

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 NINTH REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, MAY 16, 2007

7:00 P.M.

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

1. **Senate Membership (information) -- Acting Secretary Ms. Lisa Collins**
 - a. Ex officio
Dr. Grant Ingram, Principal, College for Interdisciplinary Studies
Dean Charles Schuler, Faculty of Dentistry
 - b. Elected Membership
Mr. Dean Leung to fill a vacancy for a representative of the Convocation
 - c. Student Senators serving a one-year term ending March 31, 2008
(revised Senate membership list circulated)
2. **Minutes of the Meeting of March 28, 2007-- President Stephen Toope**
(approval) (circulated)
3. **Business Arising from the Minutes -- President Stephen Toope**
4. **Remarks from the Chair and Related Questions -- President Stephen Toope**
5. **Candidates for Degrees (approval) -- President Stephen Toope**
Lists as approved by the Faculties and Schools are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as approved by the Faculties and Schools, be granted the degree or diploma for which they were recommended, effective May 2007, and that the Registrar, in consultation with the Deans and the Chair of the Vancouver Senate, be empowered to make any necessary adjustments (2/3 majority required).

6. From the Board of Governors -- President Stephen Toope

Confirmation that the following recommendations of the Vancouver Senate were approved as required under the *University Act* Sections 37 (l)(i) (o) and 38 (information)

Senate Meeting January 24, 2007

Curriculum proposals from the Faculties of Arts, Applied Science, Commerce and Business Administration, Forestry, Graduate Studies, Medicine, and Science, and revised graduate program statements.

New and changed student awards.

The recommendation that UBC make no further investments in U21 Global.

The recommendation that UBC withdraw from U21 Global.

Senate Meeting February 28, 2007

Curriculum proposals from the Faculties of Applied Science, Arts, Education, Forestry, and Law and the new graduate courses from the College for Interdisciplinary Studies.

Credential, program, and associated courses for the Master of Digital Media, brought forward by the Faculty of Graduate Studies.

New student awards.

7. From the Council of Senates

- a. Council of Senates Budget Committee -- Dr. Perry Adebar
Oral Report on Committee Activities (information)

8. Academic Policy Committee -- Dr. Paul G. Harrison

(approval) (circulated)

- a. Membership in the Faculty of Graduate Studies
- b. 2009/2010 Academic Year and the Olympics
- c. School of Rehabilitation Sciences: Disestablishment of the School and Establishment of Two Departments in the Faculty of Medicine

9. Admissions Committee -- Dr. James Berger

(approval) (circulated)

- a. Bachelor of Education
- b. College and University Recognition

10. Appeals on Academic Standing Committee -- Dr. Ronald Yaworsky

- a. Annual Report on Committee Activities (information) (circulated)

11. Curriculum Committee -- Dr. William McKee

Curriculum proposals from the Faculties of Arts, Dentistry, Graduate Studies, and Land & Food Systems (approval) (circulated)

12. Joint Reports from the Curriculum and Admissions Committees -- Dr. Peter Marshall
(approval) (circulated)

- a. Faculty of Graduate Studies: Master of Nursing and transfer of Nurse Practitioner Specialization
- b. Faculty of Graduate Studies: Master of Science and Doctor of Philosophy in Cell and Developmental Biology

13. Nominating Committee -- Dean Michael Isaacson
(approval) (circulated)

- a. Student Senator Committee Assignments
- b. Senate Committee Membership Adjustments
- c. Annual Review of Terms of Reference for Committees of Senate
- d. Process for Regular Review of the Composition of the Senate
- e. Establishment of an ad hoc Committee on Writing and Communication Skills
- f. Establishment of an ad hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body (2/3 majority required)

14. Student Appeals on Academic Discipline -- Mr. Robert Lowe
Annual Report on Committee Activities (information) (circulated)

15. Student Awards Committee -- Dr. Brian Stelck
(approval) (circulated)

- a. New Awards
- b. Pacific Century Graduate Scholarship

16. Teaching & Learning Committee -- Dr. Joy Johnson
Policy on Student Evaluation of Teaching (approval) (circulated)

17. Tributes Committee -- Dr. Sally Thorne

- a. Candidates for Emeritus Status (approval) (circulated)

18. Reports from the Vice-President, Academic & Provost *pro tem.* -- Dr. George Mackie

- a. Oral Status Report on the Steering Committee for Academic Planning Process (information)
- b. Establishment of the Drug Research Institute (approval) (circulated)
- c. Annual Report from the Institute for the Scholarship of Teaching and Learning (information) (circulated)

19. Report from the Secretary to Senate -- Acting Secretary Ms. Lisa Collins

Election of Two Student Senators to Serve on the Nominating Committee (approval)

The Secretary has received nominations for Mr. Tariq Ahmed and Mr. Alfie Lee. If not further nominations are received, Mssrs. Ahmed and Lee will be declared acclaimed.

***Motion:** That nominations for two Student Senators to serve on the Nominating Committee be closed.*

20. Proposed Agenda Items

21. Other Business

22. Agenda Committee -- in camera

Request for Leave of Absence (approval) (to be circulated at the meeting)

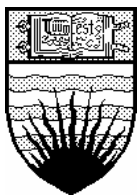
Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.

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

Members of Senate

Effective 1 May 2007

EX OFFICIO

Chancellor	Dr Allan D McEachern
President, Chair	Dr Stephen Toope
Secretary	Mr Brian J Silzer
Acting Academic Vice-President	Dr George A Mackie

DEANS

Applied Science	Dr Michael Isaacson
Arts	Dr Nancy Gallini
Commerce and Business Administration	Dr Daniel Muzyka
Dentistry	Dr Charles Shuler
Education	Dr Robert J Tierney
Forestry	Dr John N Saddler
Graduate Studies	Dr Ann Rose <i>Pro Tem</i>
Land and Food Systems	Dr Murray Isman
Law	Prof Mary Anne Bobinski
Medicine	Dr Gavin C E Stuart
Pharmaceutical Sciences	Dr Robert D Sindelar
Science	Dr Simon Peacock

PRINCIPALS OF COLLEGES

College of Health Disciplines	Dr Lesley Bainbridge, Principal <i>Pro Tem</i>
College for Interdisciplinary Studies	Dr Grant Ingram, Principal

ELECTED BY THE FACULTIES

Applied Science	Dr Nemkumar Banthia Dr William G Dunford
Arts	Dr Barbara Arneil Dr Christopher Friedrichs
Commerce and Business Administration	Dr James A Brander Dr Dale Griffin
Dentistry	Dr Rosamund Harrison Dr Michael I MacEntee
Education	Dr Lee Gunderson Dr Rita Irwin
Forestry	Dr Susan Grayston Dr Peter L Marshall
Graduate Studies	Vacant Vacant
Land and Food Systems	Dr Mahesh K Upadhyaya Dr Daniel M Weary
Law	Prof Christine Boyle Dr Janis Sarra
Medicine	Dr David McLean Dr Elizabeth Dean
Pharmaceutical Sciences	Dr Helen Burt, Dr David W Fielding
Science	Dr James D Berger Dr Jeff Young

FACULTY REPRESENTATIVES OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dr Pitman Potter, Professor, Faculty of Law and Director, Institute of Asian Research
Dr Timothy McDaniels, Professor, School of Community & Regional Planning

ELECTED BY THE JOINT FACULTIES

Dr Perry Adebar	Dr George Bluman
Dr Ian M Franks	Dr Paul G Harrison
Dr Robert Helsley	Dr Joy Johnson
Dr William McKee	Dr Donald G Paterson
Dr Sally Thorne	Dr Rhodri Windsor-Liscombe

CONVOCATION MEMBERS OF SENATE

Mr Patrick T Brady	Dr Lica Chui
Mr Christopher L Gorman	Ms Wendy King
Dr Stanley B Knight	Dr Bikkar S Lalli
Mr Dean Leung	Mr Robert Lowe
Dr Ann McAfee	Mr William B McNulty
Mr Bernie Simpson	Dr Ronald A Yaworsky

REPRESENTATIVES OF AFFILIATED COLLEGES

St Mark's College	Dr John D Dennison
Vancouver School of Theology	Dr Stephen Farris
Regent College	Dr Rod Wilson
Carey Theological College	Dr Brian Stelck

LIBRARIAN

Dr Peter Ward, University Librarian *Pro Tem*

ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

Ms Margaret Friesen

DIRECTOR OF CONTINUING EDUCATION

Ms Jane Hutton

ELECTED STUDENT REPRESENTATIVES

(Term from April 1, 2007 to March 31, 2008. One representative elected by each faculty plus one representative from the College for Interdisciplinary Studies, plus five members at large)

Applied Science	Mr Tim Leaver
Arts	Ms Erin Rennie
Commerce and Business Administration	Mr Jaspaul Aulakh
Dentistry	TBA
Education	Mr Robert Taddei
Forestry	Mr Behnam Toosi
Graduate Studies	Ms Aidha Shaikh
Land and Food Systems	Ms Sanja Brkanovic
Law	Mr Geoffrey Rawle
Medicine	Ms May Tee
Pharmaceutical Sciences	Mr Lyle Powell
Science	Ms Diana Diao
College for Interdisciplinary Studies	TBA
Members at-large	Mr Tariq Ahmed, Law Ms Jaspreet Khangura, Science Mr Alfie Lee, Science Mr Raymond Pan, Science Mr Hillson Tse, Arts

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Vancouver Senate

MINUTES OF MARCH 28, 2007

Attendance

Present: President S. J. Toope (Chair), Ms. L. M. Collins (Acting Secretary), Dr. P. Adebar, Mr. B. Ahmadian, Mr. T. Ahmed, Dr. J. D. Berger, Prof. C. Boyle, Dr. H. Burt, Dr. L. Chui, Mr. B. Danin, Dr. W. Dunford, Ms. G. Eom, Mr. F. Fan, Dr. S. Farris, Dr. I. Franks, Dr. C. Friedrichs, Ms. M. Friesen, Mr. C. Funnell, Dean N. Gallini, Dr. S. Grayston, Dr. L. Gunderson, Dr. P. G. Harrison, Dr. R. Harrison, Dr. R. Helsley, Associate Vice-President J. Hutton, Dr. R. Irwin, Dean M. Isaacson, Dean M. Isman, Dr. J. Johnson, Ms. J. Khangura, Ms. W. King, Dr. B. S. Lalli, Mr. R. Lowe, Dr. M. MacEntee, Vice-President *pro tem.* G. Mackie, Dr. P. Marshall, Dr. A. McAfee, Ms. K. McAllister, Dr. T. McDaniels, Chancellor A. McEachern, Mr. W. McNulty, Mr. P. Orchard, Dean S. Peacock, Dean *pro tem.* A. Rose, Dean J. Saddler, Ms. E. Segal, Dr. B. Stelck, Mr. R. Taddei, Ms. A. Thamboo, Dean R. Tierney, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky.

By Invitation: Mr. C. Eaton, Ms. N. Knight (Associate Vice-President, Campus & Community Planning), Ms. A. Mann, Dr. A. Phillips (UBC Institute of Mental Health).

Regrets: Dr. B. Arneil, Principal *pro tem.* L. Bainbridge, Dr. N. Banthia, Dr. G. Bluman, Dean M. A. Bobinski, Mr. P. T. Brady, Dr. J. Brander, Ms. S. Brkanovic, Dr. E. Dean, Dr. J. Dennison, Dr. D. Fielding, Mr. C. L. Gorman, Dr. D. Griffin, Dr. S. B. Knight, Mr. R. Lam, Mr. M. Lane, Mr. K. Liu, Dr. W. McKee, Dr. D. McLean, Dean D. Muzyka, Dr. P. Potter, Dr. J. Sarra, Associate Vice-President B. J. Silzer (Registrar & Secretary), Mr. B. Simpson, Dean R. Sindelar, Dr. D. Steyn, Dean G. Stuart, Dr. S. Thorne, Mr. B. Toosi, Dr. M. Upadhyaya, Dr. P. Ward, Dr. D. Weary, Dean E. H. K. Yen, Dr. J. Young.

Recording Secretary: Ms. L. M. Collins

Call to Order

Meeting Agenda

With the consent of the meeting, President Toope added to the agenda (under “Other Business”) an oral report from the Vice-President, Academic & Provost *pro tem.* on the University budget planning process.

Senate Membership

REPLACEMENTS

Acting Secretary Ms. Collins announced the following changes to Senate membership:

1. Dr. Peter Ward, University Librarian *pro tem.*, replaced Ms. Catherine Quinlan;
2. The Rev. Dr. Stephen Farris replaced Dr. Wendy Fletcher as representative from the Vancouver School of Theology.

CERTIFICATES OF APPRECIATION

President Toope presented certificates of appreciation to Student Senators completing their terms on March 31, 2007.

Mr. Bijan Ahmadian
Mr. Tariq Ahmed
Ms. Sanya Brkanovic
Mr. Brian Danin
Ms. Gina Eom
Mr. Jerry Fan Fan
Mr. Cameron Funnell
Ms. Jaspreet Khangura
Mr. Richard Lam
Mr. Michael Lane
Mr. Kerry Liu
Ms. Kathryn McAllister
Mr. Philip Orchard
Ms. Elizabeth Segal
Ms. Andrea Thamboo
Mr. Behnam Toosi

Minutes of the Previous Meeting

<i>Dean Isaacson</i>	}	<i>That the minutes of the meeting of February 28, 2007 be adopted as circulated.</i>
<i>Dr. P. G. Harrison</i>		

Carried.

Business Arising from the Minutes

None.

Remarks from the Chair and Related Questions

KILLAM PRIZE

The President was pleased report that Dr. Robert Hancock from the Department of Microbiology and Immunology had recently been awarded the 2007 Killam Prize in the health sciences category.

Academic Building Needs Committee

UPDATE ON UBC VANCOUVER CAMPUS PLAN

At the request of Committee Chair Dr. Adebar, the Chair recognized guest speaker Ms. Nancy Knight, Associate Vice-President, Campus & Community Planning. Associate Vice-President Knight gave an update on the UBC Vancouver Campus Plan, stating that she hoped to involve the Senate and the academic community as much as possible before presenting the Campus Plan for approval by the Board of Governors in May 2007.

