total consolidated revenue for the University was \$1.57 billion, compared to \$1.25 billion in the previous year. Expenses were \$1.45 billion, compared to \$1.24 billion in the previous year. Total assets were \$3.1 billion, compared to \$2.5 billion in the previous year.

Financial Statements, continued

DISCUSSION

In response to a question from Dr. Bluman, Ms. Merritt confirmed that the expenditure for student awards had increased in 2005/2006 as compared to the previous year. A calculation error in 2004/2005 was to blame for the apparent decrease in the circulated document.

In response to a question from Dr. Bluman, Ms. Merritt explained that the increase in interest expense was primarily related to two bond issues.

Dean Tierney and several other Senators noted that the Financial Statements reflected prosperity at the University in its entirety at the same time that the academic enterprise had been asked to absorb budget cuts. Dean Tierney asked about budgetary futures for the academic side of the University, and whether consideration was being given to sharing some of the relative prosperity. Ms. Merritt noted that, while research activities brought large revenues and expenses, the teaching and learning enterprise was funded in large part by General Purpose Operating (GPO) fund. GPO funding was restricted due to provincial limits on tuition fees and government funding. Ms. Merritt reported that, following discussions with the provincial government, the University could more reliably estimate grant amounts for future years. The provincial government had also made the commitment to fund expenses associated with salary increases. Ms. Merritt stated that she could not predict the budgetary future for the Faculties for the following year, as those allocations were to result from an upcoming budgetary process.

Dr. McKee expressed interest in receiving data on actual and projected revenue and expenses focusing on the teaching and learning aspects of the University. Ms. Merritt stated that the circulated document consolidated data across the entire institution; she noted that the teaching and learning enterprise had finished the 2005/2006 academic year

Financial Statements, continued

with a surplus in the amount of \$300 000. Ms. Merritt noted that the Council of Senates Budget Committee customarily received the data requested by Dr. McKee, and suggested that this information could be made available to Senators.

In response to a question from Dr. Windsor-Liscombe about funding for undergraduate as compared to graduate students, Ms. Merritt stated that it remained a significant challenge to secure adequate funding for graduate students. Some student spaces unfortunately remained unfunded.

Responding to Dean Tierney, President Toope agreed that the financial situation for the academic portion of the University was not as positive as the consolidated statements appeared to suggest. He noted that the statements had been prepared for presentation to the Board of Governors and the provincial government. President Toope stated that the senior administration was about to engage in wide consultation about GPO funding and the relationship between GPO and capital, ancillary, and other funding. The provincial government had indicated that there would be no increase in base operating funds for the following fiscal year, with the exception of funds associated with salary increases, and possibly additional funded spaces for graduate students. President Toope stated that the budgetary situation would present significant challenges. He committed to bring more information to the Senate as it became available, and to seek the advice of Senators about how to move forward. President Toope thanked Ms. Merritt for her presentation.

Academic Building Needs Committee

UBC VANCOUVER CAMPUS PLAN

Dr. Adebar requested that the Chair recognize guest presenter Ms. Nancy Knight, Associate Vice-President, Campus and Community Planning. He suggested that Senators focus for the purposes of the present meeting on the process for formulating the campus plan,

rather than the content of the plan. He indicated that the Academic Building Needs Committee would be working very closely with the Project Team and would ensure that the Senate remained informed and was offered opportunities to contribute. The Academic Building Needs Committee planned to request time on a future Senate meeting agenda to discuss the content of the plan.

Ms. Knight gave an overview of the process that would ultimately determine the UBC Vancouver Campus Plan. She described the process as consultative and inclusive. She acknowledged the existence of some cynicism about the benefits of planning, and committed to addressing those issues. The Campus Plan would include room for growth in academic and research activities, as well as provisions for a more complete campus life. Ms. Knight stated that increasing the number of student, faculty, staff, and market residences on campus would greatly enhance the community. Ms. Knight invited Senators to visit the website at <http://www.campusplan.ubc.ca> and to participate in upcoming workshops.

Ms. Knight stated that the Campus Plan would cover approximately 60 percent of the campus. Some areas were designated as “housing reserve,” meaning that residential development could only proceed after it had been determined that the land was not required for academic and research activities. Ms. Knight noted that, compared to other urban universities such as McGill University and the University of Toronto, the Point Grey campus suffered from suburban sprawl due to its relatively generous size.

Ms. Knight gave an overview of the following six phases of the process, along with projected completion dates:

- Phase 1: Background (complete);
- Phase 2: Ideas and Issues (current phase);
- Phase 3: Talking About the Future (Winter - Spring 2007);
- Phase 4: Review Options (Spring - Summer 2007);

Academic Building Needs Committee, continued

Phase 5: The Preferred Option (Summer - Fall 2007);

Phase 6: Here's the Plan (Fall 2007 - Winter 2008).

Ms. Knight reiterated that consultation with the Senate would be important and was required.

DISCUSSION

Dr. Steyn stated that he was disturbed to find that some neighbours of UBC were cynical and disgusted with past UBC behaviour, and asked how these issues would be addressed.

Dr. Dunford agreed, stating that local residents were skeptical that their participation would make any difference to the final outcome. Dr. Dennison also agreed, adding that the University had appeared to be unconcerned about disturbing its neighbours during construction. Ms. Knight agreed that the attitudes of surrounding residents were of significant concern and hoped that, with improved community relations efforts, those people would come to see the value of residing proximate to the University. A number of public presentations and forums were planned to broaden the connection with neighbouring groups.

In response to a question from Dr. Steyn about engaging resident academic experts in the planning process, Ms. Knight stated that conversations had been initiated with the Directors of the School of Community and Regional Planning and the School of Architecture and Landscape Architecture. Ms. Knight was hopeful that both schools would find ways to integrate parts of the planning project into their curricula. She planned to also explore connections with the Civil Engineering Department.

In response to a question from Dean Isaacson, Ms. Knight stated that the target was to submit the final plan to the Board of Governors in the spring of 2008. In the interim period, there would be no development on the land designated as housing reserve.

Academic Building Needs Committee, continued

Dr. MacEntee requested clarification about the mechanism for consultation with the Senate. He was concerned that members of the Project Team would return to simply inform the Senate, rather than to seek meaningful input. Ms. Knight noted that there was one Senate representative on each of the Campus and Community Planning Project Steering Committee and the Technical Advisory Committee, and that the Academic Building Needs Committee would also be involved. She asked for advice from Senators about what forms of additional participation the Senate would prefer. Ms. Knight noted that many groups on campus felt they should be directing the plan, and that her job would be to ensure that all voices were heard. The Vice-President, External and Legal Affairs and the Board of Governors would be the ultimate directors of the plan. Dr. Adebar stated that the Academic Building Needs Committee believed participation in the planning project was one of their most important tasks, and that the Committee would report to Senate.

There were suggestions from several Senators that the project team conduct some consultation on how to best conduct effective community consultation before proceeding.

Dr. Stanley Knight thanked Ms. Knight for her presentation, and expressed hope for future consultation with the Senate. He noted the lack of overall campus ambience, the difficulty of moving people around campus, as well as the lack of protection from the rain and sun in outdoor spaces as areas needing attention in the plan.

Dr. Stelck suggested that, for improved community relations, the University might consider distancing itself from the UBC Properties Trust as the group responsible for controversial construction projects.

Dr. Adebar thanked Ms. Knight for her presentation and for her thoughtful responses to some difficult questions.

Academic Policy Committee

The meeting agenda was rearranged by consent such that reports from this Committee followed the report from the Ad hoc Committee to Consider Universitas 21 and U21 Global.

Admissions Committee

BACHELOR OF COMMERCE ADMISSIONS CHANGES

Committee Chair Dr. Berger presented the report, which proposed changes to admissions for College/University Transfer students effective September 2007 and for BC College Commerce Transfer students effective September 2008.

<i>Dr. Berger</i>	}	<i>That the admissions changes for the Bachelor of Commerce be approved.</i>
<i>Dr. R. Harrison</i>		

Carried.

Agenda Committee

COMMUNICATION BETWEEN THE SENATE AND THE BOARD OF GOVERNORS

Dean Isaacson presented the following report for the information of Senators. The Agenda Committee had been made aware of some concerns about the length of time it had taken in the past for Senate materials to be approved by the Board and the Senate notified, and the report suggested ways that communications between the two bodies might be enhanced. Dean Isaacson emphasized that the report contained words like “suggest” and “request,” and that the Agenda Committee was keenly aware that the Board would make its own decisions about its processes.

Communications Between the Senate and the Board of Governors

Senators may already be aware that the Senate Secretariat forwards certain items approved by Senate at each meeting to the Board of Governors for approval. The Agenda Committee has prepared this report for the information of Senators.

Agenda Committee, continued

Current Process

Items approved by Senate that require Board of Governors approval include such matters as new and changed curriculum, the establishment or renaming of academic units, and the establishment of chairs. For a complete list of Senate items that require approval by the Board of Governors, Senators may consult the *University Act*, Sections 37 (1) (i), (o), (r), and 38.

Following Senate approval, the Senate Secretariat sends copies of these items to the Office of the Vice-President Academic for inclusion on a Board of Governors meeting agenda. Soon after Board approval, the Secretary to the Board of Governors sends a letter of confirmation to the Senate Secretariat, and the Secretariat places a list of approved items on the following Senate meeting agenda to confirm final approval.

Enhancements to the Current Process

Some enhancements to this process have been suggested to the Secretariat. Given current procedures and timelines, Senators are not always informed in a timely manner about the status of items sent to the Board. In fact, the scheduling of meetings of Senate the Board of Governors is such that the notification back to Senate may take several months after Senate's initial approval of an item. The approval status of an item during this interim period is often unclear. For cases such as new programs, when Board approval is a prerequisite for submission to the provincial government for approval, this delay causes notable academic hardship for the Faculty or Faculties concerned.

Proposed Process

Accordingly, the Senate Agenda Committee has considered the matter and has requested that the Senate Secretariat to adopt the following procedures:

1. That the Secretariat forward to the Secretary of the Board, copied to the Office of the Vice-President, Academic & Provost, all items requiring Board approval. Under the University Act, the Board must receive the Senate materials within ten days of Senate approval.
2. That the Secretariat recommend to the Secretary to the Board that Senate items be presented to the Board as reports from the Senate, rather than as reports from the Vice President Academic, and that communication about the approval status of these items take place between the Board and Senate secretariats.
3. That the Secretariat request that the Secretary to the Board convey to the Secretariat the scheduling of the Board's consideration of all items brought to it by the Senate, and continue the practice of conveying to the Secretariat the disposition of all Senate items immediately following these decisions.
4. That the Senate Secretariat request the Secretary to the Board of Governors to seek all routine Senate business to be considered by the Board of Governors

Agenda Committee, continued

using the Board's established "approval by consent" procedure, which would see materials circulated to Board members independently of Board meeting agendas, and thus expedite the approval process.

cc Mrs. Nina Robinson, Secretary, Board of Governors and Ms. Charlotte Passmore, Office of the Vice-President, Academic & Provost

DISCUSSION

President Toope reported that he would convey the suggestions to the Board of Governors, consult with the two secretariats, and report back to Senate on the matter. In response to a question from Dr. P. G. Harrison regarding the submission of materials to the Board, Dean Isaacson indicated expressed the opinion that communications from the the Senate to the Office of the Vice-President, Academic & Provost and to the Board would most efficiently proceed in parallel, rather than in sequence. Vice-President Whitehead stated that, when presenting Senate items to the Board, Board members frequently asked him to comment on the nature of Senate discussion on a given topic. He added that the Board of Governors were open to suggestions about possible improvements.

Nominating Committee

APPOINTMENT OF SENATORS TO THE COUNCIL OF SENATES

Committee Chair Dr. Windsor-Liscombe presented the following report.

Appointment of Senators to the Council of Senates

Senators have been canvassed for nominations and volunteers to serve on the Council of Senates. Several faculty members and one student have agreed to stand. As such, the Nominating Committee recommends the following to Senate:

"That the following Standing Committee appointments be made:

Committee	Senator
Council of Senates Vancouver Representative Committee One	Dr Perry Adebar

Nominating Committee, continued

Council of Senates Vancouver Representative Committee Two	Dr George Bluman
Council of Senates Vancouver Representative Committee Three	Dr Sue Grayston
Council of Senates Vancouver Representative Committee Four	Ms Gina Eom

And;

That these appointments made are until the conclusion of this Senate (August 31 2008), except in the case of Ms Eom, whose appointment is until March 31 2007, and are made with the understanding that should one of the above persons cease to be a member of Senate, he or she will be replaced on the relevant Committee by Senate at its earliest convenience.”

Senators are reminded that despite the terms set above, Senators do serve on their Committees until a successor is appointed in accordance with Section 34 of the *Rules and Procedures of Senate*.

At this time, no nominee or volunteer has emerged from the cohort of deans on Senate. The Nominating Committee renews its call for a dean to volunteer or nominate one of his or her colleagues. A recommendation on how to proceed to fill this position will be made at the November 2006 meeting of Senate.

*Dr. Windsor-
Liscombe
Dr. Young*

*} That Senate accept the recommendations of
the Nominating Committee with respect to
appointments to the Council of Senates.*

Carried.

Tributes Committee

REGALIA COLOURS FOR THE BACHELOR OF BUSINESS IN REAL ESTATE

Committee Chair Dr. Thorne presented the report.

Dr. Thorne } *That Senate approve the regalia colours for*
Dr. Dennison } *the Bachelor of Business in Real Estate*
 (BBRE) as:

Hood: light grey
Cord: black and red.

Carried.

Ad Hoc Committee to Consider Universitas 21 and U21 Global

On behalf of absent Committee Chair Dr. Helsley, President Toope indicated that the ad hoc Committee was consulting with Associate Vice-President Craig Klafter about his availability to attend a future meeting of the Senate. The Committee planned to deliver its report to Senate by December 2006.

Academic Policy Committee

Committee Chair Dr. P. G. Harrison presented the reports.

GREAT NORTHERN WAY: ACADEMIC GOVERNANCE AND ADMINISTRATION OF DEGREE PROGRAMS

Note: the full text of this report is not included in the Minutes. It is available from Senate & Curriculum Services or for download as part of the October 18 2006 meeting package at <http://www.students.ubc.ca/senate>.

Dr. Harrison introduced the report and its associated motion as a “bold yet cautious step.” Because the document belonged to all four consortium partners collectively, the Committee had been unable to amend the document as they might have wished. The doc-

Academic Policy Committee, continued

ument embodied a statement of general principles that would allow for the development of exciting new kinds of degree programs.

<i>Dr. P. G. Harrison</i>	}	<i>That Senate approve the general principles set out in the report entitled Academic Governance and Administration of Degree Programs with the proviso that Senate have ongoing oversight and right of approval for all academic programs, courses, regulations, and policies applicable to students who are candidates for degrees offered in part by the University of British Columbia at the Great Northern Way campus.</i>
<i>Dr. Burt</i>		

DISCUSSION

Dean Isaacson pointed out that the Committee report indicated that all activities and degree programs would necessarily involve all four partner institutions. He noted that there might be areas where one or more of the partners had no expertise. After some discussion, Prof. Robert Gardiner, upon recognition by the Chair, confirmed that this was an error in the covering report. In fact, while the first collaborative degree would involve all four institutions, other collaborative arrangements involving fewer institutions could come forward in future.

A Student Senator asked about the bureaucracy involved in having four institutions approve a common proposal. Dr. Harrison agreed that the approval process could be challenging.

The motion was
put and carried.

Academic Policy Committee, continued

REVISION: ACADEMIC CONCESSION POLICY

Dr. Harrison presented a proposed revision to the Academic Concession policy that added “military service” to the list of circumstances that might prompt a student to request academic concession under the policy published in the Calendar.

<i>Dr. P. G. Harrison</i>	}	<i>That the Senate approve the proposed revision to the Calendar entry on Academic Concession.</i>
<i>Dr. Burt</i>		

DISCUSSION

There was discussion about whether the list of circumstances should be expanded to include things like parental or family responsibilities or varsity athletics. Dr. Arneil suggested a broader discussion on the topic and was hesitant to support military service as taking priority over other circumstances. Dr. Bluman suggested that, while it would make sense to make accommodation for active military service, it seemed less reasonable to grant concession for reserves activities. In response to a question from Dr. Brander, Dr. Harrison confirmed that the list of circumstances was not intended to be exclusive.

After further discussion, Dr. Harrison recommended that the Senate proceed to approve the revision as presented, but agreed that the Academic Policy Committee would undertake further discussion about additional circumstances and any other desirable changes to the policy.

Mr. Silzer stated that he had been approached about this issue because students in the military reserves reported difficulty in having instructors recognize their requests for concession as legitimate. He noted that the proposed policy did not entail an automatic concession, but signalled military service as one legitimate circumstance that instructors might consider.

Academic Policy Committee, continued

AMENDMENT

There was general consensus that the statement should be modified to read “**or** military service” instead of “**and** military service.”

<i>Dr. Bluman</i>	}	<i>That the matter be laid on the table.</i>
<i>Dr. Young</i>		

The motion to lay
on the table was
defeated.

The main motion,
with the
amendment, was
put and carried.

REVISION: VIEWING MARKED EXAMINATIONS POLICY

Dr. Harrison presented a proposed revision to the Calendar entry entitled Viewing Marked Examinations. Student Senators had requested that the Committee consider revising the policy because some students had reported difficulty in implementing the current policy.

<i>Dr. P. G. Harrison</i>	}	<i>That the Senate approve the revisions to the Calendar entry on Viewing Marked Examinations.</i>
<i>Dean Isaacson</i>		

DISCUSSION

Senators made the following comments:

- “reasonable time” was too vague;
- while this revision would work well for examinations, it might be problematic if extended to all marked work;
- implementation by all instructors was an unrealistic expectation; and
- permitting students to view and handle all marked work would entail additional photocopying to prevent alteration and resubmission for additional marks.

Academic Policy Committee, continued

In response to general discomfort, President Toope suggested that the Committee further consider that paragraph of the proposed revised policy.

AMENDMENT

By consent, the first paragraph of the proposed revised policy was amended as follows:

Any examination, essay, problem set, laboratory report or other assignment should be marked in a reasonable time and although the work may be retained by the University the student shall receive feedback on expected and achieved outcomes. ~~If there is a provision for marked work to be returned to the student and then re-submitted for the correction of marking errors or omissions, the instructor must provide clear guidelines in advance to ensure that the academic integrity of the work is maintained.~~

The main motion,
including the
above
amendment, was
put and carried.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Vancouver Senate was scheduled to take place on November 15, 2006.



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

Date: Oct 24, 2006

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Procedures for the Review of Administrative Units**

Senate approved a policy on *Reviews of Administrative Units* in 1977 (<http://www.students.ubc.ca/senate/policies.cfm?ID=8>) which was slightly amended in 1983, and in December 1997 referred to the Academic Policy Committee the task of “consulting with Deans, Heads and Directors, reviewing and revising as appropriate, Senate's Statement of Policy on the Reviews of Administrative Units”. The current policy contains two clauses of particular relevance:

- “3. Faculties are authorized and encouraged to design and approve statements of policies and procedures for the conduct of reviews of departments and other administrative units or programs within their responsibility.
4. Faculties' statements of policies and procedures for reviews should be submitted to the Senate for approval.”

A few Faculties have developed procedures but they are not well known to Senate. In May 2005 Senate heard a report on the SHINE 2010 initiative, adopted by the Board of Governors as a means for advancement of the quality of teaching and learning at UBC. One of the SHINE 2010 strategies is the development of mechanisms to ensure “better assessment of teaching and learning in all periodic reviews of academic units and programs”. Consequently the Office of the AVP Academic Programs set up a Working Group to consider and develop recommendations regarding procedures for the review of academic units. The members were:

Dr. Sheldon Cherry, Faculty of Applied Science
Dr. John Gilbert, College of Health Disciplines
Dr. Robert Tierney, Faculty of Education
Dr. Peter Ward, Faculty of Arts (Chair)

The Working Group report was discussed at the Committee of Deans and amended in response to comments received. Then the report was brought to the Senate Academic Policy Committee where further changes were introduced, mainly in the guidelines for the preparation of documents for the review committee. The report consists of a description of the processes and two appendices, one with guidelines for compiling the dossier of information for the review committee and a second with terms of reference for

the review committee. The intention of the report is to ensure that academic units make thoughtful preparation for a review and that the information provided will assist the review committee to meet its mandate.

Note that although the policy is titled the *Reviews of Administrative Units*, the focus here is on *academic* administrative units in accordance with the direction to this Committee from Senate. Accordingly, the Academic Policy Committee recommends:

That the title of the Senate policy be changed from the Reviews of Administrative Units to the Reviews of Academic Administrative Units.

And

That Senate approve the attached Procedures for the Review of Academic Administrative Units with appendices as the minimum standards for processes to be used in and contents of reviews of academic units other than faculties, and that each faculty be required to abide by these standards unless or until Senate otherwise provides specific procedures for those academic units within a faculty on that faculty's recommendation.

Respectfully submitted,

Paul G. Harrison
Chair
Academic Policy Committee

UNIVERSITY OF BRITISH COLUMBIA - VANCOUVER
PROCEDURES FOR THE REVIEW OF ACADEMIC ADMINISTRATIVE
UNITS

16 October, 2006

This document is applicable to all academic administrative units other than Faculties.

PURPOSE AND FREQUENCY

The main aim of the external review is to appraise the scholarly, pedagogical, and other engagements of the academic administrative unit in order to provide guidance to the unit, responsible administrators and the Senate. The review allows for effective departmental and institutional planning and resource allocation. It offers the academic administrative unit periodic in-depth analyses of its programmes and aspirations. Reviews need not be initiated by a prescribed timetable but may be occasioned by accreditation requirements established by professional organizations; by anticipation of the completion of the term of office of a head or director; by considerations to reform curriculum, enter into initiatives with other academic units and redeploy resources. While reviews are normally conducted every five years, the time interval between reviews must not exceed ten years.

FUNDING

The President's Office currently bears 50% of the cost of bringing in external reviewers.

REVIEW PROCESS

1. The Dean in consultation with the Vice-President Academic and following Senate guidelines of September 1977, initiates the review and informs the academic administrative unit of the form it will take.
2. Submissions of the unit under review
 - a) the head of the unit is asked by the Dean or Associate Dean to prepare a Unit Dossier.
 - b) Faculty members, including instructors and sessional lecturers, and students are also invited to submit statements.

(see Appendix I for the detailed guidelines to be used to compile the dossier supplied to the head and available to faculty and students).
3. Role and Composition of the Review Committee

- a) A review committee is struck by the Dean in consultation with the Vice-President Academic. (See Appendix II for a sample set of the committee's terms of reference).
- b) The Committee normally consists of at least two external reviewers and at least one senior UBC faculty (i.e., tenured and normally at the rank of full professor or who are not on leave; faculty in other ranks with extensive university experience may also serve) from outside the Faculty in which the review is held.
- c) Early in the review process the head of the unit will meet with a designated Associate Dean to draw up a list of persons from whom the external reviewers will be selected. One of the External Reviewers will be designated as Chair with the task of co-ordinating the final draft of the Review Report, circulating it to Committee members and submitting it to the Dean.
- d) External reviewers are selected by the Dean in consultation with the designated Associate Dean drawing on recommendations from the department. They should be senior academics with wide recognition in their fields, familiar with both undergraduate and graduate programmes and the North American university system. At least one should have administrative experience. They should have no close prior connections with the department as faculty or collaborators.
- e) The Associate Dean determines the availability of the outside reviewers and they are formally invited to participate in the review by the Dean.
- f) The Dean informs the unit of the names of the external reviewers.
- g) The Review Committee will visit the academic administrative unit as a team for two or three days. Its itinerary will be drawn up by the Associate Dean to include at least the following: meetings with the Vice President Academic or his/her designate, the Dean, the Dean of Graduate Studies and the unit head, and appropriate departmental advisors. It may meet with the President. The Committee will meet collectively or individually with faculty (including sessional instructors) and graduate and undergraduate students in the unit and with faculty from other departments whose work intersects with that of the unit being reviewed. Members of the unit who are not able to meet the Committee will have the opportunity to submit written comments. The itinerary will include time to draw up a first draft of a Review Report.
- h) Copies of the Final Report should be submitted to the appropriate Dean within 30 days. The Dean will provide copies to members of the academic

administrative unit, the Dean of Graduate Studies, the Vice President Academic, and by Senate regulation, the Secretary of Senate.

FOLLOW-UP

- a) The administrative academic unit is given the opportunity to comment in writing on the Review Committee's report.
- b) The Dean meets with the administrative academic unit following receipt of the unit's comments to discuss its response to the Review's recommendations.
- c) The Dean submits the Report and unit comments to the University administrators [as noted in section h) above].
- d) Within two years from the receipt of the Review Committee's Report, the academic unit submits a statement to the Dean with a copy to the Vice-President Academic setting out developments that resulted from the review.

APPENDIX I**GUIDELINES FOR PREPARING ACADEMIC ADMINISTRATIVE UNIT
REVIEW DOCUMENTS****Unit under review:** _____ **Date:** _____

The primary goal of a review is to assess the academic standing and future development of an academic administrative unit. A review should enable the members of a department or program, as well as those who hold administrative responsibility for it, to identify both goals and processes for their achievement that will improve its scholarly and pedagogical activity.

The Review Committee requests your cooperation in providing the following by _____. The material is to be submitted in a 3-ring binder or binders, or in an easily-accessible digital format. There should be one copy provided for each reviewer, in addition to a copy for the Dean's Office. The materials should be as concise as possible.

PART I

Information to be supplied by the Head/Dean of the following academic administrative unit, _____, with the cooperation of its members. Material submitted under Part I will be available for inspection in the academic unit's office.

A. Previous review

Include the previous unit review and all formal responses to it, with an analysis of the changes in budget, facilities, faculty, programs, pedagogical resources and academic policies instituted as a consequence. (The effectiveness of the Review process depends to a large extent upon the ability of the Department and University to act upon the advice of the external reviewers, especially in the correction of long standing deficiencies.)

Also provide any reviews of teaching programs conducted by the Senate Curriculum Committee.

B. Faculty and staff demographic summary tables

Tables or spreadsheets providing the following information are requested:

B.1 Tenured faculty members:

Name	M/F	Title	Date initial appointment	Discipline	Budget FTE	Externally supported FTE

B.2 Non-tenured, part-time and sessional faculty members (table to be adapted as appropriate):

Name	M/F	Title	Date of initial appointment	Budget FTE

B.3 Staff (table to be adapted as appropriate)

Name	M/F	Job title	Supervisor	Date of initial appointment	Budget FTE

B.4 General comments on faculty/staff demographics:

Include here any comments and analysis of the demographic data, trends, changes since the last review, strengths, needs, etc.

C. Scholarly activity

The unit should provide the appropriate evidence that demonstrates both the extent and quality of scholarly activity in the academic administrative unit covering both research and pedagogy, as demonstrated by the following examples:

C.1 Research support:

Funding support for scholarly activity received by the faculty over the past 3-5 years. Funding should be provided in categories that include, Tri-Council funding, Provincial, International, non-profit agencies/foundations, Centres of Excellence, University, Industry contracts, Service Agreements, etc

C.2 Awards and recognition of faculty:

Research Chairs/Professorships, Canada Research Chairs, international fellowships such as those awarded by the Guggenheim Foundation, Killam Research Fellowships, fellowships in international and national Learned Societies, numbers of researchers with investigator/scholar awards, editorships of journals, etc

C.3 Scholarly work and citations:

Data on refereed publications, books, book chapters, creative works/exhibitions, patents, invention disclosures, numbers of citations where appropriate, and involvement in interdisciplinary research teams, etc. Give examples of interdisciplinary or collaborative teams.

C.4 Dissemination and Community Outreach

Examples of activities by members of the unit that serve the wider community, such as public lectures, community service learning programs, involvement in community health, social, and learning initiatives.

C.5 General comments on scholarly activity:

Place the above information in the context of the last review.

Define the scholarly reputation and future research-related objectives of the unit.

D. Graduate programs

Provide a brief description of programs offered by the unit, highlighting changes since the last review and recent curriculum innovations.

Provide the appropriate evidence that demonstrates recruitment practices, enrolment, pedagogy, funding and student support (teaching/ research assistantships) in the unit.

D.1 Enrolment and recruitment statistics:

- graduate recruitments and enrolments (including numbers of applicants) by type of program, year, gender, nationality, and subject areas

D.2 Graduate courses:

- number of the unit's graduate course credits taught
- number of outside the unit graduate course credits taught
- other teaching and learning experiences, assessment strategies e.g. workshops, non-credit, professional development activities
- theses completed and data on time to completion of degrees

D.3 Scholarships, Teaching Assistantships, and Professionalization:

- total scholarship funding (sources, amounts over 3-5 years)
- TA's (total funding, numbers of FTE TA's)
- Stipends and funding packages including research assistantships
- Publications in leading journals, presentations at conferences, membership in professional organizations, participation in professional development activities

D.4 General comments on graduate programs:

Comment on the progress and potential of the graduate programs in the unit, defining strengths, significant changes since the last review, and areas for improvement.

Once the Senate-approved Curriculum Streamlining Process project is fully implemented, include a report from the Senate Curriculum Committee summarizing the findings of its periodic program reviews.

E. Undergraduate programs

Provide a brief description of program(s) offered by the unit, highlighting changes since the last review and recent curriculum innovations.

The unit should provide the undergraduate demographics, recruitment practices where appropriate, data on evaluation of teaching, curricular innovations, course credits taught, and include both professional pedagogical development activities and teaching awards and prizes won by faculty and TA's.

E.1 Enrolment and recruitment statistics:

- undergraduate enrolments: by type of program, year, gender, and nationality
- role of the unit in providing instruction to students in programs outside the unit, both through faculty teaching in other programs and students in other programs enrolling in the unit's courses
- undergraduate recruitment: by type of program, year, numbers of applicants, GPA cut-off, recruitment programs, selection procedures, etc.

E.2 Course credits taught, teaching evaluations, assessment and promotion of teaching and learning:

- number of the unit's undergraduate course credits taught (per FTE)
- number of outside the unit undergraduate course credits taught (per FTE)
- summary of the teaching, learning and assessment strategies employed by instructors
- examples of faculty and T.A. involvement in professional development in pedagogical areas including workshops attended or led, research undertaken, and publications
- examples of teaching recognition, e.g., grants, awards, prizes, scholarly works
- description of peer evaluation of teaching procedures and guidelines and their outcomes
- summary of student teaching evaluation data including a copy of the assessment instrument (categorized by class size, required versus elective, senior or lower level courses)
- data on special instructional infrastructure acquired, renovated or planned, including facilities for enhancing teaching and learning, e.g. laboratories, classrooms, computer technology, field stations, studios, performance areas, reading rooms.

E.3 Programs and curriculum:

Brief description of program(s) offered by the unit and any recent curricular innovations.

Once the Senate-approved Curriculum Streamlining Process project is fully implemented, include a report from the Senate Curriculum Committee summarizing the findings of its periodic program reviews.

E.4 General comments on undergraduate programs:

Comment on the strengths of and requirements for the continued development of the undergraduate program(s).

F. Unit academic or strategic plan

Include the most current academic or strategic planning documentation for the unit and describe both how the plan was formulated and how it advances the University's strategic plan.

PART II

Information requested of the head of the unit, as a personal statement based on his or her own knowledge and experience. To be submitted at the same time as Part I. The Head's Statement will be treated as confidential and available only to the Review Committee. The following issue should be considered concisely and mainly in terms of changes made or required consequent upon the previous review.

A. The department and governance

An outline of the departmental structure and governance, its effectiveness and contribution to the attainment of the unit's academic goals. An analysis of the departmental academic goals and how well they are being met and the effectiveness of the administrative structures and committee system.

B. The faculty

A summary of the scholarly quality and teaching performance of the faculty and their professional status within the University, nationally and internationally. Analysis of the faculty demographics and plans to respond to anticipated turnovers in faculty and opportunities for renewal.

C. The curriculum and students

A concise overview of student demographic trends, enrolment and demands in targeted areas and programs, with commentary on the unit's response to the learning needs of students..

D. Resources

An assessment of the adequacy of the unit's budget, facilities and space needs, support staff and teaching/learning related resources (such as library capacity) in pursuing existing programs and future objectives.

E. Other matters

Any matter not covered by the above and which the head of the unit deems relevant to the work of the Review Committee.

APPENDIX II

TERMS OF REFERENCE FOR REVIEW COMMITTEES

To examine and report on the following:

A. Scholarly Activity (including creative or performing activities)

- (1) The scholarly activity of the unit in relation to the state of its discipline (or disciplines) in Canada and internationally. How does the range, distribution and intensity of scholarship compare with that in comparable universities? Are there important directions of change evident in the discipline; if so, how is the unit responding?
- (2) Given the kinds of scholarship in which unit members engage, what general assessment can be made of the quality of the unit as a scholarly community? How successful are unit members in competitions for national grant support (where relevant)? How adequate is the support from the University Administration? How does it stand vis-à-vis comparable units elsewhere in North America? What do unit members, and their disciplinary colleagues elsewhere, see as its major strengths, weaknesses, and opportunities?

B. Faculty Recruitment and Progress:

What has been the unit's experience in the recruitment of new faculty? Has the unit been able to appoint a sufficient number of new people, in a sufficient range of academic areas, for on-going renewal? If the unit has been able to appoint new faculty, how well have their searches been organized? What has been the quality of the applicants, and how successful has the unit been in attracting the best ones? How adequate are the starting salaries offered? Are potential faculty interested in the resources of other units, or particular facilities (Library, computer)?

What has been the unit's experience in operating within the policies and procedures regarding faculty (and potential faculty) originating in the Collective Agreement or in Immigration directives?

C. Teaching - Undergraduate and Diploma Programs:

The tenets underlying curriculum and instructional models to support student learning and to identify the needs and developments pertaining to improvements in teaching and learning; the quality, breadth and relevance of teaching and the curriculum; the means being used to evaluate, maintain and improve the quality of teaching and curriculum; the quality of the structure of majors and honours programs, and their relationship to other parts of the University; academic

standards; level of undergraduate scholarship support, and its effectiveness; advising of majors and honours students; level of teaching innovation, vis-à-vis comparable departments; recruitment of students; enrolments: their distribution and trend, their relation to past figures and the prospects for the future – all with a view to determining the effectiveness of these programs.

D. Teaching - Masters and Doctoral Programs:

Standards for admission (posted and real); quality of applications received, and standard of students accepting admission; recruitment of students; program requirements and methods of evaluation of their effectiveness; level of graduate student support, and its effectiveness; the quality, breadth and relevance of teaching and the curriculum; the relationship of programmes to other parts of the university; level of teaching innovation vis-à-vis comparable departments; administration, including supervision of graduate students; academic standards required for continuation; enrolments; their distribution and trend, their relation to past figures and the prospects for the future - all with a view to determining the effectiveness of graduate programs.

E. Service and Outreach Roles:

Is the unit doing what it should (or could) do to provide service to the University community and the wider community in appropriate ways? How might its service and outreach roles be enhanced?

F. Governance and Administration:

How adequate are the committee structures and procedures as these relate to the good governance of the unit and to the responsibility of the head as this is understood within the wider context of University governance? How well does the unit manage procedures with regard to appointment, reappointment, promotion and tenure? How well does the unit manage the situation of faculty with partial appointments in other units of the University?

G. Staff, Facilities and Resources:

The unit's staff – management, secretarial and technical assistance; the unit's physical space in relation to need; studio and performance facilities; computers and computing; Library support; reading rooms; audio-visual and other equipment.

H. The review process:

How effective has the review process itself been.

I. Any other matter deemed by the Committee to be relevant

1. To make recommendations on any or all of the above, with a view toward indicating where resources should be placed to have the greatest positive impact.
2. The Committee is not authorized to consider specific issues of salary, promotion, and tenure dealt with by existing structures; or to consider specific cases involving undergraduate and graduate affairs covered by established procedures.
3. Provide other advice as appropriate relative to the general purposes of the review.

SENATE

Policy abstracts

Reviews of Administrative Units

1. Reviews of departments, institutes, centres, schools, faculties or other administrative units within the University should be initiated when a reasonable request for a review is made by the academic staff involved, the Head or other responsible administrator, the responsible Dean, the President, or the Senate. While this implies no rigid periodicity for reviews, some Faculties may find it desirable to review units within them according to some timetable, and a regular review of special administrative units like institutes and centres may be particularly worthwhile.
2. Committees struck to review departments and other units within a Faculty should be appointed by, and be responsible to the Dean, who should also receive their reports. Correspondingly, reviews of Faculties should be conducted by committees appointed by and responsible to the President, who will receive their reports. The administrative officer responsible for the review committee should be responsible also for arranging the necessary funding.
3. Faculties are authorized and encouraged to design and approve statements of policies and procedures for the conduct of reviews of departments and other administrative units or programs within their responsibility. The arrangements should be designed to allay apprehensions about reviews, to expedite them, and to ensure maximum benefit from them. These faculty statements should contain, inter alia:
 - a. A description of the structure of review committees. Committees should include one or more experts from outside this University. However, some Faculties may choose to limit the role of external assessors (for example, by having them act only as advisors to the review committees or by restricting their concern with certain matters such as administration or finance.)
 - b. Procedures for selecting members of review committees. Among other things, the extent to which members of the academic unit being reviewed will participate in the selection of reviewers should be stipulated.
 - c. Provisions to ensure that review committees are provided with explicit terms of reference, particularly in respect of the extent to which their investigations are to extend beyond purely academic matters to issues of administration and finance. The academic strength and balance of the unit under review should be the main focus of the investigation, and this should include the full spectrum of its academic activities.
 - d. Clear and detailed arrangements to govern the submission of documentation and communications between the committee and the members of the academic unit being reviewed.
 - e. Provisions for the review committee's report to be made available to the members of the unit reviewed, subject to deletions by the Dean on the advice of legal counsel with respect to any material that may be defamatory or of other legal consequence, or that might be considered an invasion of privacy.
4. Faculties' statements of policies and procedures for reviews should be submitted to the Senate for approval.
5. The Senate should be advised of reviews being undertaken, and a copy of each review committee's report as submitted to the members of the unit being reviewed deposited with the Secretary of Senate and made available for examination by senators.
6. That, within two years of the completion of the review, a report on the implementation of the recommendations of the review be forwarded to the Dean or the President as appropriate and a copy lodged with the Secretary of Senate.

**T H E U N I V E R S I T Y O F B R I T I S H
C O L U M B I A**



October 25, 2006

**Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1**

MEMO TO: Vancouver Senate

FROM: Senate Academic Policy Committee

**Report on “THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND
THE FACULTY OF GRADUATE STUDIES AT UBC-V”**

BACKGROUND

The UBC-V community has for many years been discussing how it can best nurture interdisciplinary scholarship while acknowledging the essential role of disciplinary excellence. The event that formally started the recent re-examination was the issuing by the Provost in June 2005 of a discussion paper titled “Complementing disciplinary and serving society: Options for academic growth”. Following a public forum, an ad hoc advisory group recommended that a committee composed of faculty who did not hold administrative positions be set up to review previous submissions and reports and to propose an organizational framework. Chaired by Professor John Gosline, the committee recommended in March 2006 that the dual functions of the Faculty of Graduate studies be separated into two administrative structures, the Faculty of Graduate Studies to focus on the provision of support and services to both graduate students and graduate programs and a new governance unit for the interdisciplinary units currently in the Faculty (i.e., the Centres, Institutes, and Schools). The report was discussed by the Academic Policy Committee and then brought by the Provost to the April 2006 meeting of the UBC-V Senate.