Associate Vice-President Knight reported that a new Campus Plan was necessary because the previous plan had been “built out” and a number of new policy frameworks had since been established. There had also been significant growth in academic and research activities. The campus had once been a “commuter campus,” but was slowly evolving toward becoming more self-contained.

Associate Vice-President Knight recounted the process to date leading up the development of the Campus Plan. The team was currently in Phase 3 (Campus Plan Key Policy Directions) of a five-phase plan culminating in presentation for Board approval. Senators were invited to visit <http://www.campusplan.ubc.ca> to participate in a survey as part of the public consultation process. A recent speaker’s series and focus groups covered issues including what students are going to be like in future years, how the campus could become a more memorable place, and how to design public spaces where people want to be.

Academic Building Needs, continued

CONSULTATION HIGHLIGHTS

- Approximately 1100 responses were received
- 117 Workshop participants
- 799 online responses to the Big Questions

KEY THEMES

- Different types of classrooms and learning environments
- Informal spaces that draw people together for dialogue
- A human scale to the campus, with more housing, more services and amenities / mixed use
- A campus that takes advantage of its setting and context
- A public realm that respects people
- A sustainable campus with more green buildings and infrastructure

HIGHLIGHTS OF KEY POLICY DIRECTIONS

- Design the campus as a learning-centred environment, focused on a community of scholars
- Provide flexible learning spaces throughout campus
- Enhance opportunities for interdisciplinary study & research
- Use the land base and existing facilities efficiently
- Enhance the vitality and beauty of the campus
- Create places for people that are welcoming
- Establish a pedestrian-only core with a high quality experience
- Manage cars and parking
- Improve safety, health and wellness
- Go to the next level in sustainability

Associate Vice-President Knight gave an overview of the participation in the planning process by the School of Community & Regional Planning, the School of Architecture and Landscape Architecture, and the School of Human Kinetics. She noted that Senate consultation was a required element, and invited Senators to provide input through the present discussion, as well as through the website, as focus group participants, or by sending individual written submissions.

Academic Building Needs Committee, continued

DISCUSSION

Referring to the Key Policy Directions posted on the website, Dean Tierney stated that the policies appeared to be biased toward the efficiency of building and that he found them lacking in the areas of building in and preserving the natural environment. Mr. Taddei agreed, adding that the Alma Mater Society (AMS) Council had raised the same concern during consultation. The AMS had requested tangible goals for the protection of the environment as well as an enhanced focus on the protection of certain areas of the campus.

Mr. Ahmadian suggested that the policy directions should include quantifiable goals with respect to allocation of a certain percentage of total space for student use. Associate Vice-President Knight responded that there was a plan to develop evaluation criteria for space allocation decisions, but that the Campus Plan would not dictate how individual Faculties chose to allocate their building space.

Dr. Windsor-Liscombe raised the issue of heritage conservation, reminding Senators that this was one of the roles ascribed to the Senate under the *University Act*. Associate Vice-President Knight reported that there was a technical study underway to identify buildings and landscapes with significant value as provincial assets, and that the heritage subcommittee of the President's Property and Planning Advisory Committee and the Senate Academic Building Needs Committee would be asked to review the results of the study.

There was some discussion about the lack of a stable flow of capital funding from government sources. President Toope agreed that this constituted a challenge. He stated that building decisions needed to be made in response to the academic plan and not solely to align with potential donations or other funding sources.

Dr. Dunford stated that the former Faculty Club used to provide an opportunity for faculty from different parts of the campus to interact, and that such interaction had decreased since the closure

Academic Building Committee, continued

of the Club. He also described some of the newer buildings on campus as ugly. Associate Vice-President Knight stated that the Main Mall corridor in particular, with its high concentration of Faculties, could be developed to increase energy and interaction. Upcoming renovations to the Henry Angus Building and the Chemistry Building would help in this regard.

In response to a question from Dr. Burt about the existence of an academic literature on constructing a campus of this nature, Associate Vice-President Knight stated that most of the available literature had been written by practitioners rather than academics. In response to a further question about child care spaces on campus, Associate Vice-President Knight stated that the Campus Plan would consider allocation of appropriate physical space, but that the Board of Governors would separately consider child care service provision and the actual number of child care spaces.

Dr. McAfee noted the importance of space for informal dialogue between students and faculty, as well as space where clubs and other student groups could meet. Ms. Friesen noted that the new Irving K. Barber Learning Centre would offer significant learning and social spaces for students.

In response to a question from Dr. Berger about cars, parking, and transit, Associate Vice-President Knight stated that an underground transit facility would be part of the plan, and that it would take a significant amount of consideration to get it right.

Ms. McAllister expressed support for places where people could gather, but also some concern about increasing the number of retailers. Associate Vice-President Knight stated that there had been a number of discussions about shopping during the consultative process, and that a common sentiment was that the University should choose vendors that align with our values and who can provide the goods and services that students and faculty need.

Dr. Paul Harrison raised the issue of protection from the rain, and suggested that the unpleasant appearance of some buildings was due in part to the Vancouver climate. Associate Vice-Presi-

Academic Building Needs Committee, continued

dent Knight stated that weather protection was a challenge for SUB Boulevard in particular, but that it would be a factor in reshaping that area. Constructing buildings closer together was noted as another way to provide weather protection.

Associate Vice-President Knight thanked Senators for their contributions and encouraged them to continue thinking about the Campus Plan and to provide input formally or informally. President Toope thanked Associate Vice-President Knight and the Academic Building Needs Committee for their work.

Admissions Committee

Committee Chair Dr. Berger presented the reports.

FACULTY OF FORESTRY: ADVANCEMENT

The Committee had circulated a proposal to modify the Examination and Advancement section of the Calendar for the Faculty of Forestry. Proposed changes were first considered by the Senate at its January 2007 meeting, and the matter was referred to the Faculty of Forestry for further refinement. The Committee had approved the revised Calendar entry and recommended approval by the Senate.

<i>Dr. Berger</i>	}	<i>That the Senate approve the changes to the examinations and advancement regulations for students in the Faculty of Forestry.</i>
<i>Dean Saddler</i>		

Carried.

APPLICANTS FOLLOWING THE ONTARIO HIGH SCHOOL MATH CURRICULUM

The Committee presented a proposal to modify admissions practices for applicants from Ontario in response to recent changes to the Ontario high school mathematics curriculum. Under the proposal, programs that previously required MCB4U: Advanced Functions and Introductory Calculus

Admissions Committee, continued

lus for admission would require (beginning in the 2008 admissions cycle) MHF4U: Advanced Functions but not MCV4U: Calculus and Vectors.

<i>Dr. Berger</i>	}	<i>That the Senate accept the recommendations of the Admissions Committee with respect to the admission of applicants following the Ontario high school mathematics curriculum.</i>
<i>Dr. Gunderson</i>		

Carried.

Agenda Committee

COMMUNICATION BETWEEN THE SENATE AND THE BOARD OF GOVERNORS

Committee Chair Dean Isaacson presented for information a report regarding communication between the Vancouver Senate and the Board of Governors. He noted that an earlier report on this matter has been presented for information at the October 2006 meeting of Senate. Since then, the Committee consulted further with President Toope and developed the revised report, which had been endorsed by the President.

President Toope indicated his support for improved communication and assured Senators that the Board of Governors and both secretariats had responded positively to the proposed changes. He thanked the Senate Secretariat and the Agenda Committee for bringing the report forward.

An excerpt of the reports follows:

Proposed Enhancements

1. Formal Board-Senate communication will continue to occur between the Secretariats. Therefore, the Senate Secretariat will forward to the Board Secretariat, 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. In turn, the Board Secretariat will forward to the

Agenda Committee, continued

Senate Secretariat the disposition of all Senate items promptly following these decisions.

2. In order to highlight the items of Senate brought to the Board, the President will recommend to the Board that Senate items be presented to the Board as reports from the Senate.
3. In order to reduce the time between Senate's approval of routine items and notification back to Senate, the President will recommend to the Board that all routine Senate business will be considered by the Board using its established "approval by consent" procedure, which would see materials circulated to Board members independently of Board meeting agendas, and so expedite the approval process. The Board is exploring approaches to dealing with "approval by consent" matters, whereby the rights of Board members to be suitably engaged in such decisions will be fully respected. In addition, it is possible to better coordinate scheduling of meetings of the Board and the Senate.
4. In order to ensure that all necessary Board and Senate consultation and approvals take place, the Board and Senate secretariats have agreed to exchange advance copies of their respective draft meeting agendas for information and comment.
5. As an enhancement to the Board's communication with the academic community more generally, the President has suggested that the Board consider posting on its website -- within ten days of Board meetings meeting -- materials and decisions relating to items considered in open session. Similarly, the President has suggested that the Board post its meeting minutes on its website promptly following their approval, and that the Board secretariat would inform the Senate secretariat and the Faculties in a timely manner of their availability.

Curriculum Committee

Committee Chair Dr. Marshall presented the reports.

FACULTY OF APPLIED SCIENCE

Please see also 'Appendix A: Curriculum Summary.'

*Dr. Marshall
Dr. R. Harrison*

}

That the Senate approve the new and changed undergraduate courses and programs brought forward by the Faculty of Applied Science.

Carried.

Curriculum Committee, continued

WRITING AND COMMUNICATION SKILLS FOR UNDERGRADUATE STUDENTS

Dr. Marshall reported that the Committee has discussed writing and communication skills for first-year students in response to a proposal from a Faculty to discontinue the enrolment of its students in English 112 and to establish a faculty-specific communications skill course to be taken in its place. The Committee was of the opinion that an ad hoc committee should be formed to consider the matter more fully.

<i>Dr. Marshall</i>	}	<i>That the Senate direct the Nominating Committee to recommend to the Senate terms of reference and composition for an ad hoc committee to review the teaching of introductory writing and communication skills for students in all undergraduate programs; and</i>
<i>Dr. Berger</i>		
		<i>That the Nominating Committee be directed to report back by the next meeting of the Senate with its recommendations.</i>

DISCUSSION

Dr. Berger stated that several Faculties and Schools were likely considering proposals to substitute a program- or Faculty-specific course for English 112, and he felt that the academic community should reflect on the matter before approving such proposals one at a time.

Dean Gallini stated that the Faculty of Arts was aware of a proposal from the Faculty of Applied Science to substitute a new APSC course for ENGL 112. She welcomed the discussion at Senate, noting that it seemed to recall the Write, Write, and Rewrite report on writing across the curriculum from approximately five years earlier. Dean Gallini stated that the Faculty of Arts had been discussing a number of possibilities, including replacing the first-year English requirement with a writing requirement or other courses offered in students' own Faculties. She recommended that the Nominating Committee consider involving faculty members from Arts (specifically the English Department) as well as Senators from the Senate Teaching & Learning Committee.

Curriculum Committee, continued

Dr. Yaworsky recalled that the Senate had struck an ad hoc Consultative Writing Requirements Committee in October 2001. He had served on the Committee. The Committee met until March 2004, but unfortunately never reported to the Senate. He suggested that the Nominating Committee consider revising the composition and terms of reference of the Consultative Writing Requirements Committee to address the present matter. Dr. Marshall supported this idea.

In amendment (note in particular deletion of “introductory”),

Dr. Marshall
Dr. Berger

}

That the Senate direct the Nominating Committee to recommend to the Senate revised terms of reference and composition for the ad hoc Consultative Writing Requirements Committee for the purpose of reviewing the teaching of writing and communication skills for students in all undergraduate programs; and

That the Nominating Committee be directed to report back by the next meeting of the Senate with its recommendations.

The amended motion was put and carried.

Report from the Vice-President, Academic & Provost *pro tem*.

CHAIRS WITHIN THE UBC INSTITUTE OF MENTAL HEALTH

Vice-President, Academic & Provost *pro tem*. Mackie was pleased to present for approval three new chairs.

*Vice-President pro
tem. Mackie
Dr. Burt*

} *That the Senate approve the establishment of
the following three Chairs made possible by
funding to the UBC Institute of Mental Health
Endowment Fund from Mr. and Mr. William and
Marjorie-Ann Sauder (through Sauder
Industries Limited) and the provincial
government:*

*The Sauder Chair in Child and Adolescent
Psychiatry;*

*The Sauder Chair in Geriatric Psychiatry and
Depression; and*

The Sauder Chair in Psychotherapy.

DISCUSSION

The Chair recognized guest speaker Dr. Anthony Phillips, Director, UBC Institute of Mental Health. Dr. Phillips stated that it was a very exciting time for mental health care delivery, and that the three new Chairs would foster much better research in the area. The work accomplished by the three Chairs would complement the excellent work already underway in the Brain Research Centre. He assured Senators that the process for recruiting and selecting chair-holders would meet or exceed all University criteria for such searches. In response to a question from Dr. McKee, Vice-President *pro tem*. Mackie stated that the vacancies would be widely advertised and filled upon recommendation of a search committee. Candidates would be appointed to a department and appointments would be reviewed by the Senior Appointments Committee.

The motion was put
and carried.

Report from the Vice-President, Academic & Provost, continued

President Toope took the opportunity to acknowledge “yet another transformative gift” to the University from the Sauder family.

Other Business

BUDGET PLANNING PROCESS

Vice-President, Academic & Provost *pro tem*. Mackie gave an overview for information of the activities of the Steering Committee for Academic Planning Process (SCAPP).

SCAPP Mandate: To develop a planning process that enables strategic decision-making linked to a three year sustainable budget model. The committee would identify:

- a. the key questions for which decisions are needed;
- b. required stages in the process of planning;
- c. a process for establishing detailed criteria for decision-making;
- d. timelines.

Vice-President *pro tem*. Mackie explained that University decisions would represent a compromise between what we want and what we can realistically obtain. Highlights of the presentation were as follows:

- UBC’s academic resources were concentrated in varying amounts in the health sciences, professional education, undergraduate education, studies related to the environment & sustainability, and graduate studies.
- The research-intensive nature of UBC triggers high costs.
- UBC offers almost all the high cost programs necessary for the province’s economic and social well-being. UBC is the sole provider in Medicine, Dentistry, Pharmaceutical Sciences, Rehabilitation Sciences, Audiology, and some others.
- UBC is a major provider of post-secondary education in Law, Commerce, Education, Nursing, Forestry, Music, and others.
- New revenue is limited. Considering that enrollment at the Vancouver campus is limited to approximately 28 000 students and that tuition fee increases are limited, UBC cannot “grow its way out of” the current budgetary shortfall.
- Vancouver has the highest cost of living in Canada.