In the April Senate discussion, several important points were emphasized. First, any changes made to strengthen interdisciplinary should not compromise the disciplinary strength that underpins this academic community. Second, the proposed new governance unit should not be an additional faculty but, through collaborative means, should work with the faculties to promote interdisciplinary scholarship campus wide. Third, the leader of the unit must have the respect both of the members of the unit and of the deans. On the matter of the reporting structure needed to ensure that the leader could be effective, Senate considered the proposal in the Gosline Report that the leader report to the President but gave support instead to the Provost’s proposal that the leader would report directly to the Provost and be a member of the Committee of Deans. The Provost

committed to further consultation in order to develop a plan which would, among other details, determine the name of the new unit, the administrative role and powers of the unit in accordance with the *University Act* and UBC-V policies, and the title and responsibilities of the leader.

Over the summer of 2006 the Provost, working with a small ad hoc committee, conducted extensive consultation with the Directors in the Faculty of Graduate Studies, the Graduate Student Society and Deans of other UBC-V faculties. Some other members of the community provided input as well. On August 2 the Provost issued a report titled “Plans for the Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC-V” and solicited further input. At the end of August, the Provost brought both the plan and the feedback to the Academic Policy Committee (on which he serves). The Committee encouraged the Provost to take the plan to Senate for a preliminary discussion and agreed that both Senate and the community at large should have a further opportunity to consider the merits of the proposal. In addition, while there had been considerable input since April, members of the wider community had not seen the suggestions and comments so the Provost was requested to produce an appendix containing the questions that had been asked and the responses. The package (the plan and appendix) was discussed at the September meeting of the UBC-V Senate at which time Senate agreed to formally refer the proposal to the Academic Policy Committee with a request that the Committee bring to the November meeting of Senate a recommendation on the disposal of the plan.

DELIBERATIONS OF THE ACADEMIC POLICY COMMITTEE

In considering the proposal to divide the current, dual-function, Faculty of Graduate Studies into a Faculty of Graduate Studies and a College for Interdisciplinarity, the Senate Academic Policy Committee recognized that the establishment of any new administrative unit such as a college has implications for both the individual members of the University community and the overall governance of the University. It was important in our deliberations to understand that underpinning the proposal must be a plan to build on the strengths of the research and teaching of the units that are proposed to constitute the new College, to implement structures and mechanisms that will support the students, faculty, and staff in those units, and to enable the College, through collaborative means, to support interdisciplinary scholars and scholarship across the University. Not everyone whose new academic home will be in the proposed College will see in the plan all the support mechanisms they would like but the plan that we received, revised, and now present to Senate sets up an innovative structure that should achieve those goals. In addition, as well as providing for on-going self-assessment through built-in collaborative and consultative processes, the plan emphasizes the use of external reviews. For the plan to succeed, as a first step the members of this Senate, as leaders of the University community, need to commit to support the College for Interdisciplinarity in carrying out its mandate.

Considerable time was spent in our discussions clarifying the mandate of the Principal of the new College, the composition, role and responsibilities of the Committee for

Interdisciplinarity, and the implications of the proposal for Senate. Although the *University Act* (Part 10, Section 47 (a)) gives the University the power to establish colleges it does not define the powers, duties, and structure of a college. Nor does the *Act* define the role of Senate in the establishment of a college per se although it does give Senate the power to recommend to the Board of Governors the establishment of faculties and departments (Part 7, Section 37 (1) (i)) and Senate in April 1993 established “Guidelines for the Establishment of a Faculty”. Already UBC has two residential colleges (Green College and St. John’s College) and one academic college (College of Health Disciplines). When the latter was created in 2001 its mandate and governance structure were presented for Senate’s approval. In an analogous manner to that previous process Senate approval is again being sought to recommend the establishment of an academic college to the Board of Governors.

As Senate will realize, the fundamental unifying feature of the past and current applications of the term “college” at UBC-V is a core mandate to promote interdisciplinarity. This is not to imply that important interdisciplinary research and teaching does not occur within faculties nor that all scholarship in a college must be interdisciplinary. The proposal views the new College as an affiliation of centres, institutes, and schools that cross traditional faculty boundaries within an organizational structure that not only will foster their research and teaching but also will enhance interdisciplinary scholarship widely across campus in collaboration with the faculties. As such the proposed College will be a major force taking UBC toward the goals of *Trek 2010*. Beyond a mandate to promote interdisciplinary scholarship, few similarities exist among the various UBC-V Colleges and thus the power to create colleges has become a useful mechanism to allow the university to achieve key goals while not altering the fundamental academic structure based on faculties.

The governance model for the proposed College was a key point of discussion. Section 40 of the *University Act* grants specific powers to faculties, acting as bodies. One of the most important of those (part (c) of the *Act*) is the ability “subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business”. Since similar powers for colleges are not set out in the *Act*, Senate can assume a duty in scrutinizing the proposal to ensure that the powers to be given to it are appropriate. The proposal addresses governance issues such as the role of the Principal and the Committee for Interdisciplinarity, and the relationship between the Directors and the Principal. It also provides for a review of the College and a report to Senate.

In considering the creation of this new College, it is important to realize that, at least initially, none of the academic activities taking place within it will be new – they are simply the continuation of activities that were previously taking place within the current dual-function Faculty of Graduate Studies. Thus, it is most prudent at this time to define the new arrangement by describing how it differs from the current one, which is entirely different from the situation where new academic activities are being generated by a proposal. Nevertheless, in considering a proposal for a new academic unit careful attention must be paid to defining its academic authority in light of the fact that both

through the Act and by tradition, the faculty is the fundamental academic unit at UBC. It is important, therefore, to realize that the College for Interdisciplinary Studies will *not* be a new faculty and will not usurp the power of faculties. In fact, one of its core functions will be to help the faculties achieve their goals. The proposed College differs from a faculty in that “Its leader has a university-wide mandate and responsibility, it has a university-wide governance committee and it has no permanent academic departments” (see Appendix) but instead has Centres and Institutes that are, by definition, intended to evolve substantially over time. In addition, the degrees associated with centres and institutes (all graduate degrees) will continue to be recommended to Senate by the Dean of Graduate Studies. However, as with any readjustment of roles and boundaries, the new College is bound to have some features that are traditionally associated with faculties. In this case, the College will have some faculty members who do not have either an academic appointment in a faculty or a leader who is a dean. As long as the rights and privileges of those faculty members are maintained as they would be in a faculty then the *Act* does not provide a barrier to this arrangement. The structures and procedures now operating to ensure collegial participation in decisions relating to appointment, reappointment, tenure and promotion of faculty will carry over into the new College with the main difference being the title of the academic leader. In addition, the Principal will have to assume some powers traditionally associated with the position of dean (e.g., membership on the Committee of Deans, ability to present promotion and tenure cases to the Senior Appointments Committee) if effective leadership and advocacy for all members of the unit are to occur.

Finally, although Senate directed the Agenda Committee to report on any changes to Senate membership required in response to the proposal, the Academic Policy Committee felt it was within its mandate also to make recommendations and suggestions. The resolution proposed by the Academic Policy Committee includes the language that the “Principal of the College for Interdisciplinary Studies shall be an additional member of Senate pursuant to section 35.1(2)(k) of the *University Act*.” It is the view of the Academic Policy Committee that it is absolutely essential to the viability of the plan for the future development of interdisciplinarity that the Principal of the proposed College for Interdisciplinary Studies be a member of the Senate. The University Act provides for a specific mechanism by which this can be achieved and this mechanism has been used previously for the Principal of the College of Health Disciplines as well as for a number of convocation senators.

At the time that the Principal of College of Health Disciplines was made a member of the Senate, University Counsel Dennis Pavlich provided advice regarding the requirements of the University Act. At that time, he advised that no additional elected members of Senate would be required under the University Act as a result of the addition of the Principal of the College of Health Disciplines. University Counsel Hubert Lai has been consulted regarding the proposed membership of the Principal of the College for Interdisciplinary Studies. He has confirmed that the advice previously provided by Dennis Pavlich continues to be correct.

Hubert Lai has further advised that it remains open to the Senate at any time in the future to consider making further additions to its membership in accordance with section 35.1(2)(k) of the University Act. Should the Senate determine that additional representation on the Senate from the College for Interdisciplinary Studies is desirable, it may make such changes at any time. However, this determination can be made entirely separately from the determination of the Principal's membership. At present, since membership in the Faculty of Graduate Studies does not require an academic appointment in the Faculty of Graduate Studies, with the present proposal, all faculty members in the College can continue to be represented on Senate through the existing seats of representatives of the Faculty of Graduate Studies. As well, graduate students in programs to be administered by units of the College will continue to enjoy the right to elect Senate representatives by virtue of their enrolment in graduate programs. In addition, faculty members who currently have joint appointments in the Faculty of Graduate Studies and another faculty will be eligible for representation on Senate through both faculties just as they are at present. Hence, the Committee does not see a need to alter Senate membership in a way that would change the numbers of faculty members (two) and students (one) for each of the seventeen administrative positions defined in paragraphs (a) to (f) of section 35.1(2) of the Act but recommends that the final determination involve consultation with the Agenda and Nominating Committees of Senate.

The Academic Policy Committee now presents for Senate's consideration the revised

**“PLANS FOR THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY
OF GRADUATE STUDIES AT UBC-V”:**

1. UBC-V will establish a College for Interdisciplinary Studies, led by a Principal.
2. The mandate of the College will be to facilitate and support interdisciplinarity campus-wide, and as a part of that mandate, to serve as a place for the creation, development and dissemination of new and important scholarly activities which advance the interests of UBC as a whole according to its *Trek 2010* strategic vision.
3. Upon initiation of the College, as a first step, the interdisciplinary units currently located within the Faculty of Graduate Studies will transfer to the new college. Without precluding possible future changes, each will continue to operate with the guidance of its existing Advisory Committee (such as Deans' Advisory committees) and under the leadership of a Director reporting to the Principal who, in turn, will report to the Provost. Thus the creation of the College does not *force* specific changes in these units but, as described below, this new arrangement has important differences which are designed to *enable* developments that will provide opportunities for improving teaching and research. Consideration of such improvements will commence immediately upon the establishment of the College.
4. The Faculty of Graduate Studies will continue to exist with its mandate now focused on the support of graduate student programs.

5. Administrative support currently within the Faculty of Graduate Studies will be distributed according to the needs of the remaining Faculty of Graduate Studies and the new College. The Dean of the Faculty of Graduate Studies, in collaboration with the current Associate Dean responsible for the Interdisciplinary Units, will develop a plan for the resource distribution in consultation with the staff and unit Directors and with support of the office of the Provost.
6. The Principal will serve as the academic and administrative leader for the units located within the College and will also actively support interdisciplinary research and programs situated administratively outside of the College. In this capacity, the Principal will be charged with creating a structure that will support interdisciplinarity in *all* University units. That is, the Principal will champion Centres/Institutes and Schools within the College as well as interdisciplinary Centres/Institutes and programs residing within Faculties. The Principal will offer academic leadership by supporting faculty members engaged in interdisciplinary research and teaching and will nurture their academic careers at UBC. This will include facilitation of collaborative interdisciplinary initiatives, including interdisciplinary programs across UBC-V Faculties and the College. The Principal will also offer academic leadership by supporting graduate students in their interdisciplinary educational and research needs, including by working with the Committee for Interdisciplinarity to attain funding mechanisms comparable to those in disciplinary faculties. The Principal will be responsible for working with UBC-V Deans and others for the advancement of development efforts to benefit interdisciplinary activity within the College and campus-wide.
7. The Principal will be a member of the Committee of Deans.
8. All faculty members with their current appointments in the Faculty of Graduate Studies will continue to have access to the existing tenure/promotion mechanism which specifically recognizes interdisciplinary accomplishment. With the support of the Committee for Interdisciplinarity (please see below) and in collaboration with the Faculties, the Principal will champion the efforts to similarly improve the recognition of the value of interdisciplinarity in the tenure/promotion process for faculty members who do not have appointments in the College.
9. To increase the synergy of interdisciplinary academic activities across UBC-V, the Principal will chair a new university committee, called the Committee for Interdisciplinarity, comprised of Deans or designated Associate Deans of Interdisciplinarity or other designated Associate Deans, one from each UBC-V Faculty, one faculty member representative and one graduate student representative from the units in the College, one faculty member representative and one graduate student representative from interdisciplinary units outside of the College (which may be within a Faculty), and undergraduate students, as appropriate. The Committee has an important and powerful guidance role. Regarding the affairs of the College, the Committee will have a broad mandate including making recommendations on all key issues, such as allocation of resources, fundraising, and creation and dissolution of interdisciplinary Institutes and Centres to the Principal, the Provost and others. The Committee has a responsibility to help nurture collaborative relationships that would minimize dissonance. In the event of disagreement between the Principal and a majority of

- members of the Committee that cannot be resolved through further discussions, the Principal shall refer the matter to the Provost who shall take such decisions to resolve the matter as appropriate. Regarding matters involving UBC-V as a whole, a primary role of the Committee will be to advise on the over-all evolution of interdisciplinarity as well as specific related academic developments. Such guidance of the committee will be available to all Faculties, but there will be no requirement for persons organizing interdisciplinary activities lying outside the College to seek such guidance. Nevertheless, it is hoped that such a relationship would often be found to be attractive and helpful.
10. Over time, new Centres and Institutes may be created within the College while others may cease their operation. Organizational, budgetary and management changes will be guided by the Principal with the advice of the Committee for Interdisciplinarity and the Principal will follow the usual relevant UBC administrative and governance approval processes.
 11. The new organizational structure is designed to encourage interdisciplinarity to evolve over time, recognizing that the optimal arrangements will likely be different for different units. For example, units may remain within the College in their current form; they could split and/or merge with other units within the College; and/or leave the College and join other administrative units within UBC-V. Similarly, in the longer term interdisciplinary teams currently located within Faculties other than the Faculty of Graduate Studies or those currently without a Faculty home may join the College, as appropriate in the future.
 12. Units currently residing in the Faculty of Graduate Studies will retain at the time of transfer all their current faculty positions and budget allocations. Future decisions regarding faculty positions in the College will be subject to the standard university allocation practice for all faculty positions, in which positions vacated by retirements or resignations are returned to the Office of the Provost for optimal allocation. The Principal and the Committee for Interdisciplinarity will provide advice to the Provost in this regard.
 13. The new organizational structure will be reviewed according to University policy with an initial formative review (i.e., a review designed to provide helpful advice for improvement) two years after the Principal takes office and a more extensive review after a total of five years after the Principal takes office. The reviews will include recommendations on whether this model of governance should be continued or revised, or whether alternative solutions should be sought for the advancement of interdisciplinarity at UBC-V. The outcome of the reviews will be reported to the UBC-V Senate.

Accompanying the Plan are the Appendices which contain a list of answers to questions received during the consultations and lists of the units and programs to be moved to the new College.

MOTION TO IMPLEMENT THE REPORT

Therefore in order to implement the report, and to provide clear consideration and authorization for those recommendations of the report where Senate's attention should be drawn, it is requested that Senate resolve as follows, effective 1 January 2007:

- 1) That Senate receive the report dated October 25, 2006 including the revised report of the same date entitled “Plans for the Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC-V”, including its appendices (the “Plan”) and approve the recommendations therein;
- 2) That Senate recommend to the Board of Governors that the College for Interdisciplinary Studies be established as described in the Plan, to be led by a senior academic administrator titled the Principal;
- 3) That, upon the establishment of the College for Interdisciplinary Studies by the Board of Governors, all interdisciplinary units and interdisciplinary academic programs presently located in the Faculty of Graduate Studies be transferred to the College for Interdisciplinary Studies;
- 4) That Senate recommend to the Board of Governors that all faculty members who hold a faculty appointment in the Faculty of Graduate Studies shall have their faculty appointments transferred from the Faculty of Graduate Studies to the College for Interdisciplinary Studies;
- 5) That, subject to the *University Act* and the general authority for the academic governance of UBC Vancouver conferred upon the Senate by the *University Act*, the College for Interdisciplinary Studies shall have the authority to deal with the affairs of the College for Interdisciplinary Studies, as described in the Plan;
- 6) That the Faculty of Graduate Studies shall have the same responsibilities for those graduate programs and graduate students located within the College for Interdisciplinary Studies as the Faculty of Graduate Studies has for graduate programs offered by disciplinary faculties and their academic units;
- 7) That such person as may hold the office of Principal of the College for Interdisciplinary Studies shall be an additional member of Senate pursuant to section 35.1(2)(k) of the *University Act*.

Appendix A

The following list of questions and corresponding brief answers was prepared in response to questions and observations in the feedback that has been gratefully received from university members:

1. Q: Why is interdisciplinarity considered to be sufficiently important to warrant such a large amount of attention?

A: It may be helpful first to re-emphasize that successful interdisciplinarity must build upon disciplinary strength, so valuing interdisciplinarity means also valuing disciplinary excellence. Interdisciplinarity itself can take many forms, with two areas being particularly noteworthy. The first, which characterizes many interdisciplinary activities campus-wide, involves exploring important areas that happen to lie between established disciplines. The second, which has been more typical of interdisciplinarity within the units in the Faculty of Graduate Studies (FoGS), is more “issue-based” in that the focus of study is a large challenge which, in order to be properly addressed, requires the intense involvement of a diverse range of disciplinary experts. These and other variations of interdisciplinarity are important because they are achieving very significant results – as measured by positive societal impact, publications, awards, and research funding. Yet, despite these successes, certain characteristics of the traditional university environment are impediments to such success; this is a strategic issue that therefore warrants careful attention.

It is perhaps worth re-emphasizing here that identifying and promoting excellence in scholarship is a key UBC goal. UBC-V’s reputation as a leader in interdisciplinary research and teaching must not suffer from any changes. However, much scholarship of an interdisciplinary nature occurs in units that are not traditionally considered as interdisciplinary and many scholars working in Centres and Institutes currently housed in FOGS excel in disciplinary research. The proposal seeks an administrative solution to a campus-wide issue, viz. how to nurture interdisciplinary learning wherever it occurs while continuing to support disciplinary scholarship.

2. Q: In FoGS, at present, the Centres and Institutes are effectively in a Faculty of Interdisciplinarity led by a Dean – would it be a “downgrade” for them instead to be housed in a College that is led by a Principal?

A: It would not be. In the new arrangement the Centres and Institutes will be led by an academic leader with resources and connections both within and beyond UBC who will be able to focus on the promotion of interdisciplinarity and leave the development of graduate students and their programs to the Faculty of Graduate Studies. In addition, there will be a new advantage, in that the campus-wide role of the Principal and the assistance of the Committee for

Interdisciplinarity will help eliminate conflicts and build positive connections with the rest of the academic community.

3. Q: In the new arrangement, at least at first, there will still be three kinds of Centres and Institutes, those within the College, those within Faculties, and those “between” Faculties. Does the new arrangement preferentially support one or more of these categories?

A: All three kinds of Centres and Institutes will continue to be well supported. The new plan does not cause a shift in this regard. Both the Principal and the Committee for Interdisciplinarity will play a role in ensuring fair allocation of support.

4. Q: How does this plan help advance the goals of *Trek 2010*?

A: *Trek 2010* contains the themes of UBC being a great university *of* the world and also, *for* the world. This means that our teaching must be first rate, our research must be first rate, and we must place an appropriate emphasis on helping to solve important world problems. The Institutes and Centres currently in FoGS are exemplars in this respect as their research is centered on problems of global importance. At the same time, there are other leading edge interdisciplinary initiatives and research within other Faculties with no effective mechanisms to bring the two together. The new plan removes the barrier around FoGS in order to better disseminate what has been learned there to set up a process for interdisciplinarity campus-wide to grow in greater synergy in the pursuit of the Trek 2010 goals.

5. Q: Why does this plan refer only to UBCV?

A: This is due to recognition of and respect for the academic autonomy of UBCO, which is also a leading force in interdisciplinarity, in its own way.

6. Q: The resources within the current FoGS must be divided to carry out this plan – how will this division be carried out in a fair and appropriate manner?

A: The resource division plan will be developed jointly by personnel from the future College and the remaining portions of FoGS and will then be carefully and independently reviewed by the Office of the Provost with assistance, as appropriate, from the Budget Office.

7. Q: Will the new arrangement cost more money?

A: This question has been addressed both by FoGS personnel and the Senate Budget Committee. The conclusion is that it need not cost more money, and the plan does not call for new additional resources to be provided.

8. Q: This plan has the potential to impact graduate students, as both aspects of FoGS significantly relate to graduate students. How have the rights and interests of graduate students been taken into account in developing this plan?

A: There has been considerable discussion with the GSS including representation on committees that have helped develop this plan. Our belief is that this plan will be beneficial to graduate students because it will enable FoGS to focus on its role in attracting and supporting graduate students and ensuring the quality of their programming, and it will also ensure that graduate students in the units currently within FoGS can carry out their research in a supportive environment having excellent connections to the rest of campus.

9. Q: After the division of the current FoGS, does it make sense for the graduate student portion to remain a Faculty?

A: This is an important question and a complex matter. This question has not been a subject of study at this point, and such a change is not a part of the current plan. The current plan does not preclude, nor does it encourage, a future change. This matter can be considered later, independently of the current proposal, if there is sufficient interest in doing so.

10. Q: Will the Senate representation change as a result of this plan?

A: The current Senate representation of FoGS will be unchanged, i.e., faculty who are members of FoGS, (including but not limited to those with appointments in FoGS), will continue to be represented through their elected members and the Dean is a member as with other Faculties. As in the case of the College of Health Disciplines, Senate will be asked to appoint the Principal of the College for Interdisciplinary Studies to the Senate. A member of Senate has asked whether the addition of the Principal to Senate would make it appropriate to add additional members, for various reasons. This is a question for Senate to consider carefully over time and such a discussion would likely include consideration of several additional issues that are unrelated to this specific matter.

- 11 Q: Shouldn't every detail be completely worked out before proceeding with this important change?

A: Such a requirement would make any substantial change at UBC impossible. The intention is that even though we are making a significant administrative change, it will have minimal initial impact on the activities of the faculty members most closely involved but it will enable the possibility of positive changes, where desired, to take place. All such changes will be subject to the usual checks and balances of academic governance, which have worked so well at UBC over the years. Therefore, even though we cannot know at this time what all the eventual changes will be, we can nevertheless feel confident they will take us in a positive direction. In contrast the status quo will not lead to improvement.

From this perspective, it is clear that it is now time to proceed, even though there will be more matters to work out in the years ahead.

12. Q: Wouldn't it be preferable to first carry out a thorough review of each Centre and Institute within FoGS before any changes take place?

A: This would introduce needless delay. The plan calls for such reviews in a fair and inclusive manner and on a timetable that would minimize disruption to the operation of the units. It also allows for a review of the Policy on Centres and Institutes through the works of the Committee for Interdisciplinarity and a relevant discussion in the Senate that could support and enhance the review process.

13. Q: What's the rush?

A: There has never been a "rush"; it has always been the intention to move prudently and carefully on this important matter. Extensive consultation has been underway now for over two years, and since the discussion in last April's Senate meeting there has been widespread expectation that change is going to take place soon. As a result, the people affected have placed a number of important things "on hold" pending the implementation of the plan. Further urgency arises from the need to appoint a new Dean for the Faculty of Graduate Studies, which is of key importance at a time when recruitment and retention of excellent graduate students is so critical to our research mission. Overall, the academic community has a legitimate expectation that there should be no further delay and that we should get on with this, recognizing that we may not have everything perfect at first, but that the proposed arrangement provides a mechanism for further improvement.

14. Q: How does the present plan differ from that presented to Senate in the *Gosline* report?

A: The main difference, as promised by the Provost during discussions in the April 2006 Senate meeting, is the addition of a greater level of detail in order to enable full consideration by Senate. Additionally, as mentioned in that Senate meeting, and endorsed by numerous speakers at that time, it has been decided that the leader of the interdisciplinary Centres and Institutes currently within FoGS not be named a Vice President. There were concerns that the establishment of such a position outside the VP Academic and Provost's office would contribute to further fragmentation and disconnect between disciplinarity and interdisciplinarity. The same rationale argued against a separate AVP position. In contrast, the appointment of a College Principal reconciles the need for a senior, influential leader of interdisciplinarity with the need to seek a synergistic rather than polarizing (or competitive) administrative arrangement with respect to the entire academic activity at UBC V. And given precedents at Oxford and elsewhere, we

have reason to believe that the title “Principal of a College” can garner considerable respect at the international level.

15. Q: How is the new arrangement superior to the current one?

A: The current arrangement did not have a mechanism for coordinating interdisciplinary activities campus wide, it did not have a leader with such a responsibility, it had an inbuilt conflict of interest in its role as the quality control agent for all graduate programs, there was a disconnect between undergraduate teaching in the Faculties and the people and activities in FoGS and a sense of unhealthy competition regarding various forms of resource allocation. The new plan offers a clear opportunity for improvement in all these areas.

16. Q: What alternative arrangements were considered and why were they viewed as inferior to the one currently being proposed?

A: As described in an earlier document, we considered numerous alternatives and each had very serious disadvantages. 1) The status quo would maintain the current disconnect between interdisciplinary Centres and Institutes within FoGS and the rest of campus, would continue to promote unhealthy competition for resources, and would maintain a serious conflict of interest inherent in monitoring the quality of and simultaneously running, graduate programs. 2) Moving the Centres and Institutes currently in FoGS to various other faculties would eliminate the problems with the status quo, but would also eliminate the conditions in FoGS which have led to very important and significant research success in areas that are central to our *Trek 2010* strategy. It would also be unfair to faculty members who had been recruited to UBC on the basis of the FoGS model. 3) Creating a new Faculty of Interdisciplinarity with a Dean would remove the conflict of interest problem, but otherwise it would maintain, or perhaps even exacerbate the other problems associated with the status quo. 4) Creating an Office of Interdisciplinarity run by a Vice President or and Associate Vice President could achieve many of the advantages of the current plan, but could still be divisive by its implication that another Vice President or Associate Vice President is in charge of “disciplinarity” and such divisiveness is inconsistent with the synergistic attitude that virtually everyone involved highly values.

17. Q: Is the current plan compatible with the current *University Act*?

A: Yes. In part this was proven by the successful creation of the College of Health Disciplines some time ago at UBC. Furthermore, UBC Legal Counsel has carefully reviewed this new matter in this specific context and provided the clear unequivocal view that this plan is consistent with the *University Act* and that it is, therefore, within the power of Senate and the Board of Governors to approve it.

18. Q: What if unanticipated problems are encountered?

A: The College for Interdisciplinary Studies will be reviewed after two and five years and corrective actions will be taken if problems are encountered. All along, the Committee for Interdisciplinarity will be monitoring the success and evolution of these plans and may recommend modification for consideration even before the review.

19. Q: How will the review of the College be carried out?

A: The review would proceed in the standard UBC manner employed for unit reviews. The review team would comprise a diverse set of external, independent, highly regarded academic reviewers with appropriate backgrounds for this task. The nature of the review would be determined by the Office of the Provost in consultation with the Committee for Interdisciplinarity and would likely include consideration of the mandate and functioning of the College and the powers granted to it by Senate as well as the more usual content of academic reviews.

20 Q: Will the College effectively be a new Faculty with a slightly different name?

A: No, it differs from a Faculty in several important ways. Its leader has a university wide mandate and responsibility, it has a university-wide governance committee and it has no permanent academic departments. Perhaps most importantly, it cannot independently offer undergraduate degrees. Although it is true that the College, at least initially, will have some characteristics that are also found in Faculties, this does not make it a Faculty. As mentioned throughout this document, the role of the College will evolve over time, and it is neither possible nor desirable to articulate all such details now. At first, since none of the components that will initially be in the College are being created or changed by this transition, the governance plans described in this document are, in the opinion of UBC legal counsel, appropriately well defined.

21. Q: Does the “Will Report” of Senate on new Faculty creation have a bearing in this case?

A: This plan does not involve the creation of a new Faculty. The most relevant Senate background is the current Senate Policy on Centres and Institutes and the Senate process that led to the creation of the College of Health Disciplines.

22. Q: How will the new College provide meaningful benefits to the Centres and Institutes?

A: The Principal will ensure that the Centres and Institutes receive first rate governance advice both from their advisory committees and from the Committee for Interdisciplinarity. Further, the Principal will help to ensure that there are

meaningful cooperative relations with the Faculties, and that such connections lead to substantial collaborative benefits.

23. Q: How will the new College provide meaningful benefits to the rest of campus?

A: By eliminating unhealthy competition and enhancing synergistic, seamless interaction with the rest of campus, day to day activities will be substantially enhanced. Furthermore, we can expect that the agility of our overall research enterprise will be improved because of the new potential for the substantially enhanced flow of ideas, people and projects into and out of the College for Interdisciplinarity.

24. Q: Does the creation of the College threaten interdisciplinarity, or disciplinarity, outside the College?

A: No, the College is a resource which can help with matters occurring elsewhere on campus, but only if invited and desired.

25. Q: The College will have a method of helping with promotion and tenure of interdisciplinary faculty members within the College – will that arrangement depend on what fraction of a full time appointment a member has in the College, and is any help available for those outside the College?

A: The arrangements for management of promotion and tenure currently present in FoGS will be maintained in the College and, as is the case now, will be available for all faculty members regardless of their percentage involvement in the old FoGS or new College. For interdisciplinary researchers who do not have appointments in the old FoGS/the new College, the Committee for Interdisciplinarity will work with Faculties to develop appropriate support mechanisms.

26. Q: What if there were conflicts between fundraising for the College and fundraising for the Faculties – how would these be resolved?

A: In the new plan, such conflicts will be much less likely to occur, because of the cooperation-encouraging activities of the Principal and the Committee for Interdisciplinarity. Nevertheless, if conflicts occasionally arise, the UBC Development Office, which has considerable expertise in helping to avoid fundraising conflicts, could help to resolve them. The Principal's mandate will include the avoidance and satisfactory resolution of potential fundraising conflicts. Additionally, the Committee of Interdisciplinarity would be available to identify and reduce these conflicts.

27. Q: What happens if the Principal and the Committee for Interdisciplinarity disagree?

A: The Provost would make a decision based on the merits of the arguments. The opinions of the Principal and the Committee would also be presented should the matter subsequently be forwarded to the Senate and/or Board of Governors for approval. Thus, both the Principal and the Committee have considerable power and influence.

28. Q: How similar will this College be to the College of Health Disciplines?

A: From a legal, structural point of view there is substantial similarity. Another similarity is that the Principal has an important, respected campus-wide role, and serves on the Committee of Deans. A key difference is that the College of Health Disciplines focuses on optimizing Interprofessional Health Education, primarily an educational matter, whereas the College for Interdisciplinarity will focus on interdisciplinarity, which has a much larger research component.

29. Q: Why not just combine the two colleges?

A: This is a possibility, but it is a separate question that could be considered in due course if there is interest in the academic community in doing so. It is not part of the current plan, but the current plan in no way precludes such a future possibility and the Committee for Interdisciplinarity could play a useful role in facilitating such discussions.

30. Q: Where will the two schools currently in FoGS reside?

A: In the College for Interdisciplinary Studies, where they will operate in the same manner as before.

31. Q: Where will St. Johns and Green residential colleges reside?

A: From the perspective of their role as residential facilities, they will reside in the Faculty of Graduate Studies, with the leaders reporting to the Dean. However, in recognition of the important interdisciplinary scholarly activities occurring in and supported by these facilities, their leader will also have a dotted line reporting relationship to the Principal of the College for Interdisciplinary Studies.

32. Q: Under the new plan, will the Institutes and Centres in the College still operate under the guidance of steering committees?

A: Yes, and one of the responsibilities of the Principal will be to ensure that these committees operate both efficiently and effectively to the benefit of the Centres and Institutes and the rest of the university.

33. Q: If we intend to foster interdisciplinarity campus-wide, why do we even need a College for Interdisciplinary Studies?

A: Perhaps one day we will not need a designated unit to support and nurture interdisciplinarity, and indeed it seems likely that we are moving in that general direction. But we are not nearly there yet. In the meantime, the College can help with the success of the units within it, and with more general appropriate support for interdisciplinarity and the disciplinary strength that makes it possible.

34. Q: What are the powers of the Committee for Interdisciplinarity?

A: The Committee for Interdisciplinarity provides advice to the College (via the Principal) and to the Provost and will provide to the Office of the Provost recommendations regarding relevant policies for consideration by the Senate and Board of Governors, as appropriate.

35. Q: What types of issues will fall within the mandate of the Committee for Interdisciplinarity?

A: The committee will consider a wide range of interdisciplinary issues such as:

- development of goals and clear associated methods of assessment for the College and its programs, units and external interactions
- plans for tenure-track and other types of positions after future retirements/resignations
- funding mechanisms for interdisciplinary graduate students campus-wide in ways that are synergistic with disciplinary activity
- consideration, from the perspective of interdisciplinarity, of policies and procedures related to the enhancement of tenure/promotion practices
- establishment of appropriate subcommittees, with additional representation as required, including a subcommittee responsible for review and approval of course changes/proposals generated within the academic units of the College, prior to their submission to FOGS
- design and implementation of fundraising models for interdisciplinary activity that optimize benefits to the university as a whole
- review, in a consultative, inclusive fashion, the existing practice for initiating interdisciplinary graduate and undergraduate programs and recommend in this regard appropriate policy/policy changes for Senate's consideration

As indicated in the proposal, the plan is for the College for Interdisciplinary Studies to be a flexible, evolving body governed by policies that support change, at an appropriate rate, over time. Any such changes would be made according to the normal UBC academic governance procedures.

36. Q: Will the role of the Committee for Interdisciplinarity interfere in any way with the role of Senate?

A: No. The Committee for Interdisciplinarity will be an advisory body delivering recommendations, not decisions. The Committee's recommendations will be presented for consideration to the Provost, and/or the relevant Senate Committees, Senate at large, and the Board of Governors, as appropriate.

37. Q: Will the Committee for Interdisciplinarity have any power over interdisciplinarity units lying outside the College for Interdisciplinary Studies?

A: Only indirectly through its advisory role to the Provost.

38. Q: What safeguards ensure that the Committee for Interdisciplinarity will act in the best interest of UBC?

A: The Committee will be composed of highly respected academic leaders who are known for their appropriate and careful decision making. And since the Committee is an advisory committee, its recommendations are subject to all the usual safeguards of our academic governance system.

39. Q: Why is there only one representative for Centres and Institutes within FoGS on the Committee for Interdisciplinarity?

A: The Committee membership is not assigned on a proportional representation basis, rather, much as in hiring selection committees, the goal is to have a representative for each stakeholder group. One such stakeholder group is the Institutes and Centres within FoGS and that is the reason that one member representing this group will be on the Committee.

40. Q: How will the representative from the Centres/Institutes/Schools in the College be selected to the Committee for Interdisciplinarity?

A: Appointments to the Committee will be made by the Provost on a term basis and over time appropriate successive appointments will be selected in a balanced, non-repetitive manner.

41. Q: If a group of faculty members wished to join, or leave, the College, how would this be considered?

A: This question would be considered by the Committee for Interdisciplinarity, which would assess the net benefit to UBC as a whole. The Committee and the Principal could present their findings to the Provost, and if appropriate, the Senate and Board of Governors.

42. Q: Is the Principal of the College more like an Associate Vice President or a Dean?

A: The Principal is different from both. Unlike a Dean, the Principal has a campus-wide academic responsibility as described in the proposal. Unlike an AVP, the Principal is directly responsible for the academic leadership of certain units. The similarity to both these roles is that the Principal will attend the Committee of Deans meetings and will be a highly respected and influential member of the academic community.

43. Q: What are the powers of the Principal of the College for Interdisciplinary Studies?

A: The Directors of the units in the College report to the Principal. The Principal in turn reports to the Provost and makes recommendations for resource allocation within the College and other administrative matters, based in part on recommendations from the Committee for Interdisciplinarity. The Provost will consider such recommendations and if appropriate may take them forward for consideration by the Senate and/or Board of Governors.

44. Q: The Principal has a lot to achieve – how will this be done and with what resources?

A: The College will have its appropriate share of the current FoGS financial resources to fund activities within the College. The Principal's role outside the college primarily involves communication and persuasion, which will be augmented by the support of the influential Committee for Interdisciplinarity.

45. Q: How will the Principal be selected?

A: There will be a selection committee appointed according to UBC Policy. The search will be open to internal and external applicants. The search committee will ensure that there is a well formulated job description that articulates the important principles of this plan.

**Appendix B. Centres, Institutes, and Schools in the Proposed College for
Interdisciplinary Studies**

Centres

W Maurice Young Centre for Applied Ethics (CAE)

International Collaboration on Repair Discoveries (ICORD)

Fisheries Centre (FC)

Fisheries Economics Research Unit
Marine Mammal Research Unit
Project Seahorse
Sea Around Us Project

Human Early Learning Partnership (HELP)

Centre of International Relations (CIR)

Media and Graphics Interdisciplinary Centre (MAGIC)

Centre for Women's and Gender Studies (CWGS)

Studies of Autobiography, Gender and Age

Institutes

Institute of Applied Mathematics (IAM)

Institute of Asian Research (IAR)

Centre for Chinese Research
Centre for India and South Asia Research
Centre for Japanese Research
Centre for Korean Research< Asia South for>
Centre for Southeast Asia Research
Contemporary Tibetan Studies Program
Program for Canada-Asia Policy Studies
Pacific Affairs

Institute for European Studies (IES)

Institute of Health Promotion Research (IHPR)

Institute for Hearing Accessibility Research (IHEAR)

Liu Institute for Global Issues (LIGI)

Simons Centre for Peace and Disarmament
Centre for Public Opinion and Democracy
Centre for Human Security

Eco-Risk Research Unit
Forest Economics and Policy Analysis
Sustainable Development Research Initiative
Westwater Research Unit

Schools

School of Community and Regional Planning (SCARP)

Centre for Human Settlements

School of Occupational and Environmental Hygiene (SOEH)

Appendix C. Graduate Degree Programs

Adult Education (MA) (MEd)
Adult Learning and Global Change (MEd)
Agricultural Economics (MSc)
Anatomy and Cell Biology (MSc) (PhD)
Ancient Culture, Religion and Ethnicity (MA)
Animal Science (MSc) (PhD)
Anthropology (MA) (PhD)
Architecture (MARCH) (MASA)
Archival Studies (MAS)
Archival Studies and Library Information Studies (MASLIS)
Art Education (MA)(MEd)
Art History (Critical Curatorial Studies) (MA)
Asia Pacific Policy Studies (MAPPS) (MAPPS-MBA) (MAPPS-LLB)
Asian Studies (MA) (PhD)
Astronomy (MSc)(PhD)
Atmospheric Science (MSc)(PhD)
Audiology and Speech Sciences (MSc)(PhD)
Biochemistry and Molecular Biology (MSc)(PhD)
Bioinformatics (MSc)(PhD)
Biomedical Engineering (MASC)(PhD)
Botany (MSc) (PhD)
Business Administration (MScB) (PhD)
Chemical and Biological Engineering (MASC) (MSc)(PhD)
Chemistry (MSc)(PhD)
Children's Literature (MA)
Civil Engineering (MASC)(PhD)
Classical Archaeology (MA)
Classics (MA)(PhD)
Comparative Literature (MA)(PhD)
Computer Science (MSc)(PhD)
Counselling Psychology (MA) (MEd)(PhD)
Creative Writing (MFA)
Creative Writing/Film Production (MFA)
Creative Writing/Theatre (MFA)
Cross-Faculty Inquiry in Education (MA) (MEd)(PhD)
Curriculum Studies (MA) (MEd)(PhD)
Curriculum Studies and Educational Administration and Leadership (MEd)
Dental Science (MSc)(PhD)
Early Childhood Education (MA) (MEd)
Economics (MA)(PhD)
Educational Administration (MA) (MEd)
Educational Leadership and Policy (EdD)
Educational Studies (MA) (MEd) (PhD)
Educational Technology (MET)
Electrical and Computer Engineering (MASC)(PhD)
Engineering Physics (MASC)(PhD)
English (MA)(PhD)