Other Business, continued

Vice-President *pro tem*. Mackie stated that SCAPP wished to invite discussion about the following questions:

1. What are the desirable characteristics of a mid-level academic plan?
2. What are the desirable characteristics of a multi-year budget process tied to the academic plan?
3. What is the governance system?

Vice-President *pro tem*. Mackie stated that SCAPP planned to engage the Council of Senates Budget Committee and that he would also report to the Senate each month. The first major report from SCAPP was due by the end of April.

DISCUSSION

Dean Tierney pointed out that Dr. Mackie's presentation did not appear to address the problem of an inadequate revenue stream. Dr. Mackie stated that SCAPP's role was to set the stage for consultation rather than to propose specific cost savings or revenue generating mechanisms.

Dr. Adebar expressed his support. He asked when the new budget planning process would take effect, and whether it would be implemented in phases. Vice-President *pro tem*. Mackie stated that December 2007 would mark the beginning of the transition to the new process, and that implementation would take some time. The initial goal was to see the University begin to make budgetary decisions based on strategic criteria such as student demand, academic responsibility, social responsibility, etc.

Dr. Windsor-Liscombe expressed support for the process, and noted that the value of the University (as a publicly-funded institution) and what we produce were the subjects of public debate. He urged consideration of how the University might best represent itself in the public sphere. Vice-President *pro tem*. Mackie agreed, and stated that the plan was to initiate working groups to tackle specific issues like this one.

Ms. Segal requested that SCAPP include the Senate Student Caucus among its consultants.

Other Business, continued

Dr. Friedrichs pointed out that all units of the University were engaged in a competition for scarce resources. He noted key words like consultation, input, and transparency, but asked also for specific information about how tough decisions were going to be made by someone who commanded sufficient respect such that people who disliked the decisions would still accept them.

President Toope agreed that the goal was to create a process that would generate respect. He reminded Senators that the budgetary problem had only become apparent in late 2006, and that it would be unfair to expect resolution of all outstanding issues within several months. In response to Dean Tierney's comments, he assured Senators that the University was in constant discussions with its funders in an effort to increase revenues. At the same time, the University would need to make decisions about how to allocate existing resources. Responding to Dr. Windsor-Liscombe's comments, President Toope agreed that public values were intimately linked to the University's funding. President Toope stated that, although the content of the upcoming *Campus 2020* report was unknown, the University could take advantage of the report to address the public mood toward higher education.

President Toope acknowledged Vice-President *pro tem*. Mackie's extraordinary work and thanked him for his "vigour, aplomb, and remarkable graciousness."

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Vancouver Senate was scheduled for April 18, 2007.

APPENDIX A: CURRICULUM SUMMARY

FACULTY OF APPLIED SCIENCE

The Curriculum Committee presented for approval:

- 1) The following program change:
 - a. **Bachelor of Applied Science**
 - i. **Academic Performance Evaluation**
- 2) The following new option in the **Bachelor of Applied Science – Electrical Engineering** program:
 - a. **Electrical Energy Systems**
- 3) The following revised option in the **Bachelor of Applied Science – Electrical Engineering** program:
 - a. **Biomedical Engineering**
- 4) The following new course:
 - a. **EECE 497 (3) Power Systems Protection**

THE UNIVERSITY OF BRITISH COLUMBIA



May 4, 2007

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

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: Membership in the Faculty of Graduate Studies (approval) and
2009/2010 Academic Year and the Olympic Games (approval)

- a) Approval of the proposed policy and procedures for Membership in the Faculty of Graduate Studies (approval) (circulated)

The policy on Membership in the Faculty of Graduate Studies and its associated administrative procedures were brought to Senate on April 20, 2005 and were referred back to the Academic Policy Committee for further consideration. The revised policy and procedures were approved by the Academic Policy Committee on April 17, 2007.

Motion: That Senate approve the policies and procedures regarding Membership in the Faculty of Graduate Studies.

- b) Academic Policy Committee recommendations regarding the 2009/2010 Academic Year and the Olympic Games (approval) (circulated)

Motion: That Senate accept the recommendations of the Academic Policy Committee with respect to term and exam dates during the 2009/2010 Academic Year.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

**UBC Proposal Form**

Faculty: Faculty of Graduate Studies	Date: March 13, 2007 Contact Person: Jim Thompson Phone: 7-5546 Email: Jim.Thompson@ubc.ca
Proposed Policy: Faculty Membership in the Faculty of Graduate Studies 1. Introduction The Faculty of Graduate Studies is dedicated to maintaining a rich academic environment for every student in the Faculty of Graduate Studies at the University of British Columbia. Among other things, the Faculty oversees the academic quality and integrity of its graduate programs, and ensures that graduate students are provided with training in research and other scholarly activities of the highest standard. 2. Faculty Membership in the Faculty of Graduate Studies The Faculty of Graduate Studies consists of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of the Faculty of Graduate Studies, Deans of other Faculties and appropriately qualified members of the University faculty. Members: Members of the Faculty of Graduate Studies must be tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of Assistant Professor, Associate Professor, or Professor. They must be approved by their disciplinary Faculty (or functional equivalent) for membership in the Faculty of Graduate Studies and must meet the criteria established by the graduate program with which they are affiliated. Members of the Faculty may supervise graduate students, chair examining committees, and vote at the Faculty of Graduate Studies general meetings. Members of the Faculty of Graduate Studies may continue as members upon retirement, provided they are approved by their disciplinary Faculty (or functional equivalent) for membership in the Faculty of Graduate Studies and continue to meet the criteria established by their graduate program for membership in the Faculty of Graduate Studies. Membership notwithstanding, a retired faculty member may supervise or co-supervise graduate students as	Present Policy: Membership in the Faculty of Graduate Studies (effective April 2000) The function of the Faculty of Graduate Studies is to ensure that graduate students are provided with training in research and other scholarly activity of the highest standard. The Faculty of Graduate Studies will consist of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of Graduate Studies, Deans of other faculties and appropriately qualified members of the University faculty. General Criteria for Membership: Although the Ad Hoc Committee on Membership in the Faculty of Graduate Studies considered that the primary responsibility for defining the criteria for membership of the Faculty of Graduate Studies should rest with the individual Faculty, department or unit concerned, the Committee believes there were some general considerations on which policy should be established. Faculties, departments, and units would be expected to establish criteria consistent with these general criteria. a. Full Members to the Faculty of Graduate Studies Full members of the Faculty of Graduate Studies may teach graduate students and vote in the Faculty of Graduate Studies. Individuals eligible for full membership must be faculty members holding the title of professor, associate professor or assistant professor, or professor emeritus in an academic unit authorized to grant degrees. b. Associate Members of the Faculty of Graduate Studies Associate members of the Faculty of Graduate Studies may teach graduate students but will have no voting or other privileges in the Faculty of Graduate Studies. Individuals eligible for associate membership of the Faculty of Graduate Studies will include: <ol style="list-style-type: none">1. Senior Instructors2. Adjunct and Clinical Faculty3. Honorary Faculty4. Visiting Professors5. Research Associates6. Post Doctoral Fellows7. Staff of Research Institutes affiliated with the



<p>provided for by their disciplinary faculty.</p> <p>3. Supervision of Graduate Students by Other Faculty</p> <p>Other appropriately qualified individuals (e.g., clinical professors, adjunct professors, senior instructors or visiting professors) who are actively engaged in research and experienced with graduate education may be approved, upon the recommendation of their Head, Director or Dean (or functional equivalent) of the graduate program with which they are affiliated and the approval of the Dean of the Faculty of Graduate Studies, to supervise or co-supervise master's and doctoral students and/or serve on doctoral student supervisory committees provided they meet the relevant criteria. These individuals are not members of the Faculty of Graduate Studies.</p> <p>Approval for individuals who are not members of the Faculty of Graduate Studies to serve as members of master's student supervisory committees is the responsibility of the graduate program concerned.</p> <p>4. Teaching</p> <p>Teaching of graduate courses is the responsibility of the disciplinary unit, Department or Faculty.</p>	<p>University</p> <p>Type of Action:</p> <ul style="list-style-type: none">• Remove "associate members" category.• Explicitly set out the membership privileges; for members (i.e. serve as supervisors of graduate students, chair examining committees and vote at the Faculty of Graduate Studies general meetings).• The recommended policy clarifies that grant tenure and grant tenure track faculty members have the same privileges as tenure and tenure track faculty members.• The administrative procedures are being dealt with in another document.• The general criteria for Membership are clarified and confirmed under this Policy. Specific additional criteria for membership continue to be the responsibility of the individual graduate programs subject to approval by the relevant disciplinary Faculty or functional equivalent.• The Faculty of Graduate Studies has drafted some suggested criteria that individual graduate programs would be at liberty to adopt. <p>Consultation:</p> <p><i>The revised policy was developed by the Faculty of Graduate Studies' Academic Policy Committee which includes associate deans from each Faculty and representatives from the Graduate Student Society. It was distributed to all Faculties for comments during summer/fall 2003. It was subsequently reviewed by Faculty Relations and by University Counsel. It was approved by Graduate Council, March 11, 2004 with minor amendments. It was subsequently reviewed by the Provost Office in November 2005. It was reviewed by the Committee of Deans in 2006 and 2007. The Office of Faculty Relations was consulted numerous times in 2004, 2005, 2006 and 2007. The GSS Executives were consulted in 2007. Changes have been made to address questions and concerns raised by those consulted.</i></p> <p>Rationale:</p> <ul style="list-style-type: none">• <i>In practice, the Associate Members category in the Faculty of Graduate Studies has had no purpose or use other than to designate groups of individuals excluded from full membership. By clarifying the role and responsibilities inherent in membership, it seems redundant to define a group excluded by this definition. Qualified individuals who are not Members may, in certain cases, supervise or co-supervise students, sit on supervisory committees, etc. as indicated in the relevant sections of the</i>
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	<p><i>Faculty's policies. Also, there may be confusion with use of the term Associate Member as it is used as an unofficial position given to a faculty member when there is a need for members of one department to have a formal arrangement to participate in teaching and research activities in a second department, but when a joint appointment is not appropriate.</i></p> <ul style="list-style-type: none">• <i>The current policy refers to "voting." The revised proposal clarifies that "voting" is specific to the Faculty of Graduate Studies General Meetings so as not to be confused with voting in Graduate Council, which is restricted to members of Graduate Council.</i>• <i>The current policy includes "teaching" as one of the privileges of being a full member and associate member. Teaching of graduate courses is the responsibility of the disciplinary unit, Department or Faculty and thus it has been removed from the proposed policy.</i>
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**UBC Proposal Form**

Faculty: Faculty of Graduate Studies	Date: March 13, 2007 Contact Person: Jim Thompson Phone: 7-5546 Email: Jim.Thompson@ubc.ca
Proposed Administrative Procedures for Faculty Membership in the Faculty of Graduate Studies 1. Graduate programs have the primary responsibility for defining their specific criteria for membership in the Faculty of Graduate Studies, provided they are approved by their disciplinary Faculty (or functional equivalent), and are in agreement with the general criteria set by the Faculty of Graduate Studies. These criteria are in addition to those of the Faculty of Graduate Studies. The criteria are forwarded to the Faculty of Graduate Studies for review to ensure that they meet the requirements of the Faculty of Graduate Studies. 2. On an annual basis, each graduate program, in consultation with its disciplinary Faculty (or functional equivalent) will review and update a list of individuals provided by the Faculty of Graduate Studies comprised of: (1) faculty who meet the criteria for membership in the Faculty of Graduate Studies and (2) those other individuals (e.g. clinical professors, adjunct professors, senior instructors or visiting professors) who are approved to supervise or co-supervise master's or doctoral students or serve on doctoral student supervisory committees by the Faculty of Graduate Studies. Each graduate program, in consultation with their disciplinary Faculty (or functional equivalent) will also determine: (1) whether any new faculty members should be added, (2) whether any members should be deleted because of death, resignation, illness, etc. 3. Graduate programs may recommend other appropriately qualified individuals (e.g., clinical professors, adjunct professors, senior instructors or visiting professors) who do not meet the criteria for membership in the Faculty of Graduate Studies to supervise or co-supervise master's or doctoral students or serve on doctoral student supervisory committees, to the Faculty of Graduate Studies for approval, providing the faculty member meets the relevant criteria and is approved by the disciplinary Faculty (or functional equivalent).	Present Administrative Procedure for Membership in the Faculty of Graduate Studies (effective March 1990) 1. Each Faculty, Department or Unit will establish formal criteria for membership in the Faculty of Graduate Studies and provide them to the Faculty of Graduate Studies. This will enable the Faculty of Graduate Studies to review them and determine whether any further action is required. 2. Each Faculty, Department or Unit will submit lists of those members who meet the criteria for appointment and who are approved for (a) full, or (b) associate membership of the Faculty of Graduate Studies. 3. Individuals approved for membership of the Faculty of Graduate Studies will be members for a term of five years (or such lesser term as is specified in the appointment). Membership is renewable. 4. Each Faculty, Department or Unit will be asked to review the list of members of the Faculty of Graduate Studies annually to determine: a) whether any new members should be added, b) whether any members should be deleted (because of death, resignation, etc.). 5. The Faculty of Graduate Studies may review the lists of members submitted by the Faculties, departments or Units to determine whether the membership lists are consistent with the formal criteria established by the relevant unit. Upon request the relevant unit will supply the Faculty of Graduate Studies with evidence that a particular appointment is consistent with the criteria. 6. Where there is a complaint that a member of the Faculty of Graduate Studies is providing unsatisfactory supervision of a student or is performing his or her teaching and administrative duties in an unsatisfactory way, the Dean of Graduate Studies may initiate an inquiry and may recommend to the President that the individual's membership or the Faculty of Graduate Studies be suspended or cancelled.