**PLANS FOR THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY
OF GRADUATE STUDIES AT UBC-V**
2006

OCTOBER 25,

European Studies (MA)
Experimental Medicine (MSc)(PhD)
Family Studies (MA)
Film Studies (MA) (MFA)
Film Production (MA) (MFA)
Fine Arts (MFA) (MA)(PhD)
Food Science (MSc)(MFS)(PhD)
Forestry (MASC) (MF) (MSc)(PhD)
French (MA)(PhD)
Genetic Counselling (MSc)
Genetics (MSc)(PhD)
Geography (MA) (MSc)(PhD)
Geological Engineering (MASC)(PhD)
Geological Science (MSc)(PhD)
Geophysics (MASC) (MSc)(PhD)
Germanic Studies (MA)(PhD)
Health Administration (MHA)
Health Care and Epidemiology (MSc) (MHSc) (MHA)(PhD)
Health Science (MHSc)
Higher Education (MA) (MEd)
Hispanic Studies (MA)(PhD)
History (MA)(PhD)
Home Economics Education (MA) (MEd)
Human Development, Learning and Culture (MA) (MEd)(PhD)
Human Kinetics (MA) (MHK) (MSc)(PhD)
Human Nutrition (MSc)(PhD)
Integrated Studies in Land and Food Systems (MSc)(PhD)
Interdisciplinary Studies (MA) (MSc)(PhD)
Journalism (MJ)
Landscape Architecture (MASLA) (MLA)
Language and Literacy Education (PhD)
Law (LLM) (MJur)(PhD)
Library, Archival and Information Studies (PhD)
Library and Information Studies (MLIS)
Linguistics (MA)(PhD)
Literacy Education (MA) (MEd)
Materials Engineering (MASC) (MSc)(PhD)
Mathematics (MA) (MSc)(PhD)
Mathematics Education (MA) (MEd)
MD-PHD (MD-PhD)
Measurement Evaluation and Research Methodology (MA) (MEd)(PhD)
Mechanical Engineering (MASC)(PhD)
Medical Genetics (MSc)(PhD)
Microbiology and Immunology (MSc)(PhD)
Mining Engineering (MASC)(PhD)
Modern Language Education (MA) (MEd)
Music (MA) (MMus)(DMA)(PhD)
Music Education (MA) (MEd)
Neuroscience (MSc)(PhD)
Nursing (MSN)(PhD)

**PLANS FOR THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY
OF GRADUATE STUDIES AT UBC-V**
2006

OCTOBER 25,

Occupational and Environmental Hygiene (MSc)(PhD)
Occupational Therapy (MOT)
Oceanography (MSc)(PhD)
Oncology (MSc)(PhD)
Pathology (MSc)(PhD)
Pharmaceutical Sciences (MSc)(PhD)
Pharmacology (MSc)(PhD)
Philosophy (MA)(PhD)
Physical Education (MA) (MEd)
Physical Therapy (MPT)
Physics (MAsc) (MSc)(PhD)
Physiology (MSc)(PhD)
Planning (MAP) (MScP)(PhD)
Plant Science (MSc)(PhD)
Political Science (MA)(PhD)
Psychology (MA)(PhD)
Rehabilitation Sciences (MSc) (MRSc)(PhD)
Religious Studies (MA)(PhD)
Reproductive and Developmental Sciences (MSc)(PhD)
Resource Management and Environmental Studies (MA) (MSc)(PhD)
School Psychology (MA) (MEd)(PhD)
Science Education (MA) (MEd)
Social Studies Education (MA) (MEd)
Social Work (MSW)
Social Work and Family Studies (PhD)
Society, Culture and Politics in Education (MA) (MEd)
Sociology (MA)(PhD)
Software Systems (MSS)
Soil Science (MSc)(PhD)
Special Education (MA) (MEd)(PhD)
Statistics (MSc)(PhD)
Surgery (MSc)
Teacher Librarianship (MA) (MEd)
Teaching English as a Second Language (MA) (MEd)(PhD)
Technology Studies Education (MA) (MEd)
Theatre (MA) (MFA)(PhD)
Vocational Rehabilitation Counselling (MA)
Women's and Gender Studies (MA)(PhD)
Zoology (MSc)(PhD)

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Secretariat
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

3 November 2006

To: Senate
From: Agenda Committee

Report on Changes to the Rules and Procedures of Senate to reflect the Establishment of the College for Interdisciplinary Studies

INTRODUCTION

At its September 2006 meeting, Senate requested that the Agenda Committee bring forward recommendations for changes to its Rules and Procedures to describe changes to the membership of Senate so as to reflect the establishment of the College for Interdisciplinary Studies. The Senate motion stated, in part:

“That the Agenda Committee is directed to report back with recommendations on associated changes to the Rules and Procedures of Senate at the November 2006 meeting of Senate.”

It is anticipated that the Senate Academic Policy Committee will make a series of recommendations at the November 2006 Senate meeting leading to the establishment of a College for Interdisciplinary Studies. The Agenda Committee has consulted with the Nominating Committee, the Senate Secretariat, and the University Counsel, and it has corresponded with the Academic Policy Committee on this matter. It has thereby developed this report.

SENATE MEMBERSHIP REQUIREMENT AND PRECEDENTS

The membership of the Vancouver Senate is specified in the University Act. The Act specifies that the membership of Senate includes:

- The deans of faculties
- A number of faculty members (with their number and with constraints on their eligibility as specified in the Act)
- A number of students (with their number and with constraints on their eligibility as specified in the Act)
- Additional members determined by the Senate (with constraints on their eligibility as specified in the Act)

While the representation of faculties on the Senate, including through the deans, is well defined in the Act, there is no provision with regard to the representation of colleges. The policies of Senate are also silent with regard to the representation of colleges on the Senate.

With regard to precedent, it is noted that the establishment of the College of Health Disciplines led to its Principal alone being added to the membership of Senate. It is also noted that the College of Graduate Studies at UBC Okanagan led to the addition of four members to the Okanagan Senate – the Dean, two faculty members and one student. However, the structure, powers and duties of the proposed College appear to be rather different to those of both the College of Health Disciplines and the College of Graduate Studies at UBC Okanagan, so that neither of these situations can be used to guide the current circumstances.

MEMBERSHIP CHANGE OPTIONS

The Committee considered two options to changes in the membership of the Senate, depending on the intended structure of the new College.

Option A

The Committee considered as one option that the Principal of the College alone be added to the membership of the Senate. This has the advantage of minimizing the increase in the size of the Senate, a matter that was raised in the Senate's April 1993 policy on academic governance. However, such a change would have two negative consequences. First, it would entail an increase in the ratio of administrators to members of other constituencies, including faculty and students - a change that has been of concern to those constituencies in the past. Secondly, it would create a cohort of faculty members and students (those who are members of the College) that would have reduced representation on the Senate relative to those who are members of the disciplinary faculties. (In fact, this has already been the case under the current structure of the Faculty of Graduate Studies.)

Option B

The Committee also considered a second option, namely to increase the membership of the Senate as if the new College were equivalent to a new Faculty from the viewpoint of Senate representation. This would imply that the membership of Senate should be expanded to include the Principal of the College, plus two faculty members who are members of the College, plus one student who is a member of the College. This option has the advantage of not increasing the ratio of administrators to members of other constituencies; and also has the advantage of providing the faculty members and students of the College with the same level of representation on the Senate as faculty members and students of the disciplinary faculties. We do note that this option would mean a larger increase (of four) in the overall size of the Senate, again a concern that was raised in Senate's April 1993 policy on academic governance.

DISCUSSION

The choice between the above two options depends very much on the intended powers and duties of the proposed College. Thus, if the College is to have the more limited powers and duties analogous to the College of Health Disciplines, then Option A might be more appropriate. If, on the other hand, the College is to have powers and duties more closely aligned to those of a faculty, Option B would be preferred. Relevant documents for assessing these powers and duties are the University Act, and the policies of the Senate itself. However, these sources are silent on the powers and duties of a college. Thus, while the resolution of these kinds of matters may well be intuitive, it would be appropriate to have such powers and duties appropriately articulated in an analogous way to the case of faculties.

Although the Act is silent on this aspect, it does state that the "academic governance of the University is vested with the Senate." Therefore, since the Academic Policy Committee is required "to consider proposals for the organization or reorganization of academic units," a request was made to that

Committee for some clarification on the College's intended powers and duties. Partly in response to this, the Academic Policy Committee has made a recommendation to grant certain powers to the College. In considering that Committee's report, it appears that the College will indeed be rather like a faculty, at least with respect to faculty members and students being members of the College, the inclusion of schools, and the delivery of degree programs. Therefore, it appears that Option B above is preferred over Option A.

The Academic Policy Committee has also included a specific recommendation that the Principal be added to the membership of Senate. In fact, this recommendation is entirely consistent with either of the options considered herein. Furthermore, that Committee's report includes a section "Deliberations of the Academic Policy Committee" that suggests that additional members may not need to be added to the membership of Senate at this time. However, we note that this is not a specific recommendation, and as such take it as advice to the Agenda Committee in making its own recommendation to Senate. While the Agenda Committee respects this opinion, in light of the discussion above it nevertheless takes the view that Option B above is more consistent than is Option A with respect to the intended powers and duties of the College and its stated advantages outweigh its disadvantages. Hence Option B forms the basis of our recommendation.

RECOMMENDATION:

"That Senate amend Section 3.5 of the Rules and Procedures of Senate as follows (additions shown underlined):

Membership and Officers of Senate

Current Membership of the Senate is as set out in Section 35.1 (2) of the University Act, with such other members with the following additions as permitted under Section 35.1 (2) (k) of the University Act:

Seven (7) additional representatives of the Convocation;

A representative of the professional librarians;

The Principal of the College of Health Disciplines;

The Principal of the College for Interdisciplinary Studies;

Two faculty members of the College for Interdisciplinary Studies, elected by and from the faculty members of that College;

One student from the College for Interdisciplinary Studies, elected by and from the students of that College; and

That the Agenda Committee be directed to review the addition of these seats to the membership of Senate and report back – with recommendations for changes to the composition of Senate if necessary – by January 2008."

Respectfully submitted,

Dean Michael Isaacson
Chair, Agenda Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

1 November 2006

To: Senate

From: Senate Curriculum Committee

Re: **NOVEMBER CURRICULUM PROPOSALS**

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:

“That Senate approves the new and changed graduate courses and the changed graduate programs brought forward by the Faculties of Applied Science (School of Nursing), Arts, Education, and Pharmaceutical Sciences as set out in the attached packages.”



THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

17 October 2006

To: Senate

From: Senate Curriculum Committee

Re: **GRADUATE STUDIES CURRICULUM REPORT**

Attached please find the following graduate proposals for your consideration:

Applied Science – School of Nursing

1) The following new courses:

- a. **NURS 512** (3) Leadership in Nursing
- b. **NURS 552** (3) Methods in Nursing Science
NB: By acceptance of this proposal, **NURS 550** and **551** are to be discontinued.
- c. **NURS 586** (3) Specialized Domains of Nursing Practice

2) The following changed course:

- a. **NURS 502** (3) Ethics and Politics of Nursing

Arts

3) The following program changes:

- a. Change in program name from **Creative Writing/Film** to **Creative Writing/Film Production**
- b. Change in name from **Film Studies** graduate program to **Film Production**

4) The following new courses:

- a. **ASIA 510** (3/6) d Monastic Biography and Hagiography in East Asian Buddhism

Education

5) The following program change:

- a. Change and restatement of requirements for graduate programs in **School Psychology**

6) The following new courses:

- a. **EPSE 553** (3) Theories of Cognitive Assessment
- b. **EPSE 554** (3) Practicum in Cognitive Assessment
NB: By acceptance of this proposal, **EPSE 536** will be discontinued.

Pharmaceutical Sciences

7) The following changed course:

- a. **PHAR 590** (3) Research in the Pharmaceutical Sciences: Principles and Methods (formerly (2) credits)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty of Applied Science – School of Nursing

Faculty: Graduate Studies Department: Nursing Faculty Approval Date: May 2006 Effective Session _W___ Term _1___ Year _2006_ for Change	Date: May 4, 2006 Contact Person: Carol Jillings Phone: 2-7479 Email: jillings@nursing.ubc.ca
Proposed Calendar Entry: NURS 512 (3) Leadership in Nursing	Type of Action: new course Rationale: This new course is being developed in recognition of the need for an advanced course focusing on concepts of leadership applied to multiple nursing contexts. Master's students require additional depth and breadth in this area in order to prepare them for leadership roles and change processes in the world of nursing practice.
Faculty: Graduate Studies Department: Nursing Faculty Approval Date: March 2006 Effective Session _W___ Term _1___ Year _2006_ for Change	Date: May 4, 2006 Contact Person: Carol Jillings Phone: 2-7479 Email: jillings@nursing.ubc.ca
Proposed Calendar Entry: NURS 552 (3) Methods in Nursing Science. Prerequisite: NURS 504, NURS 505, EPSE 592, or permission of instructor.	Type of Action: new course, delete NURS 550 and 551. This course is an amalgamation of two former courses, N550 and 551. Rationale: This course is designed to focus on quantitative and qualitative research methods at an appropriate level and in the depth required at the Master's level. Combining the content into one course, and streamlining it, will better meet the needs of students who choose to complete the master's thesis.



Faculty: Graduate Studies Department: Nursing Faculty Approval Date: March 2006 Effective Session _W___ Term _1___ Year_2006_ for Change	Date: May 4, 2006 Contact Person: Carol Jillings Phone: 2-7479 Email: jillings@nursing.ubc.ca
Proposed Calendar Entry: NURS 586 (3) Specialized Domains of Nursing Practice	Type of Action: new course Rationale: This course will be an elective designed to allow students to focus in a specific area of nursing practice. A menu of options will be developed and these options will link with faculty areas of expertise. Course outlines will be developed specifically for each option, with content, learning experiences and modes of evaluation that are pertinent to the area being studied. The UBCSN Graduate Programs Committee will review and approve all outlines prior to course implementation.

Faculty: Graduate Studies Department: Nursing Faculty Approval Date: March 2006 Effective Session _W___ Term _1___ Year_2006_ for Change	Date: May 4, 2006 Contact Person: Carol Jillings Phone: 2-7479 Email: jillings@nursing.ubc.ca
Proposed Calendar Entry: NURS 502 (3) Ethics and Politics of Nursing	NURS 502 (3) Nursing and the Delivery of Health Care Type of Action: new course title and revision of course outline Rationale: This course has traditionally focused on nursing and health care delivery, integrating the study of system issues and health policy with a focus on the roles and activities of nursing in a variety of contexts. Increasingly, the need for the integration of ethical reasoning and its relationship to the values and structures underlying the health care system has been evident. Hence, the title is being changed to more accurately reflect the content and the course outline is being revised to incorporate concepts pertaining to values and ethics.

Faculty of Arts



Faculty: Department: Faculty Approval Date: Effective Session: 07S	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Creative Writing/Film Production Degrees Offered: M.F.A. Members Professors - Associate Professors S. McGowan, P. Thompson. Assistant Professors - Program Overview <p>The Creative Writing and Film Production Programs of the Department of Theatre, Film, and Creative Writing offer a joint 2-year course of resident study leading to the Master of Fine Arts (M.F.A.) in Creative Writing and Film. Please consult both the {H www.film.ubc.ca Film Program website} and the {H www.creativewriting.ubc.ca Creative Writing Program website} for additional information.</p> <p>See also Creative Writing and Film Production calendar entries</p> Master of Fine Arts Admission Requirements <p>Applicants must satisfy the general requirements set by the Faculty of Graduate</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,223 Present Calendar Entry: Degrees Offered <i>M.F.A.</i> Program Overview <p>The Creative Writing Program offers a two-year course of resident study leading to the Master of Fine Arts (M.F.A.). Candidates may choose to take the M.F.A. in Creative Writing, or concentrate in playwriting in conjunction with the Theatre Program (CRWR/Theatre). The joint Creative Writing and Film Program (CRWR/Film) requires that the candidate must be accepted by the Film Program first before applying to the CRWR/Film Program. Consult the Film Program website.</p> <p>The deadline for receiving (not postmarked) manuscripts is November 5, 2004 for September 2005 entrance date. Late manuscripts will not be considered.</p> <p>Candidates for the Creative Writing Program should submit work in two or more of the genres listed in the brochure, specifying which is their major area of interest. Short and long fiction are considered one genre. Candidates who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Department website or email for more information.</p> <p>Admission to the M.F.A. in Playwriting is on the basis of a script submission, including some work in another genre, and also relevant course work in theatre at the undergraduate level or equivalent.</p> <p>Length of the manuscripts accompanying the application depends on choice of genres. Guidelines are available from the Creative Writing Program Office or www.creativewriting.ubc.ca.</p>



Studies. The joint Creative Writing and Film Production Program requires that the student be accepted by the {I|11290|Film Productions} Program before applying to the Creative Writing/Film Production Program.

Only applicants with an undergraduate degree in 16/35mm Film Production and verifiable completion of a course in digital editing or the equivalent in professional experience and an undergraduate degree in film or video production will be considered for acceptance.

Program Requirements

Students are required to complete a screenplay of substantial length and 36 credits of course work including 12 credits of work in creative writing, FIST34(6), FIPR 533 (6) and FIPR 549 (12) The thesis requirement must be met in the second year and may be a substantial revision and extension of work done during the first year.

Contact Information:

Film Program
Room 2354A, 1874 East Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-6037
Fax: 604-822-0508
Email: film@interchange.ubc.ca
Web: www.film.ubc.ca

Zanna Downes, Film Program Secretary
and Graduate Secretary

Master of Fine Arts in Creative Writing

The program leading to the M.F.A. in creative writing is based on the premise that capable student authors can benefit from judicious criticism and the requirement to produce work regularly and to meet deadlines. Workshops, conferences, and tutorials are designed to focus attention on the student's poetry, fiction, drama, imaginative non-fiction, the writing of children's literature, and literary translation. Students are expected to read various books and journals for technical improvement in their own writing. For admission requirements, see above.

The Creative Writing Program publishes *PRISM international* and *FUGUE*; graduate students participate in the editing and production of the magazines.

During the two years of the program, a minimum of 36 credits of work must be completed, including a thesis. (A reduction of the second-year residency requirement will be considered in exceptional circumstances.) The Creative Writing Program consists of work in three genres, chosen in consultation with the program advisor, as described in the program brochure.

In the second year, students will complete a six-credit thesis consisting of a full-length work in the area(s) of their special interest. The thesis may be a substantial revision and extension of work done during the first year. A work of translation may be used to fulfil the thesis requirement by students with the required ability and linguistic knowledge. (M.A. candidates in the Comparative Literature Program who have their advisor's permission and are accepted by the instructor of the course in translation may include a translation in partial satisfaction of their thesis requirements.)

Students may be required to take advanced creative writing undergraduate courses as part of their programs.

Master of Fine Arts in Stage Playwriting

The Creative Writing and Theatre graduate programs offer a joint program leading to the M.F.A. in Stage Playwriting. Applicants must be accepted by both Creative Writing and Theatre. For admission requirements, see above.

Students are required to take appropriate course



	<p>work in the Programs of Creative Writing and Theatre, as described in their respective brochures. They must also be involved in the staging or production of some of their own work and, in fulfilment of the six-credit thesis requirement, write the equivalent of a full-length stageplay acceptable to both programs. The thesis requirement must be met in the second year and may be a substantial revision and extension of work done during the first year.</p> <p>Contact Information</p> <p>Creative Writing Program 1866 Main Mall, Buchanan Room E462 Vancouver, BC V6T 1Z1 <i>(note: We are situated on the East Mall side of the building)</i> Tel: 604-822-0699 Fax: 604-822-3616 Email: patrose@interchange.ubc.ca Website: www.creativewriting.ubc.ca</p> <p>Ms. Pat Rose, Graduate Secretary</p> <p>Type of Action: Edit Calendar entry. Change program name from Creative Writing/Film to Creative Writing/Film Production</p> <p>Rationale:</p> <p>The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.</p>
--	---

<p>Faculty: Department: Faculty Approval Date: Effective Session: 07S</p>	<p>Date: Contact Person: Joyce Tom Phone: Email:</p>
<p>Proposed Calendar Entry: Film Production Degrees Offered: M.A.</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,239 Present Calendar Entry: Degrees Offered</p>



<p>M.F.A.</p> <p>Members</p> <p>Professors B. McIlroy.</p> <p>Associate Professors C. Gallagher, S. McGowan.</p> <p>Assistant Professors L. Coulthard.</p> <p>Program Overview The Film Program offers the Master of Fine Arts (M.F.A.) in Film Production.</p> <p>The UBC Library has an extensive holding of film studies literature, and the program provides film production and post-production equipment.</p> <p>Further information may be obtained from the program's {H www.film.ubc.ca website}. The Film Studies Program is part of the Department of Theatre, Film and Creative Writing.</p> <p>Master of Fine Arts</p> <p>Admission Requirements Only applicants with an undergraduate degree in film or video production and verifiable completion of a course in digital editing or the equivalent in professional experience and an undergraduate degree will be considered. For application requirements, please visit {H www.film.ubc.ca/programs/production/film_production_mfa.htm}.</p> <p>The Film Program and Creative Writing Program offer a Joint M.F.A. in Creative Writing/Film Production. The successful applicant must first be accepted into the Film Production M.F.A. For details of this Joint Program, please see the {H www.film.ubc.ca Film Program website} or the {H www.creativewriting.ubc.ca Creative</p>	<p><i>M.A., M.F.A.</i></p> <p>Master of Arts and Master of Fine Arts</p> <p>The Film Program offers the Master of Arts (M.A.) in history/theory/criticism and the Master of Fine Arts (M.F.A.) in film production. Each is a two-year course of study and requires, as a prerequisite, an undergraduate degree in film or the equivalent.</p> <p>The Film Program and Creative Writing Program offer a Joint M.F.A. in Film and Creative Writing. The successful applicant must be first accepted into the Film M.F.A. For details of this Joint Program, please see the Film Program Website or the Creative Writing Website.</p> <p>The UBC Library has an extensive holding of film studies literature, and the program provides film production and post-production equipment.</p> <p>Further information may be obtained from the program's website. The Film Program is part of the Department of Theatre, Film and Creative Writing.</p> <p>Contact Information</p> <p>Film Program Department of Theatre, Film and Creative Writing Room 2354A, 1874 East Mall Vancouver, BC V6T 1Z1 Tel: 604-822-6037 Fax: 604-822-0508 Email: film@interchange.ubc.ca Website: www.film.ubc.ca</p> <p>Ms. Gail Oelkers, Graduate Secretary</p> <p>Type of Action: Edit Calendar entry. Separate the two streams of Film Studies into Film Studies and Film Production Spec code change.</p> <p>Rationale:</p> <p>The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any</p>
--	---



<p>Writing website}.</p> <p>Program Requirements</p> <p>The program consists of 36 credits, including FIPR 533, FIST 534, electives, a (6 or 12 or 18 credit) thesis and a comprehensive examination. For detailed information about specific program requirements, please visit {H www.film.ubc.ca/programs/production/film_production_mfa.htm}.</p> <p>Please see {I 11272 Creative Writing/Film} for information about the joint Creative Writing and Film M.F.A. program.</p> <p>Contact Information:</p> <p>Film Program Room 2354A, 1874 East Mall Vancouver, BC V6T 1Z1</p> <p>Tel: 604-822-6037 Fax: 604-822-0508 Email: film@interchange.ubc.ca Web: www.film.ubc.ca</p> <p>Zanna Downes, Film Program Secretary</p>	<p>information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.</p>
--	--

<p>Faculty: Arts Department: Asian Studies Faculty Approval Date:</p> <p>Effective Session 2006W Term 1 Year 2006 for Change</p>	<p>Date: August 14, 2005 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 510 (3/6) D Monastic Biography And Hagiography In East Asian Buddhism</p>	<p>URL: n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: This part of religious literature constitutes a major source for reconstructing the historical and doctrinal backgrounds of East Asian Buddhism. This course is created in order to expose students to a huge body of monastic biographical and hagiographical literature, which played numerous roles in different aspects of medieval Chinese</p>

**Faculty of Education**

Faculty: Education Department: ECPS Faculty Approval Date: Effective Session _S_ Term _1_ Year 2006__ for Change	Date: Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: School Psychology Degrees Offered <i>Ph.D., M.A., M.Ed.</i> Members Professor S. Hymel. Associate Professors R. Ervin, L. Ford. Assistant Professors W. McKee, L. Miller. Program Overview The School Psychology graduate program prepares students to become psychologists who work in schools, academic, research, community and private practice settings. The primary goal of the program is to develop professional psychologists whose research, training and practice activities increase the educational and psychological well-being of children and	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,230 Present Calendar Entry: (Calendar 2005-2005) Degrees Offered <i>Ph.D., M.A., M.Ed.</i> Members Professor S. Hymel. Associate Professors R. Ervin, L. Ford. Assistant Professors W. McKee, L. Miller. Program Overview The School Psychology graduate program prepares students to become psychologists who work in schools, academic, research, community, and private practice settings. The primary goal of the program is to develop professional psychologists whose research, training,



youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research and clinical skills. Training encompasses academic, social, behavioral, consultation, intervention and prevention domains, and students receive training in the integration of assessment and intervention, and in relevant professional, legal and ethical issues. Science and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations, as well as relevant practical experiences at all levels of the program. The program places a strong emphasis on evidence-based prevention, intervention, and systems-level change. In addition school psychology training at UBC maintains a strong appreciation for diversity, in terms of the populations served, the students admitted, the issues and elements of practice examined and trained, and the provision of skills and experiences in working with a broad range of clients, families, and settings.

Doctor of Philosophy

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies, students admitted to the Ph.D. degree program normally possess a MA in School Psychology equivalent to the requirements of the UBC MA program. Prerequisites not met prior to entry may be included in the doctoral program of study. Transfer from the MA to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but

and practice activities increase the educational and psychological well-being of children and youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research, and clinical skills. Training encompasses academic, social, behavioral, consultation, intervention, and prevention domains, and students receive training in the integration of assessment and intervention and in relevant professional, legal, and ethical issues. Science and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations training, as well as relevant practical experiences at all levels of the program. The program places a strong emphasis on evidence-based prevention, intervention, and systems-level change. In addition, school psychology training at UBC maintains a strong appreciation for diversity, in terms of the populations served, the students admitted, the issues and elements of practice examined and trained, and the provision of skills and experiences in working with a broad range of clients, families, and settings.

Degree Requirements

Doctor of Philosophy

The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology. The typical doctoral program is 45 credits, beyond completion of the UBC School Psychology M.A. or equivalent program. Any prerequisites not met prior to entry will be taken as a part of the doctoral program. With an emphasis on



inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology. The typical doctoral program is 45 credits, beyond completion of the UBC School Psychology M.A. or equivalent program.

With an emphasis on leadership in facilitating systems-level change, all students take course work in school, family and community systems and diversity issues (9 credits), as well as course work in professional practice (e.g. prevention, intervention, assessment) (6 credits) and research methodology (9 credits). Students complete supervision and specialty practicum placements (3 credits each), a year-long doctoral research seminar (6 credits), as well as a year long pre-doctoral internship (9 credits). All doctoral students are required to successfully complete a comprehensive examination. The final requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- a minimum of 18 credits in Psychology, Educational Psychology or Special Education and related disciplines;

leadership in facilitating systems-level change, all students take coursework in school and community systems and cross-cultural issues (9 credits). Coursework in professional practice (e.g., prevention, intervention, assessment) (6 credits) and research methodology (9 credits) is developed in consultation with a program advisory committee. Students complete a supervision practicum, a specialty practicum placement (3 credits each), a year-long doctoral research seminar (6 credits), as well as a year long pre-doctoral internship (9 credits). Students must also pass a comprehensive examination to demonstrate breadth and depth of knowledge in the field, and complete and defend a doctoral thesis.

Master of Arts

The 75-credit SCPS Master of Arts (M.A.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including coursework in professional, ethical and legal issues in school psychology (EPSE 550, 3 credits); consultation (EPSE 551, 6 credits); and cognitive (EPSE 536, 6 credits), academic (EPSE 534, 6 credits and EPSE 552, 6 credits), and social-emotional (EPSE 535, 6 credits) assessment and intervention. Coursework in Psychological Foundations including human development, history of psychology, biological bases of psychology, social psychology and psychopathology (3 credits each) is required and is designed to meet eligibility for certification and/or registry as a school psychologist. Research coursework includes: measurement (EPSE 528), statistics (EPSE 592 and EPSE 596), and a research seminar (EPSE 571) designed to facilitate the completion of the master's



- senior-level course work in measurement, statistics and research methodology; and
- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification.

Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The 69-credit SCPS Master of Arts (M.A.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including course work in: professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); and coursework in Psychological Foundations including human development, history of psychology, biological, social and cognitive bases of behavior and psychopathology (3 credits each). Research coursework includes: statistics (6 credits) and a Masters thesis (6 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9

thesis (EPSE 599, 6 credits). A two-term integrated field practicum is completed in year two (EPSE 561, 6 credits) in addition to the intensive school-based practicum/internship in year three.

Master of Education

The 66-credit SCPS Master of Education (M.Ed.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice, including coursework in: professional, ethical, and legal issues in school psychology (EPSE 550, 3 credits); consultation (EPSE 551, 6 credits); and cognitive (EPSE 536, 6 credits), academic (EPSE 534, 6 credits and EPSE 552, 3 credits), and social-emotional (EPSE 535, 3 credits) assessment and intervention. Coursework in Psychological Foundations, including human development, history of psychology, biological bases of psychology, social psychology, and psychopathology (3 credits each) is required and is designed to meet eligibility for certification and/or registry as a school psychologist. Research coursework includes measurement (EPSE 528) and statistics (EPSE 592). Students complete a two semester integrated field practicum in year two (EPSE 561, 6 credits). At the end of their program, in addition to the intensive school-based practicum/internship in year three (EPSE 598), students participate in a graduating seminar (EPSE 590) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.



<p>credits).</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the completion of a thesis.</p> <p>Master of Education</p> <p>Admission Requirements</p> <p>In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level coursework) in a relevant area of study, students are required to meet the following pre-requisite requirements:</p> <ul style="list-style-type: none">- a minimum of 18 credits in Psychology, Educational Psychology or Special Education and related disciplines;- senior-level course work in measurement, statistics and research methodology; and- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification. <p>Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements</p> <p>The 63-credit SCPS Master of Education (M.Ed.) program requires three years of full time study, including both on-campus courses and school-</p>	<p>Contact Information</p> <p>Department of Educational and Counselling Psychology, and Special Education Faculty of Education 2125 Main Mall Vancouver, BC V6T 1Z4 Tel: 604-822-5351 Fax: 604-822-3302 Email: ecps.gradinfo@ubc.ca Website: www.ecps.educ.ubc.ca Lynda McDicken, Graduate Program Assistant, ECPS</p> <p>Type of Action:</p> <p>Change in program requirements. Update of calendar entries.</p> <p>Rationale:</p> <p>The proposed changes in the calendar entry reflect efforts in the Faculty of Graduate Studies to make the format of calendar entries consistent for all graduate programs. In light of this, program admission and completion requirements have been updated.</p> <p>The proposed program changes reflect current national and international standards for professional preparation in the discipline of School Psychology. Graduates of the proposed Master's programs require preparation that will allow them to meet eligibility requirements for registration as an Associate Psychologist in British Columbia and other jurisdictions in Canada. Graduates of the PhD program will meet Psychologist registration eligibility requirements.</p> <p>Detailed changes in typical Programs of Study for PhD, MA and MEd programs from the previous approved programs are outlined in supplementary document SCPS Program 2006.</p>
--	---



based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including course work in: professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); and course work in Psychological Foundations including human development, history of psychology, biological, social and cognitive bases of behavior and psychopathology (3 credits each). Research coursework includes: statistics (3 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits).

MEd students participate in a graduating seminar (3 credits) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.

For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the development of a professional portfolio.

Contact Information:

Department of Educational and
Counselling Psychology, and Special
Education
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-5351
Fax: 604-822-3302
Email: derek.gagnier@ubc.ca
Web: www.ecps.educ.ubc.ca



Derek Gagnier, Graduate Secretary	
Faculty: Education Department: ECPS Faculty Approval Date: Effective Session __Summer__ Term __1__ Year 2006__ for Change	Date: March 15, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 553 (3). <i>Theories of Cognitive Assessment</i> . Theoretical foundations and issues concerning the nature, measurement and understanding of cognitive abilities in children and youth.	URL: http://www.ecps.educ.ubc.ca/courses/epse_grad_courses.html Present Calendar Entry: 536A (3-6) d Individual Intelligence Tests . Issues concerning the nature and measurement of intelligence with emphasis on the administration, scoring and interpretation of intelligence tests used in psycho-educational assessments. The 6-credit course provides instruction on the Stanford-Binet IV, WPPSI-R, WISC-3 and WAIS-R. The 3-credit course provides instruction on the Wechsler or Stanford-Binet and other current measures, reflecting student needs and faculty interests. Prerequisite: EPSE 528. Admission to the school psychology graduate program. Type of Action: new course , Rationale: Changes are needed to the course focus and content to reflect more contemporary directions in the field. In addition because many students want the didactic component but not the supervised practical component the course is being divided into two distinct courses. EPSE 553 will focus on theory. EPSE 554 will focus on application. We are splitting the now former EPSE 536 in to two courses, one theory and one application.
Proposed Calendar Entry: EPSE 554 (3). <i>Practicum in Cognitive Assessment</i> . Administration, scoring and interpretation of measures of cognitive ability for children and youth. Prerequisite: EPSE 553; Admission to the SCPS program or permission of the	URL: Not Applicable Present Calendar Entry: Not Applicable Type of Action: New Course Rationale: Changes are needed to the

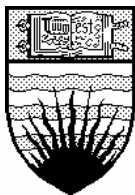


<p>Instructor.</p>	<p>course focus and content to reflect more contemporary directions in the field. In addition because many students want the didactic component but not the supervised practical component the course is being divided into two distinct courses. EPSE 553 will focus on theory. EPSE 554 will focus on application. We are splitting the now former EPSE 536 in to two courses, one theory (EPSE 553) and one application (EPSE 554).</p>
--------------------	--

Faculty of Pharmaceutical Sciences

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: April 6th, 2006 Effective Session: 06W Term 2</p>	<p>Date: April 19, 2006 Contact Person: David Fielding Phone: 2-5447 Email: dwfield@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 590 (3 Research in the Pharmaceutical Sciences: Principles and Methods</p>	<p>URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>Present Calendar Entry: (Cut and paste from the current web Calendar.) PHAR 590 (2) Research in the Pharmaceutical Sciences: Principles and Methods</p> <p>Type of Action: Change in Credit value from 2 to 3.</p> <p>Rationale: This is a required course for all new graduate students entering Pharmaceutical Sciences. To accommodate the broad range of educational backgrounds of the students and the greater number of students taking the course, the course has expanded the scope of topics related to the design and analysis of experiments and the number of case studies and presentations assigned to the students. Student workload is greater and increased contact hours and an increase in credit from 2 to 3 are therefore required.</p> <p>See supporting Pharmacy 590 document</p>

THE UNIVERSITY OF BRITISH COLUMBIA



January 24, 2007

ENROLMENT SERVICES

2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-9952 Fax: (604) 822-5945
christopher.eaton@ubc.ca

To: Senate
From: Nominating Committee

Re: Appointments to the Council of Senates

Senators will recall that no dean was recommended to serve on the Council of Senates as part of this Committee's report due to a lack of nominations. A nomination has now been received and the recommended dean has agreed to serve. As such, the Nominating Committee recommends the following to Senate:

"That Dean Mary Anne Bobinski be appointed to the Council of Senates Vancouver Representative Committee Five; and

That this appointment be made until the conclusion of this Senate (August 31 2008), and is made with the understanding that should Dean Bobinski cease to be a member of Senate, she will be replaced on the Committee by Senate at its earliest convenience."

Senators are reminded that despite the term set above, Senators do serve on their Committees until a successor is appointed in accordance with Section 34 of the *Rules and Procedures of Senate*.

Further, Senate has been asked to recommend a fourth standing committee to have its chair serve on the Council of Senates Ex-officio. Presently, the Chairs of the Academic Policy, Curriculum, and Nominating Committees serve. The Committee has considered the duties and responsibilities of the remaining standing committees of Senate and as such recommends the following:

"That Senate recommend to those members of the Council of Senates who elect Committee Chair representatives that the Chair of the Admissions Committee serve on the Council of Senates ex officio."

Finally, the Nominating Committee concurs with the Student Caucus in recommending the following:

"That Mr Bijan Ahmadian be elected to the Council of Senates as a representative from the Vancouver Senate"

Respectfully submitted,

Rhodri Windsor-Liscombe
Chair
Nominating Committee

October 30, 2006

From: Senate Committee on Student Awards, Vancouver

To: Senate

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.