<p>The Faculty of Graduate Studies may review the lists of members submitted by the Faculties to determine whether the membership lists are consistent with the formal criteria established by the graduate program. Upon request the graduate program will supply the Faculty of Graduate Studies with evidence that a particular appointment is consistent with the criteria.</p> <p>5. Where a faculty member no longer meets the criteria for membership or there is a complaint that a faculty member is not satisfactorily performing his or her duties and obligations as a member of the Faculty of Graduate Studies, the Head or Director through their disciplinary Dean (or functional equivalent), in agreement with the Dean of the Faculty of Graduate Studies, or the Dean of the Faculty of Graduate Studies, in agreement with the disciplinary Dean, may initiate an inquiry and take appropriate action including recommending to the President that the individual's membership in the Faculty of Graduate Studies be suspended or cancelled. Unsatisfactory performance includes, but is not limited to, inattentive or poor graduate student supervision as well as violations of the bounds of appropriate conduct between a faculty member and student such as:</p> <ul style="list-style-type: none">• allowing a conflict of interest to develop between the interests of the student and the interests of the faculty member,• placing inappropriate demands upon a student, or• failing to follow principles of scholarly integrity with respect to the research and work of students. <p>A faculty member has the right to appeal a decision regarding his or her membership in the Faculty of Graduate Studies under the grievance and arbitration procedures set out in Article 21 (Grievance and Arbitration under Agreements) of the Framework Collective Agreement between UBC and the Faculty Association of UBC.</p>	<p>7. An individual who is aggrieved by any decision concerning his or her membership of the Faculty of Graduate Studies may request the Graduate Council to establish an ad-hoc Membership Committee to hear the complaint and to advise the Dean of Graduate Studies.</p> <p>Type of Action: <i>The administrative procedures have been revised to include criteria to help in determining membership in the Faculty of Graduate Studies, and actions that can be taken when a faculty member does not meet these criteria.</i></p> <p>Consultation: <i>The revised procedures were developed by the Faculty's Academic Policy Committee which includes Associate Deans from each Faculty and representatives from the Graduate Student Society. It was distributed to all Faculties for comments during summer/fall 2003. It was subsequently reviewed by Faculty Relations and by University Counsel. It was approved by Graduate Council, March 11, 2004 with minor amendments. It was subsequently reviewed by the Provost Office in November 2005. It was reviewed by the Committee of Deans in 2006 and 2007. The Office of Faculty Relations were consulted numerous times in 2004, 2006 and 2007. The GSS Executives were consulted in 2007. Changes have been made to reflect and address the questions and concerns raised by those consulted.</i></p> <p>Rationale: <i>The Faculty of Graduate Studies has been asked on numerous occasions to provide criteria to be used to help in determining membership in the Faculty, and actions that can be taken when faculty members no longer meet the criteria for membership in the Faculty. The administrative procedures have been revised accordingly.</i></p> <p><i>"An appointment term of five years" has been removed. The membership will only be suspended or cancelled if the member no longer meets the criteria</i></p>
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Proposal to Extend Mid-Term Break in Term 2 2010 at UBC V

Introduction

The Winter Olympics will be held in Vancouver and Whistler from Friday February 12, 2010 to Sunday February 28, 2010. In order to free up transit, reduce traffic, and allow university community members to be freer to participate in the activity, the proposal is to extend mid-term break during Term 2 in 2010 to two weeks instead of the usual one week.

Two possible scenarios for Term 2 of the 2009/2010 Academic Year are proposed below. Scenario A is the Term 2 which is currently published on the Senate website (<http://www.students.ubc.ca/senate/termdates.cfm>). Scenario B assumes mid-term break is extended by a week with term and exam dates adjusted accordingly. This scenario requires two exceptions (extending mid-term break to 10 days from the usual 5 days; ending exams on May 1 instead of by April 30) to the *Senate Policy and Current Practice on Term and Examination Scheduling* (<http://www.students.ubc.ca/senate/policies.cfm?ID=7>).

2010	A: Published Term 2	B: Olympic Term 2
Classes Start	Mo. January 4	Mo. January 4
Mid-term Break	February 15 - 19	February 15 - 26
Break length	5 days	10 days*
Classes End	Fr. April 9	Th. April 15
Teaching Days	63 days*****	62 days*****
Exams Start	We. April 14	Mo. April 19
Exams End	We. April 28	Sat. May 1*
Examinable Days	13 days	12 days**
Days from term end to exam start	4 days	3 days
Spring Grad dates	May 26-28 May 31-June 2	May 26-28 May 31-June 2
Days from exam end to grad start	27 days***	24 days***
Easter stats	April 2 & 5	April 2 & 5
2010 Olympics	February 12-28	February 12-28
2010 Paralympics	Mar. 12-21	Mar. 12-21

- * Indicate exceptions to current policy and practice on term and/or exam scheduling.
- ** Examinable days include Saturdays. 13 days is the current number of days scheduled for exams.
- *** Days between the end of Spring exams and start of graduation have been as low as 22 days (Spring 2007). Includes weekends and statutory holidays.

**** Minimum 60 teaching days and optimal 63 teaching days. Term 1 and Term 2 equal in length where possible. Term 1 length in 2009 is 62 days.

The following sections outline the various impacts of extending the mid-term break to two weeks in Term 2 of 2010.

Mid-Term Break Extension

Although the Olympics start on Friday Feb 12, it is proposed that the mid-term break be extended to 10 days (February 15-26) from the usual 5 days (Feb 15-19) (excluding weekends) and not to 11 days. The policy for loans is that a student's break in studies can be a maximum of 10 business days, so an 11-day break would make students ineligible for loans in Term 2 2010. Students and other community members wanting to be involved with the Olympics on February 12 would need to make individual arrangements for that day.

Term & Exam Start/End Dates and Teaching days

The earliest term 2 can start is Monday January 4, 2010 so this is the same for all scenarios. Also Good Friday (April 2) and Easter Monday (April 5) fall within the teaching period rather than during exams.

Senate policy and current practice state that each term should contain a minimum of 60 teaching days with 63 teaching days considered optimal. Also Term 1 and Term 2 should be equal in length where possible. There should also be at least three days between the last day of classes and the beginning of exams with Term 2 exams concluding no later than April 30. Scenario A stays within the policy/practice except that Term 1 has 62 teaching days while Term 2 has 63 days. Scenario B has the same number of teaching days in Term 1 and Term 2 (62 days). Scenario B has exams ending on Saturday May 1 rather than by April 30. While a May 1 exam end date will have an impact on student accommodation and exam invigilation (see below), because exams are ending on a Saturday this hopefully will have a minimal impact on students starting jobs, field trips, etc. compared to exams ending on a Monday (as for example is happening in Term 2 2007 where exams end on Monday April 30).

Exams

In order to accommodate the extended mid-term break of Scenario B, exams would start on Monday April 19 and end on Saturday May 1 for a period of 12 examinable days including Saturdays and evenings instead of the current practice of 13 examinable days.

The following documents the impact on the exam schedule, room assignment/invigilation and exam setup.

Exam Schedule

The exam period can be reduced to 12 (but not 11) examinable days from the current 13 days. This will require the number of seats for evening examinations be increased (from current 850) to a minimum of 1500 students, and preferably to 2000 students.

The 12 day exam period would also result in:

- some increase in exam conflicts (from usual ~10 for a typical 13 day schedule to ~ 30)
- some increase in exam hardships (from ~ 50 hardships for 13 day schedule to ~ 70)
- a need to consult with and provide early notice to students, instructors, departments heads, and staff as their understanding and co-operation will be essential for additional evening exams, accommodating clashes and reducing special requests which currently significantly add to the complexity of the current schedule.

Room assignment/invigilation

Exams are scheduled into rooms based on “alternate seating” (i.e., one person for every two seats). The reduced exam period will decrease exam-hours in large exam venues. This will force large sections to be divided and scheduled into separate smaller venues. In turn, this will prompt an increase in staff time to scheduling exams, but more importantly, it will precipitate the need for additional invigilators. The latter translates to increased departmental (financial and human) resources (instructor time; paid TA student time). Invigilation costs for the extension to May 1 will be an issue.

To counter this, it is recommended that additional large spaces not normally used for final exams be employed for this exam period. The War Memorial Gym and Detweiller Pavilion are two examples.) Athletics may request rental for the Gym.

Exam set up

Plant Operations will typically need 3 days for delivery and set up of exam furnishing in gyms. Plant Ops labour for War Memorial Gym setup and breakdown is estimated at \$7,000.

Student Accommodations

On campus Housing

From a Housing perspective, as long as there is enough lead time to appropriately write that year's lease, the results of extending mid-term break and the academic year should be manageable. Housing & Conferences issues:

- need to ensure the contract language is clear in regards to dates, number of occupancy days that would be charged for (assume if added occupancy dates that would charge more rent for those additional days), and any particular issues related to the Olympics that may impact on residents (security issues?).
- Going later in May does impact the conference season, and the start date would be pushed back accordingly.
- To date there has been no discussion of trying to create space in residence as they did at Utah, if this does become a discussion item the impact would be much greater.

Off Campus Accommodation

Scenario B has exams ending on Saturday May 1. Students with accommodation agreements ending April 30 and exams on May 1 may have to find alternative short-term accommodation.

Graduation

Spring Graduation ceremonies in 2010 are scheduled for May 26-28 and May 31-June 2 in the Chan Centre. The Chan Centre will be opening up the spring/summer 2010 calendar for bookings in January, 2007. Anything that changes the academic year has a huge impact on the Chan Centre and their clients. For example there are very high profile rental clients who book dates for their international artists 3 years in advance. Also there are 18 high schools that graduate from the Chan Centre every year in the small window between UBC grad and provincial exams. If UBC graduation dates are pushed too far into June there will be a huge problem trying to accommodate those schools and they likely will be lost as clients.

With the graduation dates above and in Scenario B with exams ending Saturday May 1, there is still more time between the end of exams and the first day of graduation than there is for example in 2007 where Term 2 exams will end on Monday April 30 and graduation starts on Wednesday May 23. So although it will be tight as always there should be enough time between the end of exams and the first day of graduation to get grades in, adjudicate grades, evaluate graduates, Senate approving graduates, identifying and getting graduate award winners in the graduation program etc..

THE UNIVERSITY OF BRITISH COLUMBIA



May 1, 2007

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

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: **Proposal to Disestablish the School of Rehabilitation Sciences and to Establish a Department of Occupational Science and Occupational Therapy and a Department of Physical Therapy (approval)**

The Academic Policy Committee has reviewed and approved the Faculty of Medicine's recommendations regarding the creation of a Department of Occupational Science and Occupational Therapy and a Department of Physical Therapy, to replace the School of Rehabilitation Sciences. The Committee recommends Senate approval.

Motion: *That Senate disestablish the School of Rehabilitation Sciences and establish a Department of Occupational Science and Occupational Therapy and a Department of Physical Therapy, within the Faculty of Medicine, effective July 1, 2007.*

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



Vice President Academic and Provost

6328 Memorial Road

Vancouver, B.C. V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

MEMORANDUM

April 30, 2007

To: Senate Academic Policy Committee, for Senate
c/o Lisa Collins, Assistant Registrar, Senate & Curriculum Services

From: George A. Mackie
Vice President Academic and Provost *pro tem*

George A. Mackie

Re: Changes to the Governance of the School of Rehabilitation Sciences

Recommendation:

I recommend that the Senate Academic Policy Committee consider the following changes to the governance of the School of Rehabilitation Sciences, effective July 1, 2007, and forward its recommendation to approve to Senate at its meeting of May 16, 2007.

Proposal:

1. The disestablishment of the School of Rehabilitation Sciences; and
2. the establishment of the Department of Physical Therapy within the Faculty of Medicine; and
3. the establishment of the Department of Occupational Science and Occupational Therapy within the Faculty of Medicine.

This proposal was approved by the Faculty of Medicine Executive on May 16, 2006 and by Faculty on April 5, 2007. The Executive Summary, together with the Rationale, dated May 3, 2006, forwarded by Dr. Gavin Stuart, Dean, Faculty of Medicine, is attached. (Please note that the name "Department of Occupational Therapy", in the Executive Summary and Rationale was subsequently changed to the "Department of Occupational Science and Occupational Therapy.")

Attachment: Proposal to Disestablish the "School of Rehabilitation Sciences" and to Establish a "Department of Occupational Therapy" and a "Department of Physical Therapy", dated May 3, 2006

April 10, 2007

Dr. George Mackie
Vice President, Academic and Provost pro tem
University of British Columbia

Dear Dr. Mackie:

RE: Changes to the Governance of the School of Rehabilitation Sciences

I am writing to request that you arrange for UBC Senate to review and approve the following changes to the Governance of the School of Rehabilitation Sciences within the Faculty of Medicine:

1. the disestablishment of the School of Rehabilitation Sciences; and
2. the establishment of the Department of Physical Therapy within the Faculty of Medicine; and
3. the establishment of the Department of Occupational Science and Occupational Therapy within the Faculty of Medicine.

These motions were approved by Faculty Executive on May 16, 2006 and by Faculty April 5, 2007. A backgrounder is enclosed, and an electronic copy will also be forwarded to your office.

I would appreciate it if this could be brought forward to the next meeting of Senate for approval.

Yours sincerely,

Gavin C.E. Stuart, MD
Dean

enclosure

UBC Faculty of Medicine

Proposal to Disestablish the “School of Rehabilitation Sciences” and to Establish a “Department of Occupational Therapy” and a “Department of Physical Therapy”

May 3, 2006

Executive Summary

The School of Rehabilitation Sciences houses two distinct academic disciplines, occupational therapy (OT) and physical therapy (PT), which have remained coupled into a single school for historical rather than academic reasons. Separation into two independent departments will strengthen the autonomy and governance of each professional discipline and will heighten the recognition of each within and external to the university. The divisions meet all the UBC published requirements for departmental status within the Faculty of Medicine.

In 2001, the Faculty commissioned an external review of the School's governance, the Statton Report, which recommended separation into two schools. The last two national accreditation reports, 1997 and 2002, from the separate accrediting bodies for OT and PT, also recommended changes to improve autonomy. Lack of autonomy has been cited as one of the contributing factors to the inability to recruit and retain leaders at the level of Division Heads.