Re: Awards recommended for acceptance by the Senate Committee

Peter N. AFFLECK Memorial Graduate Scholarship in Forest Policy: A \$1,500 scholarship has been endowed by friends, family and colleagues in memory of Peter Nelson Affleck (1951-2006), B.S.F. 1975, for a graduate student in Forestry with preference for a student pursuing studies in forest policy. Known across Canada as a leader and advocate for forestry, Peter enjoyed a career that saw him as a student employed in a sawmill in Port Alberni and in the woods. As a Professional Forester, he worked for MacMillan Bloedel and then as an independent consultant before turning to representing the industry through advocacy groups. He served as Vice-President of the Interior Lumber Manufacturers Association and then as Vice-President of Forestry with the Council of Forest Industries of B.C. The scholarship is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

AMERICAN College of Dentists Award in Ethics and Professionalism: A \$1,000 award is offered by the American College of Dentists B.C. Section to a third or fourth year student who has demonstrated exceptional ethical and professional demeanour in clinical dentistry. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2006/07 Winter Session)

Jason AURAMENKO Memorial Men's Golf Award: One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Golf Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/07 Winter Session)

BARRICK Gold Mining Engineering Scholarship: Scholarships totalling \$5,000 are offered by Barrick Gold Corporation to undergraduate students enrolled in the Mining Engineering Program in the Norman B. Keevil Institute of Mining Engineering in the Faculty of Applied Science. The award is made on the recommendation of the Institute. (First awards available for the 2006/07 Winter Session)

Lillian Esther BEEK and Sterling Herbert Beek Memorial Scholarship: Scholarships totalling \$6,800 have been endowed through a bequest from Sterling Edwin Graham Beek in memory of his parents, Lillian Esther Beek and Sterling Herbert Beek, for graduate students in the School of Nursing who are conducting research in the area of community or population nursing. The awards are made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

Rod BELL-IRVING Thunderbird Rowing Award: One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Rowing Crew in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/07 Winter Session)

Bev BRISCOE, FCA, Bursary in Accounting: A \$1,000 bursary has been endowed to honour Sauder School of Business Commerce alumna, Bev Briscoe, FCA, on the occasion of her receiving a Fellowship of the Chartered Accountants of B.C., to recognize her contribution to the profession and the community. The bursary is awarded to an undergraduate commerce student in the Accounting Option who is in need of financial assistance. (First award available for the 2006/07 Winter Session)

B.C. MEDICAL Services Foundation Ernest Theodore Rogers Bursary: Bursaries totalling \$5,000 are offered through the Vancouver Foundation by the B.C. Medical Services Foundation and the Ernest Theodore Rogers 1939 Fund to students in second year or higher of a program offered through the School of Nursing. The bursaries are valued at a minimum of \$1,000 each and are awarded on the basis of financial need to assist students in maintaining their aggregate educational debt at a reasonable level. (First awards available for the 2006/07 Winter Session)

Robin Woodsworth CAMPBELL Memorial Bursary: Bursaries totalling \$2,500 are offered by Henry (Harry) C. Campbell in memory of his son, Robin Woodsworth Campbell (1949-2002), for aboriginal students pursuing academic studies in one of the University's First Nations programs, with preference given to aboriginal students from British Columbia. Born in France at Neuilly-sur-Seine, Robin Campbell made his career as an artist on Hornby Island, B.C., working mainly in bronze, stone and clay sculpture. (First awards available for the 2007/08 Winter Session)

CANADIAN Dairy Commission Scholarship: Scholarships in the amount of \$30,000 per student per year for a maximum of three years for full-time Ph.D. students and \$20,000 per student per year for a maximum of two years for full-time M.Sc. students are offered by the Canadian Dairy Commission to graduate students in Food Science, Agricultural Economics or Animal Science whose thesis project has potential application to the dairy industry. The scholarships are only made available to Canadian citizens and Permanent Residents. The awards are made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2006/07 Winter Session)

Allen CLINGMAN Memorial Prize: A \$500 prize has been endowed by friends, family, colleagues and alumni in memory of Dr. Allen Clingman (1929-2005) for an outstanding graduate student in music education. Dr. Clingman taught at UBC for 33 years prior to his retirement as Department Head of Music Education in 1992; he was a dedicated advocate of community music education. The award is made on the recommendation of the Faculty of Education. (First award available for the 2007/08 Winter Session)

John DeFOREST Bursary in Mechanical Engineering: Bursaries totalling \$5,000 have been endowed by John DeForest for students in need of financial assistance who are enrolled in undergraduate study in the Department of Mechanical Engineering. (First awards available for the 2007/08 Winter Session)

Gerald DONEGAN, QC Prize in Canadian Constitutional Law: A \$300 prize has been endowed by Gerald Donegan, QC and his friends and colleagues at the Federal Department of Justice in honour of his retirement in 2006. The prize is awarded on the recommendation of the Faculty of Law to a student who achieves high standing in Canadian Constitutional Law. (Partial award available for the 2006/07 Winter Session)

Margaret Stewart ESSON Memorial Bursary in Nursing: Bursaries totalling \$2,500 have been endowed by the family of Margaret Stewart Esson for students in need of financial assistance who are enrolled in undergraduate study in the School of Nursing. (First awards available for the 2007/08 Winter Session)

FASKEN Martineau DuMoulin LLP Bursary: Bursaries totalling \$750 have been endowed by Fasken Martineau DuMoulin for students in the Faculty of Law. (First awards available for the 2007/08 Winter Session. Disbursed amount will increase as firm's pledged donations add to endowment.)

FMIBC Scholarship in Forestry: A \$1,750 scholarship has been endowed by the Forest Management Institute of British Columbia (FMIBC) to commemorate the contributions of the Institute and its more than 350 graduates. FMIBC was established in 1985 to provide mid-career continuing education in silviculture and forest engineering to practicing forest professionals in B.C. The award is offered to a graduate student who has worked in the forest sector as a resource professional and is returning to university for further post-secondary study. The award is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

Robert W. FORD Scholarship in Medicine: Scholarships totalling \$9,000 have been endowed through a bequest by Robert W. Ford administered by the University of Victoria Foundation. The scholarships are offered annually on the recommendation of the Faculty of Medicine at The University of British Columbia to outstanding M.D. students in the Island Medical Program. (First awards available for the 2006/07 Winter Session)

Chris and Sophie FORNSSLER Bursary: Bursaries totalling \$1,250 have been endowed through a bequest by Walter Christian (Huddie) Fornssler to assist students in the Faculty of Medicine. (First awards available for the 2006/07 Winter Session)

Louis J. GALL Award in Mining Engineering: Service awards totalling \$9,000 have been endowed by Louis J. Gall (B.A.Sc.1944) for students with satisfactory academic standing in the Department of Mining Engineering who have demonstrated leadership skills through participation in campus and community activities. The awards are made on the recommendation of the Department. (First awards available for the 2007/08 Winter Session)

Ian GILLESPIE Thunderbird Track and Field/Cross Country Award: One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Track and Field/Cross Country Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/07 Winter Session)

Janet GORMICK Memorial Scholarship in Nursing: An \$11,250 scholarship has been endowed through a bequest by Janet Gormick for an undergraduate student entering or continuing in the Nursing Program. The award is made on the recommendation of the School of Nursing. (First award available for the 2007/08 Winter Session)

Janet GORMICK Memorial Graduate Scholarship in Nursing: An \$11,250 scholarship has been endowed through a bequest by Janet Gormick for a graduate student in Nursing. The award is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

GRADUATING Class of Law 1968 Bursary: A \$1,000 bursary is offered by the Graduating Class of Law 1968 to support a deserving student in the Faculty of Law who faces financial challenges in furthering his or her legal education. This award is made in memory of members of the Class of 1968 who are no longer with us. (First awards available for the 2006/07 Winter Session)

GRADUATING Class of Medicine 1956 Bursary: Bursaries totalling \$1,250 have been endowed by members of the Graduating Class of Medicine 1956 to assist students in the M.D. Program who are in need of Financial Assistance. (First awards available for the 2007/08 Winter Session)

Frieda GRANOT Graduate Scholarship in Interdisciplinary Research: A \$1,000 scholarship has been endowed in honour of Dr. Frieda Granot to recognize over thirty years of service to The University of British Columbia, both as a professor in the Sauder School of Business, starting in 1975, and as Dean of the Faculty of Graduate Studies (1996-2006). The award is made on the recommendation of the Faculty of Graduate Studies to a Ph.D. student conducting interdisciplinary research. (First award available for the 2007/08 Winter Session)

Arthur HULLAH and Dorothy Cleveland Memorial Scholarship: Scholarships totalling \$5,000 have been endowed through a bequest by Dorothy Mae Cleveland for British Columbia residents in Architecture who have demonstrated academic ability and may be in need of financial assistance, with a preference for students who are studying West Coast design or the use of West Coast materials in design application. The awards are made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First awards available for the 2006/07 Winter Session – partial funding in initial year)

George KENNEDY Medal in Global Resource Systems: A medal is offered in recognition of George Kennedy's outstanding contribution to establishing international partnerships with UBC. He was the first Director of the Global Resource Systems Program and the main architect in creating the B.Sc. (Global Resource Systems) degree. The medal is awarded on the recommendation of the Faculty of Land and Food Systems to the student at the head of the graduating class in the B.Sc. (Global Resource Systems) degree. (First award available for the 2005/06 Winter Session)

Hilda and Emily LOBB Bursary: Bursaries totalling \$21,000 have been endowed through a bequest by Hilda Isabella Lobb for deserving students in the Faculty of Arts or the Faculty of Education. (First awards available for the 2006/07 Winter Session – partial budget in the initial year)

D. Keith MacDONALD Scholarship in Family Medicine: A \$1,000 scholarship has been endowed by his family in honour of D. Keith MacDonald (B.Sc.A.1947, M.P.H.1950-U.N.C., M.D.1960), on the occasion of Dr. MacDonald's eightieth birthday, to celebrate his long and distinguished career in family medicine. Dr. MacDonald was President of his medical school class (1956-60) and was appointed in 1990 as a Clinical Professor in UBC's Department of Family Practice. The award is made on the recommendation of the Faculty of Medicine to an M.D. student who has demonstrated leadership skills and an interest in and aptitude for family medicine. (First award available for the 2007/08 Winter Session)

Louise McGREGOR Memorial Scholarship in Neurorehabilitation: Scholarships totalling \$1,000 have been endowed in memory of Louise McGregor, former faculty member in the School of Rehabilitation Sciences, for M.Sc. and Ph.D. students conducting research in the area of neurorehabilitation. The awards are made on the recommendation of the School of Rehabilitation Sciences in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

MESSING Family Bursary in Science: Bursaries totalling \$1,250 have been endowed by Sean D. Messing (B.Sc.1994) for students in the Faculty of Science who are in need of financial assistance. (First awards available for the 2006/07 Winter Session)

QUEST Society For Hearing Enhancement Bursary: Two bursaries of \$1,000 each are offered by the Summerland Chapter of the Quest Society for Hearing Enhancement to students in the School of Audiology and Speech Sciences who are in need of financial assistance, with preference for long-time residents of British Columbia. (First awards available for the 2006/07 Winter Session)

Michael W. STAHL Memorial Graduate Scholarship: A \$5,000 scholarship is offered by Guenter and Diane Stahl in memory of their son, Michael W. Stahl (March 16, 1969 to November 9, 2005), to a graduate student conducting research in the areas of addiction, depression, or mental illness. In spite of some progress from recently initiated treatment for depression, Michael died after many years of struggling with alcohol and drug addiction. The award is made on the recommendation of the Faculty of Graduate Studies. (First award available for the 2006/07 Winter Session)

Bart van der KAMP Prize in Forestry: Prizes totalling \$500 have been endowed by colleagues, friends, alumni and students in recognition of the outstanding contribution of Professor Bart van der Kamp to student education and research during his thirty-nine year career with the Faculty of Forestry. The award is made on the recommendation of the Faculty to outstanding students undertaking Interior Field School and is based on academic excellence, leadership and participation. (First awards available for the 2006/07 Winter Session)

VERITAS Energy Services Inc. Award: A \$1,000 award is offered by Veritas Energy Services Inc. to an undergraduate student with good academic standing entering the fourth year of study in Geophysics or Geological Sciences who has demonstrated leadership through volunteerism and participation in extra-curricular activities on or off-campus. The award is made on the recommendation of the Department of Earth and Ocean Sciences. (First awards available for the 2006/07 Winter Session)

Arthur John WATSON Memorial Bursary in Electrical Engineering: Bursaries totalling \$1,250 have been endowed by Mrs. Geraldine Stringer in memory of her first husband, Arthur John Watson, who graduated from UBC in electrical engineering (B.A.Sc.1953). The bursaries are awarded to undergraduate students in Electrical Engineering in the Faculty of Applied Science. (First award available for the 2007/08 Winter Session)

Haley WICKENHEISER Women's Ice Hockey Award: One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Hockey Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2007/08 Winter Session)

Auriol Gurner YOUNG Memorial Award in Law: Awards totalling \$2,900 have been endowed in memory of Auriol Gurner Young for students in the LL.B. Program who have made contributions to feminism and the law. The awards are made on the recommendation of the Faculty of Law. (First awards available for the 2007/08 Winter Session)

A.H. YOUNGER Memorial Scholarship in Engineering: A \$1,000 scholarship has been endowed through a bequest by Dr. A.H. Younger (B.A.Sc.1945, M.A.Sc.1946 – Chemical Engineering) for an Engineering student in the Faculty of Applied Science who is also a member of a recognized athletic team at The University of British Columbia. The award is made on the recommendation of the Faculty. (First award available for the 2007/08 Winter Session)

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

Award 04796 - Association of Administrative and Professional Staff of U.B.C. Scholarship (revised description) A \$4,500 scholarship is offered by the Association of Administrative and Professional Staff (AAPS) for students beginning or continuing studies at UBC, either at the Vancouver or the Okanagan campus. Applicants should be either children of AAPS members, spouses of AAPS members or AAPS members who, in the past several years, have credit courses equivalent to a full course load and are proceeding to a year of full-time studies. In the event that there are no qualified applicants in the preceding categories, the award is made to a qualified student in any program. No candidate may receive the scholarship for more than two years.
How amended: Amount has been increased from \$3,500 to \$4,500 and eligibility has been expanded to include students at UBC's Okanagan Campus as well as those at the Vancouver campus. The AAPS Board requested this change because the Association serves staff at both campuses.

Award 08315 - Association of Administrative & Professional Staff of UBC Bursary (revised description) Bursaries totalling \$4,500 are offered by the Association of Administrative and Professional Staff of UBC for students in any year or faculty who are in need of financial assistance. The bursaries are available to students at both the Vancouver and the Okanagan campuses.

How amended: See above.

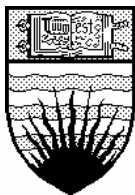
Award 00110 - CANADIAN Institute of Forestry Medal and Prize (revised description): A \$300 prize and a medal, the gift of the Canadian Institute of Forestry, is awarded to the student in the graduating class who, in the opinion of the Faculty of Forestry, has had the best all-round record in professional forestry in all years at University, and who has demonstrated a high quality of character, leadership, sportsmanship, and scholarship.

How amended: A cash prize has been offered to go along with the medal which has been awarded for many years. The title and description had to be amended accordingly.

Award 06343 Michael Smith Memorial Fellowship – (revised description) A \$25,000 fellowship has been endowed as a tribute to Dr. Michael Smith by his friends, Dr. Donald B. and Mrs. Eleanor J.Y. Rix, for a masters or doctoral student in any field of study. The award is made on the recommendation of the Faculty of Graduate Studies.

How amended: This fellowship was originally established as an annually-funded award in 2001. The donors have now decided that they would like to endow the fellowship in perpetuity over the next few years. An initial gift of \$100,000 has already been received to open the endowment fund. The award terms remain unchanged.

THE UNIVERSITY OF BRITISH COLUMBIA



January 24, 2007

ENROLMENT SERVICES

2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-9952 Fax: (604) 822-5945
christopher.eaton@ubc.ca

To: Vancouver Senate
From: Brian J Silzer, Associate Vice-President & Registrar
Re: **2006/2007 Enrolment**

Attached please find the following reports from Enrolment Services and Planning and Institutional Research:

- 1) 2006 Undergraduate Enrolment Actuals and Performance Against Targets for UBC Vancouver (Headcount and FTE)
- 2) 2005 & 2006 International Student Initiative Actuals for UBC Vancouver (Headcount)
- 3) 2005 & 2006 UBC Vancouver & Okanagan Graduate Enrolment Actuals (Headcount and FTE)

Respectfully submitted,

Brian J Silzer
Associate Vice-President (Enrolment Services) &
Registrar



UBC Vancouver 2006 Undergraduate Enrolment Headcount (domestic) & FTE, Winter Session



			2006W Actuals (October 19th)					
			New	Cont	Total	New	Cont	Total
			HC 2006/07	HC 2006/07	HC 2006/07	FTE 2006/07	FTE 2006/07	FTE 2006/07
Faculty	Division	Year						
Applied Science								
	BASC	1	648	22	670	694	16	710
		2	158	546	704	179	615	794
		3	35	908	943	38	823	861
		4	0	737	737	0	701	701
		5	0	65	65	0	71	71
	BASC Total		841	2,278	3,119	911	2,226	3,137
	BEND (new to 2003W)	1	0	0	0	0	0	0
		2	0	0	0	0	0	0
		3	1	11	12	1	13	14
		4	0	15	15	0	16	16
	BEND Total		1	26	27	1	29	30
	BSN Nursing	1	0	0	0	0	0	0
		2	0	27	27	0	20	20
		3	78	24	102	61	24	85
		4	0	111	111	0	85	85
	BSN Total		78	162	240	61	129	191
	Nursing PRN		47	199	246	16	50	66
	PRN Total		47	199	246	16	50	66
	Nursing Total		125	361	486	77	180	257
	Other Total		61	0	61	28	0	28
	Faculty Total		1,028	2,665	3,693	1,018	2,435	3,453
Arts								
	BA	1	1,632	436	2,068	1,456	324	1,779
		2	464	1,496	1,960	360	1,230	1,590
		3	480	2,127	2,607	379	1,670	2,049
		4	20	2,571	2,591	15	1,754	1,769
	BA Total		2,596	6,630	9,226	2,209	4,977	7,186
	BFA	2	13	3	16	12	3	14
		3	44	31	75	37	24	61
		4	1	73	74	0	50	50
	BFA Total		58	107	165	48	77	125
	BMUS	1	51	0	51	53	0	53
		2	11	44	55	11	43	54
		3	13	48	61	14	46	60
		4	0	83	83	0	66	66
	BMUS Total		75	175	250	78	156	234
	Other Total		364	42	406	179	15	194
	BSW	1	31	6	37	31	1	32
		2	0	45	45	0	34	34
	BSW Total		31	51	82	31	35	66
	Faculty Total		3,124	7,005	10,129	2,545	5,260	7,804

2005W Actuals (November 1st)					
New	Cont	Total	New	Cont	Total
HC 2005/06	HC 2005/06	HC 2005/06	FTE 2005/06	FTE 2005/06	FTE 2005/06
563	21	584	628	17	644
141	548	689	163	625	788
29	909	938	31	859	890
0	692	692	0	655	655
0	62	62	0	64	64
733	2,232	2,965	822	2,220	3,042
0	0	0	0	0	0
15	0	15	12	0	12
3	11	14	3	11	14
0	17	17	0	15	15
18	28	46	15	26	41
29	0	29	27	0	27
0	20	20	0	15	15
61	49	110	43	48	90
0	112	112	0	89	89
90	181	271	69	152	221
66	196	262	17	53	69
66	196	262	17	53	69
156	377	533	86	204	290
58	5	63	29	0	30
965	2,642	3,607	952	2,451	3,402
1,656	467	2,123	1,469	350	1,820
496	1,470	1,966	384	1,192	1,576
486	2,226	2,712	378	1,727	2,106
26	2,607	2,633	22	1,798	1,821
2,664	6,770	9,434	2,254	5,068	7,322
19	3	22	17	3	20
49	30	79	41	24	64
3	60	63	2	42	45
71	93	164	60	69	129
43	4	47	44	4	48
14	35	49	14	35	49
19	53	72	20	52	72
0	80	80	0	67	67
76	172	248	78	157	235
313	33	346	172	11	183
44	2	46	43	2	45
0	45	45	1	34	34
44	47	91	44	35	79
3,168	7,115	10,283	2,608	5,340	7,948



UBC Vancouver 2006 Undergraduate Enrolment Headcount (domestic) & FTE, Winter Session



			2006W Actuals (October 19th)					
			New	Cont	Total	New	Cont	Total
			HC 2006/07	HC 2006/07	HC 2006/07	FTE 2006/07	FTE 2006/07	FTE 2006/07
Faculty	Division	Year						
Commerce & Business Administration								
	BCOM	1	315	4	319	310	3	313
		2	172	285	457	159	272	431
		3	85	439	524	82	391	472
		4	0	579	579	0	416	416
	BCOM Total		572	1,307	1,879	550	1,082	1,632
	BBRE Total		3	1	4	2	0	2
	Other Total		893	1,062	1,955	300	171	471
	Faculty Total		1,468	2,370	3,838	852	1,253	2,105
Dentistry								
	BDSC	1	10	0	10	11	0	11
		2	0	0	0	0	0	0
		3	38	6	44	13	2	15
		4	24	47	71	8	16	24
	BDSC Total		72	53	125	32	18	50
	DMD	1	40	2	42	40	2	42
		2	0	38	38	0	38	38
		3	10	40	50	10	40	50
		4	0	48	48	0	48	48
	DMD Total		50	128	178	50	128	178
	Other Total		0	0	0	0	0	0
	Resident Total		0	17	17	0	17	17
Faculty Total		122	198	320	82	163	245	
Education								
	BEDE Total		428	156	584	528	172	700
	BEDM Total		36	1	37	47	0	47
	BEDN Total		0	0	0	0	0	0
	BEDS Total		379	19	398	530	14	544
	HKIN	1	129	10	139	116	6	122
		2	39	115	154	31	104	135
		3	77	112	189	67	98	165
		4	3	356	359	0	272	272
	HKIN Total		248	593	841	214	480	694
Other Total		313	338	651	91	68	159	
Faculty Total		1,404	1,107	2,511	1,411	733	2,144	