The philosophical and academic links between the two professional-entry programs (MOT and MPT) are no stronger than their links with any other health professional programs. Separation establishes the OT and PT academic programs as distinct units within the Faculty of Medicine and affords each profession the individual identity currently enjoyed by other health professional programs at UBC.

The Faculty of Graduate Studies has indicated that the vital links that do exist in research and research trainee graduate programs (MSc, MRSc and PhD) can be maintained equally well following separation into two departments.

The School expects that separation will be relatively cost neutral with the exception of the need to upgrade an assistant manager position to a manger position to provide support staff leadership for each department. There will be some minor initial costs associated with the administrative change and these expenses are expected to be absorbed within the Faculty's funding allocation to the departments. The Faculty of Medicine supports the creation of the two departments in the face of the existing baseline funding short fall that exists for the two programs.

The creation of two departments is viewed as a critical step to effectively advance the academic mission of Occupational Therapy and Physical Therapy within and external to UBC.

The proposed target date for implementation is July 1, 2006.

Rationale for the Creation of a Department of Occupational Therapy and a Department of Physical Therapy

- 1. Professional entry-to-practice curricula, admission criteria and processes, degree designation, national accreditation standards and processes, faculty, professional affiliations, licensure and professional practice post graduation, governance and facility requirements are uniquely distinct and qualify the two programs for consideration as separate departments.**
- 1.1. Curricula (MOT and MPT): With the exception of the anatomy course (ANAT 392), which is currently projected for separation into two distinct courses for fall 2008 (or earlier if funding allows), all courses within each professional-entry curriculum are completely separate to better meet the individual needs of each professional discipline.
- 1.2. Admission: Each profession has separate criteria for admission, including varying pre-requisite courses, and entirely independent admission processes and selection committees. Students must apply for entry into either OT or PT with no ability to move between programs after entry because the course of study for each is unique.
- 1.3. Degree Designation: Each professional discipline has a separate degree designation for their professional entry program, a Master of Occupational Therapy (MOT) and a Master of Physical Therapy (MPT).
- 1.4. National Accreditation Processes: Each national professional association independently establishes mandatory national curriculum guidelines and national academic accreditation standards and processes which must be adhered to for professional-entry programs across Canadian universities. The Academic Credentialing Council of the Canadian Association of Occupational Therapists is responsible for accrediting Canadian university OT professional-entry programs. The Accreditation Council of Canadian Physical Therapy Academic Programs (ACCPAP) is responsible for accrediting Canadian university PT professional-entry programs.
- 1.5. Faculty: The academic and clinical faculty engaged to teach in each professional entry program are hired into either OT or PT, not the "School." The only shared teaching is in the MSc, PhD and MRSc courses, which will be maintained.
- 1.6. Professional Associations: The professional associations are completely distinct, and membership in each is restricted to graduates from the discipline-specific programs.
 - 1.6.1. National: OT university students and graduates of accredited OT university programs are eligible for membership in the Canadian Association of Occupational Therapists (CAOT). Similarly, PT university students and graduates from accredited university PT programs are eligible for

membership in the Canadian Physiotherapy Association (CPA).

- 1.6.2. Provincial: Each professional discipline has a separate provincial professional association and membership criteria. For occupational therapy, it is the *British Columbia Society of Occupational Therapists (BCSOT)* and for physical therapy it is the *Physiotherapy Association of British Columbia (PABC)*.
- 1.7. Provincial Licensure: There are separate Colleges governing licensure which also establish practice guidelines and competency requirements for each profession within the province, the *College of Occupational Therapists of British Columbia (COTBC)* and the *College of Physical Therapists of British Columbia (CPTBC)*.
- 1.8. Governance of the Entry-to-Practice Curricula of Each Profession: The Master of Occupational Therapy (MOT) and the Master of Physical Therapy (MPT) professional entry-to-practice degree programs have entirely separate governance within the School of Rehabilitation Sciences. According to accreditation standards, each program must be led by an academic who is eligible for licensure with the respective profession in the province in which the university program resides. Accreditation standards dictate the optimal number and qualifications of faculty, both academic and clinical faculty, teaching within each program.
- 1.9. Facility Requirements: The professional entry-level curricula are not only distinct in content, but the methods of delivery of many curricular components vary and the facilities needed to optimally teach the programs are different in many significant respects. For example, physical therapy needs large laboratories with plinths, various exercise equipment and open areas for gait training, whereas occupational therapy needs many more seminar rooms for tutorials and break-out group work, large rooms with moveable tables and chairs for functional assessments and therapeutic media, and a splinting workshop. Occupational therapy has a large mental health focus, whereas physical therapy does not.

In recognition of the need for enhanced and distinct teaching spaces, the School was assigned additional space in the Friedman Building with a target date for completion of renovations in the summer of 2008.

By consensus, in November 2005, the School agreed that the PT program's administrative unit and as much of the teaching space for the MPT program as possible would relocate to the Friedman Building.

The MOT program and its administrative unit would remain in the Koerner Pavilion, in space equivalent in size to the space provided for the MPT program and administrative unit in the Friedman Building. This space would be re-configured to meet the OT teaching and administrative needs as soon as the Friedman Building space is renovated and PT moves out of Koerner.

PT and OT faculty research will continue to be spread across multiple sites, including the Koerner Pavilion on UBC campus, GF Strong Rehabilitation Centre, Vancouver General Hospital, Children's and Women's Health Centre of BC, and the Arthritis Research Centre.

After 2008, any residual space in the Koerner Pavilion will be divided equally between the two programs to meet some of the clinical research space needs of each profession. The clinical research space in Koerner Pavilion meets less than 25% of the actual clinical research space currently required for existing faculty. Thus it is imperative that current clinical rehabilitation research space at our clinical partner sites be retained and that expansion for additional clinical rehabilitation research at these or other sites be planned.

The planned facility expansion and upgrades outlined above will meet the academic mission of each Division and the accreditation requirements of both professional entry-to-practice programs. The renovations are required regardless of separation into two departments, and therefore do not add cost to this governance proposal.

2. Research Graduate Programs (MSc and PhD)

The School of Rehabilitation Sciences currently offers both a research Master's program (MSc) and a PhD program and encourages post doctoral fellows.

The Faculty of Graduate Studies has indicated verbally that the rehabilitation sciences MRSc, MSc and PhD programs and the current degree designations would be maintained as currently defined under the Faculty of Graduate Studies after separation and that either department could admit students to these programs. Written confirmation has yet to be received.

The departments will jointly establish mechanisms to manage the policies and procedures needed for shared research graduate programs.

3. Online Programs [Graduate Certificate in Rehabilitation (GCR) and Master of Rehabilitation Science (MRSc)]

The online certificate program (GCR) and the Master of Rehabilitation Science (MRSc) graduate degree program were developed as cost-recovery programs. The Graduate Certificate in Rehabilitation shares its governance between UBC and McMaster University. The MRSc program is governed under the UBC Faculty of Graduate Studies.

Like the research graduate programs, these post-professional graduate programs are interdisciplinary and will continue to be open to health professionals who meet the entry requirements.

The management structure in relationship to the research graduate programs and the Faculty of Medicine is under development, and will be documented by mid-July (as part of the negotiation for dealing with all currently shared resources and programs).

4. Governance, Autonomy and Profile

There have been repeated recommendations for enhanced autonomy and governance change for the School. The Statton Report, 2001, an external report commissioned by the Faculty of Medicine to examine School governance, recommended separation into two schools. An internal review of the School within the Faculty of Medicine (2004) also supported a need for an altered governance model. As well, independent accreditation reports over the past 10 years for both PT and OT have been critical of the lack of autonomy for the heads of each program.

Separate departments would provide the enhanced autonomy identified as important by both accreditation bodies, would provide clarity of administrative functions and would more clearly provide an independent identity for each health professional program within the Faculty, the university and with all external constituents.

This proposed change is viewed as critical for the independent development of two uniquely different health professional academic units.

5. Faculty and Support Staff

The following table outlines how current faculty and support staff will be distributed following School separation.

	Physical Therapy	Occupational Therapy
Faculty F-slot Positions	8	8
Harold Robinson Arthritis Society Research Chair*	1	
Canada Research Chair **	1	
Clinical Faculty	74	85
Support Staff	6	6

* This chair is open to either an occupational therapy or physical therapy faculty member and is a 3-year renewable appointment. The placement of this chair in physical therapy simply reflects that the current chair is a physical therapy faculty member. Should an occupational therapy faculty member hold this chair in the future the position would then reside in the occupational therapy department. It is the responsibility of the incumbent to contribute broadly to rehabilitation research and education in arthritis, and that mandate (part of the funding requirements) remains unchanged.

** The faculty member expected to fill this position effective September 1, 2006 has been recruited using external soft funding pre-retirement of a faculty member(January 2009) in one of the current 8 PT F-slot positions.

6. Operating Budget

As of April 1, 2006, the budget for the School of Rehabilitation Sciences was separated into two divisional budgets with faculty and support staff lines divided as indicated in the table above.

Some support staff positions remain shared and 50% of the salary for each shared position has been transferred into the baseline budgets of each department. All shared positions are term appointments allowing each department the flexibility to organize their support staff needs independently when the shared term appointments end.

The remaining baseline operating budget for the School was split equally between the two Divisions in anticipation of the creation of two departments. As of April 1, 2006, the funds remaining in the School's fee-for-service account were divided equally and separate accounts opened for each Division. Research grant accounts have been aligned according to the principal investigator's home unit.

Both departments continue to require annual soft funding from the Faculty of Medicine to meet programmatic needs. There are ongoing discussions at all levels within and external to the university to address the longstanding core budget deficits for both programs. This proposal neither resolves nor increases the operating budget shortfall for either program.

The Faculty of Medicine supports the creation of the two departments in the face of the existing funding short fall.

7. Students

The table below is a summary of the current students and approximately what the distribution would look like when the two Divisions become Departments.

Some research graduate students (MSc, PhD) in the programs are from neither a PT nor OT background and are therefore listed as "other".

Current Students (2006)

Program	Physical Therapy	Occupational Therapy	Other
Master of Physical Therapy	80 (quota)		
Master of Occupational Therapy		80 (quota)	
MSc (Master of Science)*	10	7	
PhD (Doctor of Philosophy)*	5	3	
MRSc (Master of Rehabilitation Science)**	10 - 20 est.	10 - 20 est.	3 est.
GCRS (Graduate Certificate in Rehabilitation Sciences)**	5 – 10 est.	5 – 10 est.	1 est.

* MSc and PhD students have been aligned according to the home unit of their principal advisor. The table shows current enrolment figures.

** Fluctuating enrolment.

There is a well-documented need for increased enrollment, and expansion will be vigorously pursued with UBC and government. Expansion of seats (8 seats for both the MOT and MPT programs for 2006/07 and 2007/08, 16 seats in total per program) have already been proposed by the provincial government, and will be implemented as soon as adequate funding is provided and additional space is available. Further expansion of seats to 80 students/year in each profession (160 students total for each) is projected by 2010 with the appropriate increased faculty and support staff to support the expansion.

8. Target Date

The proposed target date for implementation of the dissolution of the School of Rehabilitation Sciences and the creation of a Department of Occupational Therapy and a Department of Physical Therapy is July 1, 2006.

THE UNIVERSITY OF BRITISH COLUMBIA



May 4, 2007

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

Memo to: Vancouver Senate

From: Admissions Committee

Re: Changes to Admissions Requirements-Faculty of Education (approval)
and Recognition of Degrees from Other Institutions (approval)

- a) Change to admission requirements for students in the Faculty of Education commencing September 2007 (approval) (circulated)

The Admissions Committee has reviewed and approved the Faculty of Education's recommendation that applicants to the Bachelor of Education program are advised to complete a course focusing on Aboriginal Peoples prior to the commencement of the program.

Motion: That Senate approve the changes to the admission statement for the Bachelor of Education program.

- b) Admissions Committee recommendations regarding applicants from non-Association of Universities and Colleges of Canada (AUCC) member institutions.

The Admissions Committee has reviewed and approved a proposed calendar entry describing the criteria used by the University to determine whether a degree program is from a "recognized" institution.

Motion: That Senate approve the revised calendar entry on Applicants from a College or University.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Education Department: Teacher Education Office Faculty Approval Date: January 31, 2007 Effective Session: Winter Year: 2007-08	Date: January 23, 2007 Contact Person: Dr. Rita Irwin Phone: 604-822-1216 e-mail: rita.irwin@ubc.ca
Proposed Calendar Entry: Admission The Faculty admits students on the basis of merit and is committed to admitting qualified candidates who reflect the ethnic, cultural, and social diversity of British Columbia. Applications are encouraged from persons of Aboriginal ancestry (see Canadian Aboriginal Students), visible minorities, differently-abled persons, women in subject areas in which they are under-represented, and men interested in primary school teaching. All qualified applicants are encouraged to apply. The Faculty recommends that all applicants have completed a course focusing on Aboriginal Peoples before the commencement of the program. A course may be completed in any discipline at any university level.	Present Calendar entry: http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,157 Admission The Faculty admits students on the basis of merit and is committed to admitting qualified candidates who reflect the ethnic, cultural, and social diversity of British Columbia. Applications are encouraged from persons of Aboriginal ancestry (see <i>Canadian Aboriginal Students</i>), visible minorities, differently-abled persons, women in subject areas in which they are under-represented, and men interested in primary school teaching. All qualified applicants are encouraged to apply. Type of Action: Additional statements to BEd admission as indicated on the left column. No changes to admission requirements. Rationale: Close to 10% of the student population of BC schools are Aboriginal yet most teachers have limited understanding of Aboriginal learners. The BEd program includes content addressing cultural diversity, social justice, diverse learners, etc. that may include some attention to Aboriginal learners. It is imperative that teachers become more prepared for working with Aboriginal learners. A first step toward this goal is understanding and appreciating Aboriginal culture and the strengths of and issues facing Aboriginal communities. Strongly encouraging students to take one course focusing on Aboriginal Peoples, for admissions purposes will facilitate this step.