2005W Actuals (November 1st)					
New	Cont	Total	New	Cont	Total
HC	HC	HC	FTE	FTE	FTE
2005/06	2005/06	2005/06	2005/06	2005/06	2005/06
314	2	316	315	1	316
215	223	438	201	211	412
94	405	499	91	361	452
0	575	575	0	420	420
623	1,205	1,828	606	992	1,599
3	0	3	1	0	1
693	981	1,674	199	195	394
1,319	2,186	3,505	806	1,187	1,993
12	2	14	11	1	12
0	0	0	0	0	0
2	6	8	0	2	2
19	27	46	5	8	13
33	35	68	17	11	28
40	0	40	40	0	40
0	40	40	0	40	40
10	39	49	10	39	49
0	49	49	0	49	49
50	128	178	50	128	178
0	0	0	0	0	0
1	13	14	1	13	14
84	176	260	68	152	220
458	152	610	508	248	756
25	0	25	33	0	33
0	23	23	0	17	17
356	21	377	463	50	513
131	9	140	122	6	128
38	103	141	29	92	121
104	143	247	87	120	207
0	340	340	0	261	261
273	595	868	238	479	717
193	339	532	57	70	127
1,305	1,130	2,435	1,299	864	2,163



UBC Vancouver 2006 Undergraduate Enrolment Headcount (domestic) & FTE, Winter Session



			2006W Actuals (October 19th)					
			New	Cont	Total	New	Cont	Total
			HC 2006/07	HC 2006/07	HC 2006/07	FTE 2006/07	FTE 2006/07	FTE 2006/07
Faculty	Division	Year						
Forestry								
	BSCF	1	22	8	30	21	7	27
		2	0	8	8	0	5	5
		3	2	8	10	2	8	9
		4	1	7	8	0	5	5
	BSCF Total		25	31	56	22	25	47
	BSCN	1	48	14	62	42	11	53
		2	6	14	20	5	14	19
		3	2	37	39	2	30	32
		4	1	24	25	0	19	19
	BSCN Total		57	89	146	49	73	122
	BSF	1	39	4	43	34	2	36
		2	3	13	16	3	12	15
		3	2	23	25	2	18	20
		4	0	31	31	0	22	22
	BSF Total		44	71	115	39	54	93
	BSCW	1	21	11	32	17	10	26
		2	5	7	12	5	6	10
		3	0	23	23	0	20	20
		4	0	32	32	0	21	21
	BSCWTotal		26	73	99	21	57	78
	Other Total		10	0	10	6	0	6
	Faculty Total		162	264	426	137	208	345
Law								
	LLB	1	193	7	200	224	8	231
		2	4	191	195	4	193	197
		3	0	206	206	0	195	195
	LLB Total		197	404	601	228	396	623
	Other Total		61	0	61	37	0	37
	Faculty Total		258	404	662	265	396	661

2005W Actuals (November 1st)					
New	Cont	Total	New	Cont	Total
HC 2005/06	HC 2005/06	HC 2005/06	FTE 2005/06	FTE 2005/06	FTE 2005/06
26	15	41	22	11	34
2	11	13	2	9	11
1	4	5	1	4	5
0	6	6	0	3	3
29	36	65	25	28	53
41	16	57	40	14	54
3	19	22	3	15	19
3	24	27	3	19	22
0	28	28	0	22	22
47	87	134	46	70	116
27	11	38	24	9	33
7	16	23	7	15	21
5	11	16	4	10	14
0	34	34		26	26
39	72	111	35	59	94
20	14	34	18	10	28
0	12	12	0	11	11
0	23	23	0	18	18
0	32	32	0	30	30
20	81	101	18	69	87
12	1	13	7	0	7
147	277	424	130	227	357
192	3	195	203	3	206
13	204	217	13	207	220
0	195	195		177	177
205	402	607	217	387	604
73	1	74	38	0	38
278	403	681	255	387	642



UBC Vancouver 2006 Undergraduate Enrolment Headcount (domestic) & FTE, Winter Session



			2006W Actuals (October 19th)					
			New	Cont	Total	New	Cont	Total
			HC 2006/07	HC 2006/07	HC 2006/07	FTE 2006/07	FTE 2006/07	FTE 2006/07
Faculty	Division	Year						
Land & Food Systems								
	BSGR	1	0	0	0	0	0	0
		2	20	7	27	18	5	23
		3	6	19	25	4	14	18
		4	0	25	25	0	19	19
	BSGA/BSGR Total		26	51	77	22	37	60
	BSFN (new from FNCS)	1	200	16	216	178	9	186
		2	64	166	230	50	132	181
		3	28	158	186	26	135	161
		4	0	135	135	0	101	101
		5	0	30	30	0	18	18
	BSFN Total		292	505	797	253	395	648
	BSAG (new to 2000W)	1	56	12	68	49	8	56
		2	9	41	50	7	32	39
		3	4	26	30	0	23	23
		4	0	21	21	0	16	16
	BSAG Total		69	100	169	55	80	135
	BHE	1	0	0	0	0	0	0
		2	0	0	0	0	0	0
		3	0	0	0	0	0	0
		4	0	0	0	0	0	0
	BHE Total		0	0	0	0	0	0
	Other Total		19	2	21	8	1	9
	Faculty Total		406	658	1,064	340	512	852
Medicine								
	MD	1	222	1	223	222	1	223
		2	0	221	221	0	221	221
		3	0	200	200	0	200	200
		4	0	123	123	0	123	123
	MD Total		222	545	767	222	545	767
	BMLSc	3	23	1	24	28	0	28
		4	0	22	22	0	23	23
	BMLSc Total		23	23	46	28	24	51
	BMW	1	12	0	12	6	0	6
		2	0	11	11	0	8	8
		3	0	10	10	0	11	11
		4	0	12	12	0	10	10
	BMW Total		12	33	45	6	29	35
	Resident Total		0	904	904	0	904	904
	Other Total		7	4	11	2	0	2
	Faculty Total		264	1,509	1,773	257	1,502	1,759

2005W Actuals (November 1st)					
New	Cont	Total	New	Cont	Total
HC 2005/06	HC 2005/06	HC 2005/06	FTE 2005/06	FTE 2005/06	FTE 2005/06
0	0	0	0	0	0
27	10	37	24	5	29
6	16	22	6	12	17
0	32	32	0	22	22
33	58	91	30	39	69
158	36	194	149	20	168
50	170	220	44	129	173
30	113	143	29	98	127
2	122	124	1	91	92
0	0	0	0	0	0
240	441	681	223	337	560
42	19	61	36	10	46
12	54	66	11	44	55
0	25	25	0	21	21
0	20	20	0	16	16
54	118	172	47	91	138
0	0	0	0	0	0
0	0	0	0	0	0
0	1	1	0	1	1
0	0	0	0	0	0
0	1	1	0	1	1
16	1	17	9	1	9
343	619	962	308	469	776
220	1	221	220	1	221
0	198	198	0	198	198
0	130	130	0	130	130
0	120	120	0	120	120
220	449	669	220	449	669
22	0	22	27	0	27
0	11	11	0	10	10
22	11	33	27	10	37
11	0	11	5	0	5
0	9	9	0	7	7
0	10	10	0	10	10
0	11	11	0	10	10
11	30	41	5	27	32
0	821	821	0	821	821
10	7	17	2	1	2
263	1,318	1,581	254	1,309	1,561



UBC Vancouver 2006 Undergraduate Enrolment Headcount (domestic) & FTE, Winter Session



			2006W Actuals (October 19th)					
			New	Cont	Total	New	Cont	Total
			HC	HC	HC	FTE	FTE	FTE
Faculty	Division	Year	2006/07	2006/07	2006/07	2006/07	2006/07	2006/07
Pharmacy								
	BSCP	1	152	2	154	158	1	159
		2	0	154	154	0	177	177
		3	0	141	141	0	153	153
		4	0	128	128	0	122	122
	BSCP Total		152	425	577	158	453	612
	Resident Total		0	18	18	0	18	18
	Faculty Total		152	443	595	158	471	630
Science								
	BSC	1	1,240	51	1,291	1,277	39	1,316
		2	297	1,137	1,434	243	1,052	1,296
		3	189	1,340	1,529	159	1,159	1,318
		4	5	1,921	1,926	0	1,488	1,488
	BSC Total		1,731	4,449	6,180	1,680	3,738	5,418
	BCS	2-3	24	5	29	20	2	22
		4	0	36	36	0	23	23
	BCS Total		24	41	65	20	26	46
	Other Total		167	5	172	81	1	82
Faculty Total		1,922	4,495	6,417	1,782	3,765	5,547	
UNCL/Other/Unknown Total			1,057	522	1,579	381	108	489
Grand Total			11,367	21,640	33,007	9,226	16,807	26,033

2005W Actuals (November 1st)					
New	Cont	Total	New	Cont	Total
HC	HC	HC	FTE	FTE	FTE
2005/06	2005/06	2005/06	2005/06	2005/06	2005/06
158	3	161	174	2	176
1	142	143	1	161	162
0	131	131	0	142	142
0	137	137	0	104	104
159	413	572	175	410	585
0	19	19	0	19	19
159	432	591	175	429	604
1,181	64	1,245	1,216	51	1,267
306	1,195	1,501	258	1,060	1,317
205	1,512	1,717	167	1,320	1,486
3	1,983	1,986	3	1,534	1,537
1,695	4,754	6,449	1,643	3,965	5,608
34	2	36	28	1	28
0	16	16	0	11	11
34	18	52	28	12	40
89	9	98	43	2	44
1,818	4,781	6,599	1,713	3,978	5,692
1,254	624	1,878	436	131	567
11,103	21,703	32,806	9,002	16,923	25,925

Performance Against Target

2006-07, forecast to March 2007

FTE Forecast

Sept : March adjustment	97.21%
Adjusted for March 2007 (normal load)	25,306
Summer 2006 (actual)	3,160
March Forecast FTE	28,466

FTE Forecast against target

Enrolment target: (funded)	29,025
Forecast - funded	-559

FTE forecast against President's Plan Target

President's Plan target	28,344
Forecast - President's Plan target	122

2005-06, forecast and actual, March 2006

FTE Forecast

Sept : March adjustment	96.63%
Adjusted enrolment, March 2006	25,052
Summer 2005 (actual)	3,103
March Forecast FTE	28,155

FTE Forecast against target

Enrolment target: (funded)	28,877
Forecast - funded	-722

FTE forecast against President's Plan Target

President's Plan target	28,344
Forecast - President's Plan target	-189

Notes:

Does not include international students

Does not include current UBC students who have not registered for the current year

For DMD program, headcount = FTE

FTE Actual 2006

Actual March FTE	28,309
Actual - funded	-568
Actual - President's Plan target	-35



UBC 2005 - 2006 Undergraduate Enrolment
International Student Initiative, Headcount
Winter Session, as of November 1st (2006)



UBC-Vancouver

Faculty	Degree	Year	2006	2005
Applied Science				
	BASC	1	76	83
		2	94	86
		3	94	67
		4	44	54
		5	4	1
	BASC Total		312	291
	BEND	4	2	2
	BEND Total		2	2
	BSN	1	0	1
		2	0	1
		3	5	3
		4	2	2
	BSN Total		7	7
	Visitor	3	12	6
Visitor Total		12	6	
Faculty Total		333	306	
Arts				
	BA	1	359	416
		2	331	317
		3	359	267
		4	222	179
	BA Total		1,271	1,179
	BFA	2	3	1
		3	10	5
		4	3	3
	BFA Total		16	9
	BMUS	1	1	1
		2	2	2
		3	1	6
		4	4	3
	BMUS Total		8	12
	CADS	1	1	0
	CADS Total		1	0
	DAHJ	0	2	2
	DAHJ Total		2	2
	DFST	0	0	0
	DFTS Total		0	0
	DMPS	0	0	0
	DMPS Total		0	0
	Visitor	2	2	3
		3	9	6
		5	1	1
	Visitor Total		12	10
	Faculty Total		1,310	1,212
Commerce and Business Administration				
	BCOM	1	61	20
		2	77	64
		3	103	165
		4	147	123
	BCOM Total		388	372
	DACC	0	39	29
	DACC Total		39	29
	DULE	0	5	2
	DULE Total		5	2
	PGCV	0	1	0
	PGCV Total		1	0
Faculty Total		433	403	

Dentistry				
	BDSC	1	2	1
		2	0	0
		3	0	1
		4	0	1
	BDSC Total		2	3
	DMD		0	1
	DMD Total		0	1
Faculty Total			2	4
Education				
	BEDE	1	1	0
	BEDE Total		1	0
	BEDS	1	0	2
	BEDS Total		0	2
	BHK	1	5	8
		2	8	4
		3	4	4
		4	3	2
	BHK Total		20	18
	DEDU	0	8	4
	DEDU Total		8	4
	TBDL	0	3	6
	TBDL Total		3	6
	TBLS	0	1	1
	TBLS Total		1	1
Faculty Total			33	31
Forestry				
	BSCF	1	3	4
		2	2	1
		4	1	1
	BSCF Total		6	6
	BSCN	1	18	16
		2	2	2
		3	3	2
		4	3	5
	BSCN Total		26	25
	BSCW	1	6	3
		2	1	1
		3	1	0
	BSCW Total		8	4
	BSF	1	2	2
		2	0	2
		3	2	1
		4	1	1
	BSF Total		5	6
	Visitor	3	1	3
	Visitor Total		1	3
Faculty Total			46	44
Law				
	LLB	1	2	4
		2	4	3
		3	3	2
	LLB Total		9	9
	Faculty Total		9	9

Land & Food Systems				
	BSAG	1	6	9
		2	1	5
		3	2	0
		4	0	1
	BSAG Total		9	15
	BSFN	1	28	16
		2	15	26
		3	23	16
		4	7	6
	BSFN Total		73	64
	BSGR	2	8	10
		3	4	3
4		6	2	
BSGR Total		18	15	
Visitor	2	1	1	
Visitor Total		1	1	
Faculty Total		101	95	
Medicine				
	BMLS	3	1	0
	BMLS Total		1	0
	Visitor	0	2	8
	Visitor Total		2	8
	MD	1	0	1
		2	1	0
	MD Total		1	1
	Faculty Total		4	9
Science				
	BCS	2	1	1
		3	0	1
		4	1	0
	BCS Total		2	2
	BSC	1	68	85
		2	121	122
		3	123	114
		4	97	76
	BSC Total		409	397
	Visitor	0	2	0
		2	1	1
		3	3	2
	Visitor Total		6	3
	Faculty Total		417	402
Unknown				
	Visitor	0	6	1
		2	1	0
		3	5	2
	Visitor Total		12	3
	Unclas	0	11	17
		3	0	2
		4	0	1
		5	34	32
	Unclas Total		45	52
	UNKN Total		57	55
Grand Total		2,745	2,570	



UBC Vancouver & Okanagan
2006 Graduate Enrolment
Headcount & FTE, Domestic & International



Program	2006W Actuals (Nov 1st)					
	Dom.	Int'l	Total	Dom.	Int'l	Total
	HC 2006/07	HC 2006/07	HC 2006/07	FTE 2006/07	FTE 2006/07	FTE 2006/07
DMA	44		44	42.3		42.3
EDD	60		60	59.0		59.0
GREX	14		14	6.7		6.7
IMBA	38		38	24.8		24.8
LLBMBA	2		2	0.9		0.9
LLM	28		28	21.3		21.3
MA	776		776	551.2		551.2
MAALLB	4		4	2.8		2.8
MAAP	25		25	13.6		13.6
MA-O	24		24	22.1		22.1
MAP	71		71	54.6		54.6
MARCH	103	30	133	62.4	20.0	82.4
MAS	29		29	21.7		21.7
MASA	16		16	4.1		4.1
MASC	403		403	279.8		279.8
MASC-O	1		1	0.0		0.0
MASLA	6		6	5.0		5.0
MASLIS	29		29	21.6		21.6
MBA	214	118	332	115.0	48.7	163.7
MDPHD	13		13	12.7		12.7
MED	568		568	309.3		309.3
MED-O	42		42	15.0		15.0
MENG	87	16	103	43.7	8.0	51.7
MET	179		179	45.7		45.7
MF	10		10	6.1		6.1
MFA	155		155	98.6		98.6
MFA-O	3		3	2.7		2.7
MHA	59		59	41.6		41.6
MHK	9		9	5.3		5.3
MHSC	25		25	13.6		13.6
MJ	36	10	46	27.9	7.8	35.7
MJUR	1		1	0.7		0.7
MLA	51	20	71	26.8	12.6	39.3
MLIS	130		130	97.4		97.4
MM	20		20	9.3		9.3
MMUS	60		60	38.0		38.0
MOT	116		116	52.9		52.9
MPT	119		119	54.4		54.4
MRSC	29		29	9.1		9.1
MSC	1,142		1,142	883.4		883.4
MSCB	20		20	8.4		8.4
MSC-O	11		11	8.0		8.0
MSCP	26		26	16.6		16.6
MSDPDT	7		7	6.3		6.3
MSN	213		213	126.4		126.4
MSN-O	15		15	5.7		5.7
MSS	15	8	23	5.9	3.6	9.4
MSW	95		95	64.0		64.0
MSW-O	25		25	9.3		9.3
PHARMD	17		17	14.3		14.3
PHD	3,034		3,034	2,921.3		2,921.3
PHD-O	12		12	11.0		11.0
Grand Total	8,231	202	8,433	6,300.2	100.6	6,400.8

Program	2005W Actuals (Nov 1st)					
	Dom.	Int'l	Total	Dom.	Int'l	Total
	HC 2005/06	HC 2005/06	HC 2005/06	FTE 2005/06	FTE 2005/06	FTE 2005/06
BASMEN	9		9	9.3		9.3
DMA	43		43	40.7		40.7
EDD	39		39	40.0		40.0
GREX	14		14	3.9		3.9
IMBA	49		49	37.1		37.1
LLBMBA	1		1	1.0		1.0
LLM	40		40	29.3		29.3
MA	794		794	555.7		555.7
MAALLB	7		7	5.1		5.1
MAAP	22		22	11.1		11.1
MA-O	11		11	7.3		7.3
MAP	82		82	58.1		58.1
MARCH	102	39	141	63.2	20.2	83.4
MAS	29		29	21.0		21.0
MASA	18		18	5.9		5.9
MASC	422		422	309.8		309.8
MASLA	6		6	4.4		4.4
MASLIS	27		27	22.7		22.7
MBA	257	119	376	144.1	51.9	196.0
MBAMAA	0	0	0	0.1		0.1
MDPHD	15		15	14.0		14.0
MED	595		595	345.7		345.7
MED-O	23		23	2.6		2.6
MENG	88	14	102	48.1	7.3	55.4
MET	147		147	53.0		53.0
MFA	112		112	73.9		73.9
MFA-O	1		1	0.7		0.7
MHA	56		56	34.2		34.2
MHK	12		12	5.8		5.8
MHSC	28		28	15.3		15.3
MJ	40	12	52	28.1	8.0	36.1
MLA	45	21	66	30.0	13.6	43.6
MLIS	139		139	103.7		103.7
MM	18		18	8.3		8.3
MMUS	64		64	41.9		41.9
MOT	76		76	50.7		50.7
MPT	79		79	51.3		51.3
MRSC	20		20	4.7		4.7
MSC	1,153		1,153	854.7		854.7
MSCB	29		29	18.3		18.3
MSC-O	3		3	2.0		2.0
MSCP	22		22	16.3		16.3
MSDPDT	7		7	5.1		5.1
MSN	248		248	159.3		159.3
MSS	19	14	33	8.7	7.7	16.3
MSW	98		98	63.0		63.0
PHARMD	15		15	12.0		12.0
PHD	2,832		2,832	2,694.0		2,694.0
PHD-O	3		3	2.0		2.0
Grand Total	7,959	219	8,178	6,117.2	108.7	6,225.9