Date at CCASA meeting: January 23, 2007**Date at Faculty meeting: January 31, 2007**



Calendar Change Proposal Form UBC and UBC Okanagan

<p>Approval Date for Vancouver: April 25, 2007</p> <p>Approval Date for Okanagan: May 11, 2007</p> <p>Effective Session: Immediate</p> <p>Year for change: 2007</p>	<p>Date: April 24, 2007</p> <p>Contact Person: Michael Bluhm, Acting Associate Director, Undergraduate Admissions</p> <p>Phone: 604-822-9489</p> <p>Email: michael.bluhm@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u><i>Applicants from a College or University</i></u> > Introduction</p> <p>Applicants with prior credit from a recognized degree program university or college will be admitted on satisfaction of the appropriate admission requirement as outlined below. Courses successfully completed in prior study, where appropriate, may satisfy requirements of the program of study to which an applicant is admitted.</p> <p>A student Applicants with an unsatisfactory standing at a college or another university will not be admitted.</p> <p>Recognized Degree Programs in Canada: In British Columbia, recognized degree programs are those authorized by the Ministry of Advanced Education by recommendation of the Degree Quality Assessment Board.</p> <p>Recognized degree programs offered in other Canadian provinces include, but are not limited to, those offered by institutions with membership in the Association of Universities and Colleges of Canada (AUCC). Degree programs from other Canadian provinces not offered by AUCC member institutions will be reviewed on a case-by-case basis.</p> <p>Recognized Degree Programs from outside of Canada: In the United States, recognized degree programs include, but are not limited to, those offered by institutions with regional accreditation from one of the following accrediting bodies: Middle States Association of Colleges and Schools, New</p>	<p>Current URL from Web Calendar:</p> <p>Vancouver: http://www.students.ubc.ca/calendar/index.cfm?tree=2,25,72,0</p> <p>Okanagan: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=2,25,0,0</p> <p>Present Calendar Entry:</p> <p><u><i>Applicants from a College or University</i></u> > Introduction</p> <p>Applicants with prior credit from a recognized university or college will be admitted on satisfaction of the appropriate admission requirement as outlined below. Courses successfully completed in prior study, where appropriate, may satisfy requirements of the program of study to which an applicant is admitted.</p> <p>A student with an unsatisfactory standing at a college or another university will not be admitted.</p> <p>Rationale for change/addition: The term “recognized university or college” is ambiguous. There is no universal set of criteria that makes a university or college recognized. The proposed language clarifies, where possible, what recognized means.</p>



<p>England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, Western Association of Schools and Colleges, National Association of Independent Schools. Degree programs from the US not offered by a regionally accredited institution will be reviewed on a case-by-case basis.</p> <p>Degree programs offered in other countries may be recognized if they are offered by institutions authorized to do so by the national government or a government-approved accrediting body and will be considered on a case-by-case basis.</p>	
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Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

Report to Senate
Senate Committee on Appeals on Academic Standing
May, 2007

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of appeals from students from decisions of Faculties in matters of Academic standing. The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at; however, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is final (reference: *UBC Calendar, Part V, Academic Regulations, Senate Appeals on Academic Standing, Section 2*).

The Committee is required to make annual reports to Senate including the number of appeals, their disposition, and the general nature of the appeals. Since reporting to Senate in May 2006, the Committee has heard 14 appeals; 5 of which were allowed, 8 of which were denied and 1 of which was withdrawn prior to the Committee reaching a decision.

Appeals Allowed:

- The student appealed a failing grade and requested academic concession for illness in connection with examinations. The appeal was allowed on the basis of additional information presented, and the student was granted a standing of “W”.
- The student appealed a decision of the Faculty to deny a request for a “W” standing in all courses for a term. The appeal was allowed on the grounds that the Faculty may have failed to consider additional medical information that ought properly to have been considered. The matter was sent back to the Faculty to be dealt with in accordance with proper procedures, specifically to clarify the timing and extent of the medical incapacity vis-à-vis a withdrawal date.
- The student appealed a decision of the Faculty to deny a request to rewrite final examinations for three courses. The Committee allowed the appeal on the

grounds that the Faculty failed to consider all the medical information that ought properly to have been considered and granted withdrawal from all courses attempted by the Appellant during the specified term.

- The student appealed the refusal of the Faculty to increase a grade on the basis that critical information regarding the final exam was only provided verbally at the final class of the year and was not included in the course syllabus. The appeal was allowed and the Committee granted academic standing as it saw fit in the circumstances.
- The student appealed a decision of the Faculty to deny a request to remove a “W” notation from the student’s transcript. The Committee allowed the appeal finding that due to miscommunication, the student had been withdrawn from the course without permission and was not given an opportunity to consider what other options were available regarding completion of the course.

Appeals Denied:

- The student appealed the decision of the Faculty to deny an opportunity for the student to re-take a course. The student had been unsuccessful in three previous attempts at the course. The Committee held that the Faculty decision was arrived at through fair and proper procedures.
- The student appealed a failed standing in a course based upon the Faculty’s refusal to grant a deferred standing in light of an illness and missing the final examination. The Faculty held that the student was not eligible for a deferred standing as the student was not in good academic standing in the course. The Committee found the Faculty decision was arrived at through fair and proper procedures.
- The student appealed a decision of the Faculty to deny the appellant’s request to increase a grade by 15% on the basis of unfair grading and scaling practices. The Committee did not find the scaling procedures or grading practices to be unfair, and held that the degree of scaling is an exercise of academic judgment.
- The student appealed a failing grade in a practicum and the requirement to withdraw from the Faculty. The Committee held that the student had been treated fairly and in accordance with the Faculty’s rules and procedures.
- The student appealed a decision of the Faculty to deny a request for additional academic concession related to late submission of course assignments and examinations. The Committee held that the Faculty was not unfair in refusing to grant additional concessions, and the appeal was dismissed.

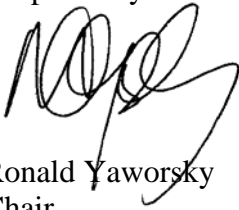
- The student appealed a decision of the Faculty to deny a request for academic concession for illness and disability in connection with course assignments and examinations. The Committee found that the Faculty acted properly and considered all information that it ought to have.
- The student appealed the Faculty's refusal to grant permission to write the final exam after missing it, or alternatively, a late withdrawal from the class. The Faculty held that academic concessions had previously been granted and that the student was not eligible for a deferred standing as the student was not in good academic standing in the course. The Committee found the Faculty acted properly and considered all information that it ought to have.
- The student appealed the Faculty's refusal to grant permission to register in certain courses with restricted enrolment, stating that the Faculty was considering information that it ought not to. Committee found the Faculty was operating in accordance with proper procedures and did not consider information they ought not to in reaching their decision.

General Observations

The Committee continues to draw to the attention of faculty and departments the importance of following due process in all matters relating to student assessment, promotion and appeal; of maintaining scrupulous records of course requirements, grade schemes, and student performance; as well as drawing such regulations and requirements to the attention of students.

Additionally, the Committee continues to observe cases that display, to varying degrees, cultural dimensions. The Committee drew our observations to the attention of Senate in our previous annual report. Given that UBC has invested in providing support and resources for its international students and new immigrant students to Canada, we contemplated an appropriate response and would recommend this process reviewed – specifically the mechanisms for interfacing the support services for international students and the target group, and the degree to which this is culturally appropriate and sensitive – as detailed in the Committee's proposal accompanying this report.

For the Committee,
Respectfully Submitted,



Ronald Yaworsky
Chair

Committee Members, 2006-07:

Prof. Christine Boyle
Dr. Elizabeth Dean
Dr. Ian M. Franks
Dr. Christopher R. Friedrichs
Dr. Lee Gunderson
Mr. William McNulty
Dr. Daniel M. Weary
Mr. Bijan Ahmadian (student)
Mr. Kerry Liu (student)
Ms. Elizabeth Segal (student)
Dr. Ronald A. Yaworsky (chair)

THE UNIVERSITY OF BRITISH COLUMBIA



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

4 May 2007

To: Senate
From: Senate Curriculum Committee

Re: **MAY 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 approve the new and changed courses and changed programs brought forward by the Faculties of Arts, Dentistry, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Medicine, and Science), and Land and Food Systems.”

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 May 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

The following proposals are for your consideration:

- 1) The following new and changed courses:
 - a. **ARTH 227** (3) Art and the Visual Environment in the Modern and Post-Modern Periods
 - b. **ASIA 454** (3) Japanese Poetry in Translation
 - c. **ASIA 455** (3) Adaptations of Japanese Classics
 - d. **ASIA 487** (3) The History of the Chosun Dynasty
 - e. **NEST 101** (3) Introduction to Near Eastern and Egyptian Archaeology
 - f. **ITST 234** (3) Introduction to Italian Cinema
 - g. **GEOG 443**(3) Student Directed Seminars in Human Geography
 - h. **HIST 323** (3) The Atlantic Revolutions, 1763-1838
 - i. **HIST 324** (3) Inventing Canada, 1840-1986
 - j. **HIST 435** (3) Gender and Sexuality in the Modern U.S.
 - k. **HIST 443** (3) History of North American Children and Youth
 - l. **HIST 446** (3/6) d U.S. Cultural History
 - m. **POLI 441** (3/6) d Interpretation and Criticism in Political Theory
 - n. **POLI 445** (3/6) d Critical Theory – Political Theory and the Problems of Race
 - o. **POLI 446** (3/6) d Multiculturalism and Identity Politics
 - p. **POLI 448** (3/6) d Democratic Theory
 - q. **CRWR 202** (3) Introduction to Creative Writing
 - r. **CRWR 206** (3) Introduction to the Screenplay I
 - s. **CRWR 211** (3) Lyric forms in Creative Writing
 - t. **CRWR 212** (3/6) d Introduction to Creative Writing with an Aboriginal Focus
 - u. **FIPR 469** (3-12) d Special Projects in Film Production



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Arts Department: Art History, Visual Art and Theory Faculty Approval Date: Effective Session Winter Term 1 Year 2007-2008 for Change	Date: Contact Person: Carol Knicely Phone: 26187 Email: knicely@interchange.ubc.ca
Proposed Calendar Entry: ARTH 227 (3) Art History 227: Art and the Visual Environment in the Modern and Post-modern Periods A selective survey of visual art, architecture and other visual media since 1900.	URL: NA Present Calendar Entry: NA Type of Action: New Course Rationale: To provide a more focused introductory course in modern and post-modern art and architecture at the second year level. This course will be integrated into our series of second year courses on Western Art (ARTH 225 & ARTH 226).



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: November 30, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 454 (3) JAPANESE POETRY IN TRANSLATION An introduction to Japanese poetry from its origins in song and myth, to its development from a courtly art (waka) to a popular pastime (haiku). Influences on prose, autobiography, and theatre will also be considered.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: The current undergraduate curriculum in Japanese literature has strong offerings in prose, memoir, and modern literature. This course will fill the remaining gap by introducing students to the poetic tradition and its immense influence on these other areas of literary production. Japanese poetry not only shaped the development of most of Japan's other literary genres, it has also influenced modern western writers in a variety of ways. This course will address these issues as it provides an introduction to a vast body of work.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: November 30, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 455 (3) ADAPTATIONS OF JAPANESE CLASSICS Introduction to literary, stage and film adaptations of Japanese classics and legends and the ways in which these "new" works appropriate the past to comment on the present.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: This course helps expand our offerings in Japanese culture and, more importantly, provides a useful way to bridge the study of pre-modern and modern Japan. The materials jump back and forth across more than 1000 years and give students a variety of avenues from which to critically think about the ways in which the past and present can intersect and how history often repeats itself in art. "Pop culture" may seem new, but is often a reworking of something tried and true.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change	Date: November 30, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 487 (3) THE HISTORY OF THE CHOSON DYNASTY Political, social and cultural history of Korea's Choson dynasty, focusing on how it lasted from 1392 to 1910 and why it collapsed so quickly at the beginning of the twentieth century. Credit will not be granted for both ASIA 487 and ASIA 587	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: The Choson dynasty was not only Korea's longest dynasty, its ruling family stayed on the throne longer than any other Asian ruling family over the last two millennia. Moreover, it was under the Choson dynasty that classical Korean culture assumed the shape we know today. In addition, since the Choson dynasty was the last Korean dynasty before the modern era, it greatly influenced how Korea responded to the challenges of the modern world. For all these reasons, a course on this history of the Choson dynasty is an essential part of our Korean studies program. Modern Korean history and culture cannot be understood without an understanding of the history of the Choson dynasty.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: CNEERS Faculty Approval Date: Effective Session Winter Term 1 Year 2007 for Change	Date: August 25th, 2006 Contact Person: Lisa Cooper Phone: 822-4047 Email: licooper@interchange.ubc.ca
Proposed Calendar Entry: NEST 101 (3): Introduction to Near Eastern and Egyptian Archaeology An overview of the past two centuries of archaeological investigations of the civilizations of the ancient Near East and Egypt.	URL: Present Calendar Entry: NONE. Type of Action: NEW Rationale: At present there is only one course (RELG 202 [6]) that counts towards the Near Eastern Studies Honours, Major and Minor Programs at the first and second years. This new course will supplement that existing course, producing a far more effective Near Eastern Studies program that will draw students in at an earlier stage in their undergraduate degrees. Also, this course will treat a subject of strong interest among students. See attached outline.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: FHIS (Fren Hisp & Ital) Faculty Approval Date: Effective Session <u>W</u> Term <u>1</u> Year <u>07</u> for Change	Date: October 02, 2006 Contact Person: Dr. Michael O' Hagan Phone: 2-4558 Email: ohagan@interchange.ubc.ca Proponent: C. Testa
Proposed Calendar Entry: ITST 234 (3) INTRODUCTION TO ITALIAN CINEMA	URL: Present Calendar Entry: None Type of Action: Introduce new course Rationale: The Italian program (and students in Arts, not least those in the early stages of a FILM or FIST degree) would benefit if it were possible for the Dept. of FHIS to alternate offering an advanced (fourth-year) course such as ITST 432 with an entry-level survey of Italian cinema. Unlike the 400-level course, of a conceptual or thematic nature, the new one is to be conducted on an introductory historical mode (see sample syllabus attached).

Category (1)

<p>Faculty: <i>Science</i> Department: Geography Effective Date for Change: 07S</p> <p>Proposed Calendar Entry:</p> <p>GEOG 443 (3) STUDENT DIRECTED SEMINAR IN PHYSICAL GEOGRAPHY. Self-directed, collaborative studies in physical geography, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrolment, and delivery methods will comply with the "Handbook for Student Directed Seminars." This course carries science credit. Credit will not be granted for both Geog 442 and Geog 443. Prerequisite: Third-year standing in physical geography (PGEO).</p>	<p>Date: 20 November, 2006 Contact Person: M. Church Phone: 2 6959 Email: mchurch@geog.ubc.ca</p> <p>Present Calendar Entry: None.</p> <p>Action: New course.</p> <p>Rationale: The course is created as a response to the Student Directed Seminar program as described on the web site of the Office of the Associate VP, Academic Programs. It will be offered on a Pass/Fail basis. The initiation of this course will differentiate it from existing Directed Studies courses which are directed and graded by faculty members. This also responds to the Registrar's request to clearly differentiate such courses.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: HISTORY Faculty Approval Date: Effective Session <u>FALL</u> Term <u>1</u> Year <u>2007-08</u> for Change	Date: 14 NOVEMBER 2006 Contact Person: Michel Ducharme Phone: 604 822-5642 Email: mducharm@interchange.ubc.ca
Proposed Calendar Entry: HIST 323 (3) The Atlantic Revolutions, 1763-1838 An examination of the political, cultural and intellectual transformations that reshaped the Atlantic world between 1763 and 1838; special attention will be given to British North America within the context of the Age of Revolutions. Credit will be not granted for both HIST 323 and 326, if 326 was taken before 2007W.	URL: Present Calendar Entry: [course changed to Hist 323 but the change has not yet reached the electronic calendar] HIST 326 (6) The British North American Colonies, 1749-1873 A comparative study of the British North American colonies that became provinces of the Dominion of Canada. Regional distinctions as well as shared characteristics are examined in the light of literature, folklore, social structure, art, architecture, and politics. Type of Action: New Course Rationale: This new course aims to replace part of HIST 323 (6) British North America 1749- 1873. The former course is not in touch with the latest historiographical developments and it is not likely to attract students in British Columbia. The new course will cover the first half of the same period from a different perspective. New approaches, new scholarship and new conceptual frameworks make a novel treatment of the period advisable. The new course will allow the department to expand its offerings in new areas that reflect the expertise of newly-hired faculty.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: Effective Session Fall Term 1 Year_2007 for Change	Date: 14 NOVEMBER 2006 Contact Person: Michel Ducharme Phone: 604 822-5642 Email: mducharm@interchange.ubc.ca
Proposed Calendar Entry: Proposed Calendar Entry: HIST 324 (3) Inventing Canada, 1840-1896 An examination of political, cultural and national developments within the British North American colonies in the second half of the nineteenth century. Credit will not be granted for both HIST 324 or 326, if 326 was taken before 2007W.	URL: Present Calendar Entry: [course changed to Hist 323 but the change has not yet reached the electronic calendar] HIST 326 (6) The British North American Colonies, 1749-1873 A comparative study of the British North American colonies that became provinces of the Dominion of Canada. Regional distinctions as well as shared characteristics are examined in the light of literature, folklore, social structure, art, architecture, and politics. Type of Action: New course Rationale: This course intends to replace the second part of the old HIST 323 British North America 1749-1873 (6). Chronologically, it will be the sequel to the new course HIST 323 The Atlantic Revolutions (1763-1838) and it will complement HIST 329 Social History of Canada. Thematically, it strengthens the department offerings in political history. This course will examine the development of the British North American colonies in the second half of the nineteenth century, a development that led to the creation and the extension of a new Dominion. These fifty years were pivotal as they saw the modernisation of Canada. Politically, these years were marked by the transformation of the relationship between the colonies and Great Britain,



	<p>the formation of a modern state and the emergence of a new liberal order. Culturally, they saw the emergence of French Canadian nationalism, and the development of English Canadian culture and identity. After Confederation the federal government worked to establish Canada as a central Dominion in the British Empire, while embarking on a local colonial project aimed at Western settlement and the assimilation of Aboriginal Peoples.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: Effective Session Winter Term 1_ Year 2007 for Change	Date: October 17, 2006 Contact Person: Leslie Paris Phone: 822-8810 Email: lparis@interchange.ubc.ca
Proposed Calendar Entry: HIST 435 (3) Gender and Sexuality in the Modern U. S. Gender roles and gender relations from the Gilded Age to the present day. Topics include political movements such as suffrage and feminism; labour and recreation; marriage, family, and children's socialization; sexuality; and popular culture.	URL: Present Calendar Entry: Type of Action: Add new course Rationale: Gender is a critical category of analysis for US history, and the literature is extensive and lively. Students will benefit from a focused exploration of gender issues in historical perspective. The course complements HIST 434 Gender, Politics, and Culture in Modern Europe, and HIST 355, Gender and Sexuality in Latin America.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: Effective Session Winter Term 1 Year 2007 for Change	Date: Contact Person: Prof. Myers, Paris Phone: 2-5161, 2-8810 Email: tamara.myers@ubc.ca or lparris@interchange.ubc.ca
Proposed Calendar Entry: HIST 443 (3) History of North American Children and Youth Children's history from settler days to the present. Topics include education, work and play, ideologies of childhood and adolescence, children's material and popular culture, and differences of identity based on region, class, race and gender.	URL: Present Calendar Entry: Type of Action: Add new course Rationale: This topic represents an emergent and vibrant field within North American history. It will expose students to transnational approaches and to age as a category of historical analysis, while moving chronologically from early settler days to the present. The course complements EDST 455.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: Effective Session Winter Term 1__ Year2007 for Change	Date: October 17, 2006 Contact Person: Leslie Paris Phone: 822-8810 Email: lparis@interchange.ubc.ca URL:
Proposed Calendar Entry: HIST 446 (3/6) D Topics in U.S. Cultural History	Present Calendar Entry: Type of Action: Add new course Rationale: There is no course now offered in American cultural history, a number of members of the history department specialize in this approach, and the historiography is rich. The shifting terrain of cultural production and reception offers important insight concerning American social and political life and the process of American self-definition.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Political Science Faculty Approval Date: Effective Session Term Fall Year 2007 for Change	Date: December 6, 2006 Contact Person: Irina Florov Phone: 2-5969 Email: advising@politics.ubc.ca URL:
Proposed Calendar Entry: POLI 441 (3/6) D INTERPRETATION AND CRITICISM IN POLITICAL THEORY Approaches to political criticism: - Critical Theory, Foucauldian genealogy, critical realism, and feminism, including forms of domination, which shape people's beliefs and self-conceptions. Prerequisite: Any 6 credits from POLI 240, 340-349.	Present Calendar Entry: Poli 446 (3/6) D Topics in Political Thought A seminar devoted to the intensive study of a concept, theme, or school in the history of political thought or contemporary political philosophy. Topics vary from year to year. Consult the departmental website. Type of Action: New title, number and course description. Rationale: This course reflects the teaching expertise of a new member of the department and complements other offerings in political theory. It also is a new interpretive methods course for undergraduate students.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Political Science Faculty Approval Date: Effective Session Term Fall Year 2007 for Change	Date: December 6, 2006 Contact Person: Irina Florov Phone: 2-5969 Email: advising@politics.ubc.ca URL: Present Calendar Entry: Poli 440 (3/6) D Contemporary Political Theory
Proposed Calendar Entry: POLI 445 (3/6) D CRITICAL THEORY - POLITICAL THEORY AND THE PROBLEMS OF RACE Traditions of critical social theory, broadly construed, to examine the modern politics of "race," racism, and racialized identities. Prerequisite: Any 6 credits from POLI 240, 340-349.	This seminar examines the political ideas of leading political philosophers of the twentieth century. Consult the departmental website. Type of Action: New title, number and course description. Rationale: This is a course that reflects the interests of a new member of faculty (he has been teaching it under a generic title until now) and also responds to students' demands for more courses dealing with the politics of 'race' in the political science department.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Political Science Faculty Approval Date: Effective Session Term Fall Year 2007 for Change	Date: December 6, 2006 Contact Person: Irina Florov Phone: 2-5969 Email: advising@politics.ubc.ca
Proposed Calendar Entry: POLI 446 (3/6) D MULTICULTURALISM AND IDENTITY POLITICS This seminar will examine how "identity" is theorized in contemporary political thought, beginning with the role that identity plays in the "western" canon and proceeding to examine feminist, multicultural, queer and post-colonial theories of citizenship along with their critics. Prerequisite: Any 6 credits from POLI 240, 340-349.	URL: Present Calendar Entry: Poli 446 (3/6) D Topics in Political Thought A seminar devoted to the intensive study of a concept, theme, or school in the history of political thought or contemporary political philosophy. Topics vary from year to year. Consult the departmental website. Type of Action: New title and course description. Rationale: This seminar addresses the specific area of multiculturalism, an area of political theory that is central to Canadian political thought. It also responds to the demand by students for more critical courses on the intersection between culture and politics.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Political Science Faculty Approval Date: Effective Session Term Fall Year 2007 for Change	Date: December 6, 2006 Contact Person: Irina Florov Phone: 2-5969 Email: advising@politics.ubc.ca
Proposed Calendar Entry: POLI 448 (3/6) D DEMOCRATIC THEORY This seminar combines an overview of traditional democratic theory with close readings of several contemporary theories, such as those of Habermas, Rawls, and Arendt. Readings are drawn from complete original texts, and assessment is based on a research essay. Prerequisite: Any 6 credits from POLI 240, 340-349.	URL: Present Calendar Entry: Poli 444 (3) Social Science and Political Theory This seminar examines the political and social theories of the founders of modern social science through the relevant writings of such theorists as Tocqueville, Comte, Mill, Marx, Toennies, Weber, and Durkheim. Type of Action: New title, number, course description, and credit value. Rationale: This course reflects in more specific terms the interests of a new member of the political science department in democratic theory. He has been teaching it already for two years under the more generic title of 'topics in political theory'.



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

Category: (1)

Faculty: ARTS Department: Theatre, Film and Creative Writing Faculty Approval Date: Effective Session Winter 2007-2008	Date: October 2, 2006 Contact Person: Linda Svendsen Phone: (604) 822-3058 Email: svensend@interchange.ubc.ca
<p>Proposed Calendar Entry: CRWR 202 (3) Introduction to Creative Writing Covers three genres from fiction, poetry, creative nonfiction, radio drama, radio feature, or stageplay.</p> <p>CRWR 212 (3/6) d Introduction to Creative Writing with an Aboriginal Focus Covers three genres from fiction, poetry, creative nonfiction, radio drama, radio feature, or stageplay.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 202 (6) Creative Forms Designed for beginning writers, including first-year students by special permission. Short story, shorter play forms, and verse. Instructors may also give assignments in other forms such as screen, television and radio, or imaginative nonfictional prose.</p> <p>Type of Actions: Change course title and description, change credit weight</p> <p>New course</p> <p>Rationale The high-enrollment 3 credit lecture-lab module will service UBC undergrads while maintaining the successful interdisciplinary 6 credit 202.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Theatre, Film and Creative Writing Faculty Approval Date: Effective Session Winter_Year_2007__ for Change	Date: October 12, 2006 Contact Person: Linda Svendsen Phone: 604.822.3058 Email: svensend@interchange.ubc.ca
Proposed Calendar Entry: CRWR 206 (3) Introduction to the Screenplay I Techniques of creating, developing and writing a screenplay.	URL http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR Present Calendar Entry: CRWR 306 (3) Introduction to Screenplay I Techniques of creating, developing and writing a screenplay. Screen forms include the feature film, the short film, the documentary, and writing for television. No prerequisites or manuscript submission required. Type of Action: Change third year course number to second year course number Rationale: 10 years experience with this very successful course have shown that it's most useful for "pre-major" general Arts students and for students who wish to apply to the BFA in Creative Writing or the BFA in Film, which begin in third year. It would benefit students in both programs to master basic story structure concepts at an earlier stage, and the content is better suited to second-year level than to third year level. The description is shortened to suit UBC norms for course descriptions.



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

Category: (1)

Faculty: ARTS Department: Theatre, Film and Creative Writing Faculty Approval Date: Effective Session Winter 2007-2008	Date: October 12, 2006 Contact Person: Phone: (604) 822-5977 Email: mcadell@interchange.ubc.ca
Proposed Calendar Entry: CRWR 211 (3) Lyric Forms in Creative Writing An overview of lyric forms in writing, including song lyrics, lyrical narratives, and libretti.	URL: Present Calendar Entry: None - new course. Type of Action: new course Rationale: The purpose of this lecture-lab is to introduce first and second year university students to a wide variety of lyric narrative and song forms.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Theatre, Film, Creative Writing Faculty Approval Date: Effective Session 07/08 Term <u>1</u> Year <u>2007W</u>	Date: Nov 30, 2006 Contact Person: Kate Castelo Phone: 827-5022 Email: kcastelo@interchange.ubc.ca
Proposed Calendar Entry: FIPR 469 (3-12) D Special Projects in Film Production Advanced Film Production, including interdisciplinary projects.	URL: http://students.ubc.ca/calendar/courses.cfm?code=FILM Present Calendar Entry: Present Calendar Entry: None - new course Type of Action: New course Rationale: We've been able to add advanced-level material to the Film Production Program over the past few years, including content in Documentary production, Experimental Film, and Interdisciplinary Media, which we offered when funding is available through the "special Projects" course: FILM 434 (3-12)D Studies in Film. Since we also offered special projects in Film Studies through this course, it became difficult for students (and the Department) to keep track of the various Production / Studies sections. Last year FILM 434d, Studies in Film became FIST 434D. This year, since we do offer these special projects next year, we propose to create FIPR 469 (3/12) D Special Projects in Film Production. The proposed FIPR 469 will also serve the Interdisciplinary Projects courses jointly held with the School of Music and the Department of Art History and Visual Art.

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 May 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF DENTISTRY CURRICULUM REPORT**

The following proposals are for your consideration:

- 1) The following changed courses:
 - a. **DENT 410** (21) Dentistry I
 - b. **DENT 420** (17) Dentistry II
 - c. **DENT 430** (60) Dentistry III
 - d. **DENT 440** (52) Dentistry IV



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

Category: 1

Faculty: Dentistry Departments: Oral Health Sciences (OHS) and Oral Biological and Medical Sciences (OBMS) Faculty Approval Date: January 18, 2007 Effective Session _07W_ Term _1 & 2_ Year _2007/08_ for Change	Date: January 19, 2007 Contact Person: D. Christopher Clark Phone: 604-822-4324 Email: dcclark@interchange.ubc.ca
Proposed Calendar Entry: DENT 410 (21) Dentistry I Introduction to dentistry and supporting science in classroom, laboratory, clinical and small group settings. Communication and clinical skills, dental anatomy, fundamentals of oral systems and diseases, professionalism, and responsibilities for the provision of oral health care to society.	Type of Action: Change course description and credits. URL: http://www.students.ubc.ca/calendar/courses.cfm?code=DENT Present Calendar Entry: DENT 410 (15) Dentistry I Introduction to dentistry and supporting science in classroom, laboratory and clinical settings, usually in small groups. Patient-centred communication skills, standards of professional behavior, dental and medical clinical skills, dental anatomy, and fundamentals of oral systems and diseases as related to body systems. Rationale: <i>Professionalism and Community Service</i> is a longitudinal series of modules that will span all 4 years of the dental curriculum. Currently, the topics and objectives of these new modules are included in the Doctor, Patient and Society (DPAS) 410 and 420 courses that dental and medical students take together; dental students will no longer take DPAS. The new modules will be added to the existing DENT 410, 420, 430 and 440 courses. Document ID#: Dentistry I



<p>Faculty: Dentistry Departments: Oral Health Sciences (OHS) and Oral Biological and Medical Sciences (OBMS) Faculty Approval Date: January 18, 2007 Effective Session _08W_ Term _1 Year_2008__ for Change</p>	<p>Date: January 19, 2007 Contact Person: D. Christopher Clark Phone: 604-822-4324 Email: dcclark@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: DENT 420 (17) Dentistry II</p> <p>Integration of oral health sciences and clinical skills in classroom, small group, clinical and community service learning settings. Adult and child patient assessment, oral and maxillofacial radiology, occlusion, temporomandibular articulation, oral mucosal disease, diagnostic casts, biomaterials, and introduction to psychomotor skills. <i>Prerequisite:</i> DENT 410.</p>	<p>Type of Action: Change course description and credits.</p> <p>URL:http://www.students.ubc.ca/calendar/courses.cfm?code=DENT Present Calendar Entry: DENT 420 (15) Dentistry II Integration of supporting science, preclinical medicine, and dentistry in classroom, small group, and clinical settings. Adult and pediatric patient assessment, dental charting and record keeping, oral and maxillofacial radiology, assessment of temporomandibular joints and occlusion, dental and medical clinical skills, oral mucosal disease, diagnostic casts and biomaterials, and occlusal records and articulation. [0-3-0] <i>Prerequisite:</i> DENT 410.</p> <p>Rationale: <i>Professionalism and Community Service</i> is a longitudinal series of modules that will span all 4 years of the dental curriculum. Currently, the topics and objectives of these new modules are included in the Doctor, Patient and Society (DPAS) 410 and 420 courses that dental and medical students take together; dental students will no longer take DPAS. The new modules will be added to the existing DENT 410, 420, 430 and 440 courses.</p>



<p>Faculty: Dentistry Departments: Oral Health Sciences (OHS) and Oral Biological and Medical Sciences (OBMS) Faculty Approval Date: January 18, 2007 Effective Session _09W_ Term _1 _ Year _2009_ for Change</p>	<p>Date: January 19, 2007 Contact Person: D. Christopher Clark Phone: 604-822-4324 Email: dcclark@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>DENT 430 (60) Dentistry III A multi-disciplinary course integrating didactic, simulation, clinical and community service learning. Students function as team members in clinical group practices with individual progression through the Clinical Clerkships. <i>Prerequisite:</i> DENT 420.</p>	<p>Type of Action: Change course description and credits.</p> <p>URL:http://www.students.ubc.ca/calendar/courses.cfm?code=DENT</p> <p>Present Calendar Entry: DENT 430 (58) Dentistry III An integrated clinical, affective and cognitive course utilizing hybrid problem-based didactic learning with concurrent simulation and clinical learning. Students function as team members in clinical group practices with individual progression through the Clinical Clerkships. [10-12-36] <i>Prerequisite:</i> DENT 420.</p> <p>Rationale: <i>Professionalism and Community Service</i> is a longitudinal series of modules that will span all 4 years of the dental curriculum. Currently, the topics and objectives of these new modules are included in the Doctor, Patient and Society (DPAS) 410 and 420 courses that dental and medical students take together; dental students will no longer take DPAS. The new modules will be added to the existing DENT 410, 420, 430 and 440 courses.</p> <p>Document ID#: Dentistry I</p>



<p>Faculty: Dentistry Departments: Oral Health Sciences (OHS) and Oral Biological and Medical Sciences (OBMS) Faculty Approval Date: January 18, 2007 Effective Session _10W_ Term _1_ Year _2010_ for Change</p>	<p>Date: January 19, 2007 Contact Person: D. Christopher Clark Phone: 604-822-4324 Email: dcclark@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: DENT 440 (52) Dentistry IV</p> <p>A continuing integrated, multi-disciplinary course with ongoing participation in clinical group practices and individual progression through the Clinical Clerkships and community service learning. <i>Prerequisite:</i> DENT 430.</p>	<p>Type of Action: Change course description and credits.</p> <p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=DENT</p> <p>Present Calendar Entry: DENT 440 (50) Dentistry IV A continuing integrated clinical, affective and cognitive experience with ongoing participation in clinical group practices and individual progression through the Clinical Clerkships. [5-6-20] <i>Prerequisite:</i> DENT 430.</p> <p>Type of Action: Addition of new modules to existing course in fourth year.</p> <p>Rationale: <i>Professionalism and Community Service</i> is a longitudinal series of modules that will span all 4 years of the dental curriculum. Currently, the topics and objectives of these new modules are included in the Doctor, Patient and Society (DPAS) 410 and 420 courses that dental and medical students take together; dental students will no longer take DPAS. The new modules will be added to the existing DENT 410, 420, 430 and 440 courses.</p> <p>Document ID#: Dentistry I</p>

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 May 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF GRADUATE STUDIES CURRICULUM REPORT**

The following proposals are for your consideration:

	Course Title	Type of Action
Applied Science		
APSC 597 (6)	Project For M.Eng. Studies	New course
CIVL 509 (3)	Nonlinear Structural Analysis.	New course
EECE 532 (3)	Biomedical Microdevices	New course
MECH 514 (3)	Linear Fea In Solids And Heat Transfer.	New course
MINE 585 (3)	Mineral Resource Development And Canadian Aboriginal People.	New course
Arts		
ASIA 566 (3)	History Of Christianity In Asia	New course
ASIA 576 (3-9)D	Topics In Sikh And South Asian Studies	New course
ASIA 577 (3)	New Religious Movements Of East Asia	New course
Social Work Calendar Entry		Update calendar entry
College for Interdisciplinary Studies		
BIOF 520 (3)	Problem-Based Learning In Bioinformatics	New Course

Medicine		
Rehabilitation Sciences Calendar Entry		Change total credits for program, update calendar
RSPT 534 (4)	Clinical Practice III	New course
RSPT 554 (4)	Clinical Practice V	New course
RSPT 574 (4)	Clinical Practice VII	New course
Science		
Atmospheric Science Calendar Entry - Master of	Add Co-op option within existing M.Sc. program. Clarify existing essay option.	Add Co-op option within existing M.Sc. program. Clarify existing essay option.
CPSC 546 (3)	Numerical Optimization	New course
ATSC 548 (3-6)D	Master's Graduation Essay	Change credit range. Add "D" flag,
ATSC 597 (3)	Co-operative Work Placement I.	New course
ATSC 598 (3)	Co-operative Work Placement II	New course



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Applied Science

Department: APPLIED SCIENCE	Contact Person: Bruce Dunwoody Phone: 2-3701 Email: bruce.dunwoody@ubc.ca
Faculty Approval Date: <i>to be presented at Feb 15 Faculty Mtg.</i>	
APSC Graduate New Course(s)	
Effective Date: September 2007 Proposed Calendar Entry: APSC 597 (6) PROJECT FOR M.ENG. STUDIES.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: This is a project course for M.Eng. students to help them understand development requirements for engineering products and processes, focusing on the integration of technologies in several domains and developing successful products or systems that satisfy customer requirements based on a set of design specifications. Category 1 Document ID#: APSC GR001
Department: CIVIL ENGINEERING	Contact Person: Susan Nesbit Phone: 2-8703 Email: Nesbit@interchange.ubc.ca
Faculty Approval Date: <i>to be presented at Feb 15 Faculty Mtg.</i>	
CIVL Graduate New Course(s)	
Effective Date: September 2007 Proposed Calendar Entry: CIVL 509 (3) NONLINEAR STRUCTURAL ANALYSIS. Nonlinear behaviour of structures and the formulation of elements to model such behaviour; solution strategies; nonlinear material and section response; nonlinear dynamic analysis; nonlinear geometry; application of nonlinear analysis in engineering practice.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: Creates a new course in a rapidly developing field of structural engineering. Course has been taught twice previously, most recently as CIVL 598A (2006 Term 1). Category 1 Document ID#: CIVL GR001
Department: ELECTRICAL AND COMPUTER ENGINEERING	Contact Person: Dr. Andre Ivanov Phone: 2-6936 Email: ivanov@ece.ubc.ca
Faculty Approval Date: <i>to be presented at Feb 15 Faculty Mtg.</i>	
EECE Graduate New Course(s)	
Effective Date: September 2007 Proposed Calendar Entry:	URL: n/a Present Calendar Entry: n/a



EECE 532 (3) BIOMEDICAL MICRODEVICES. Principles of sensors, actuators, microfluidics, biotechnology and nanotechnology, with applications in probing, detection, assaying, and drug delivery.	Type of Action: New course. Rationale: To provide an overview of the impact that biomedical microsystems is having and can achieve. To present new areas of research and development, and of the concepts that form the basis for the new technologies. Category 1 Document ID#: EECE GR002
Department: MECHANICAL ENGINEERING Faculty Approval Date: November 9, 2006	Contact Person: Dr. Sheldon Green Phone: 2-5562 Email: green@mech.ubc.ca
MECH Graduate New Course(s)	
Effective Date: September 2007. Proposed Calendar Entry: MECH 514 (3) LINEAR FEA IN SOLIDS AND HEAT TRANSFER. Theory and element selection. Virtual work and weighted residual formulation. Linear elastic analysis. Heat transfer analysis. Isoparametric elements. Computer program development. Utilization of existing computer packages. Credit is given for one of MECH 514 and MECH 462.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: This is an introductory course in Finite Element Analysis (FEA). Very large numbers of graduate students make use of FEA in their research, but previously have had only the option of taking an advanced FEA course, which is unsuitable for those who do not wish to study FEA as a discipline, but rather wish to use it as a tool. Document ID#: MECH GR001
Department: MINING ENGINEERING Faculty Approval Date: November 9, 2006	Contact Person: Dr. Rimas Pakalnis Phone: 2-5562 Email: rcp@mining.ubc.ca
MINE Graduate New Course(s)	
Effective Date: January 2007. Proposed Calendar Entry: MINE 585(3) MINERAL RESOURCE DEVELOPMENT AND CANADIAN ABORIGINAL PEOPLE.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: The aim of this graduate course is to introduce how Canadian Aboriginal Treaty and title concerns that intersect with Mineral Resource Development, the Environmental Assessment process, related Provincial and Federal Legislation, and the construction of Own Source Revenue Agreements. Document ID#: MINE GR001

Arts



Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: October 24, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 566 (3)HISTORY OF CHRISTIANITY IN ASIA *Credit will not be granted for both ASIA 466 and ASIA 566	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: Often, when students study Asian cultures, they learn a lot about the traditional philosophies and religions of Asia but little about Christianity in Asia, other than a passing acquaintance with the the so-called “Christian century” in 16th century Japan and the arrival of Matteo Ricci and his fellow Jesuits in early 17th century China. Yet in the 21st century Christianity has become an Asian religion, one that plays a major role in South Korea, the Philippines, and East Timor, is a significant cultural force in parts of China and South Asia, and maintains a presence in almost all of the rest of Asia. This course is needed to give our students a more balanced view of the beliefs and values of the peoples of Asia today.
Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: October 24, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 576 (3-9) D TOPICS IN SIKH AND SOUTH ASIAN STUDIES A maximum of 9 credits will be granted for any combination of ASIA 476 and ASIA 576	URL: n/a Present Calendar Entry: none Type of Action: New course



	<p>Rationale: To provide an opportunity to build advanced student interest in South Asia and the Sikhs, in a smaller seminar format. Topics may vary, so repetition of the course is possible with the permission of the instructor (to ensure that course content is sufficiently different). The syllabus provided is therefore exemplary of the kind of course that would be offered.</p>
<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change</p>	<p>Date: October 24, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: ASIA 577 (3) NEW RELIGIOUS MOVEMENTS OF EAST ASIA Credit will not be granted for both ASIA 477 and ASIA 577</p>	<p>URL: n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: Classes on the history of modern East Asia usually focus on the political, social, and economic changes East Asian societies have undergone under the impact of modernization and globalization. Few classes bother to look at another important area of change, religious culture. Yet changes in the religious sphere are as dramatic as they are in politics, society, and the economy. One example of the changes in East Asian religions has been the rise of new religious movements over the last couple of centuries. These new religions represent attempts to protect traditional values by cloaking them in modern dress. They usually represent assertions of traditional values in modern language and through modern institutions, a compromise between the need to feel pride in the accomplishments of ancestors and the need to feel as modern as people elsewhere on earth. Studying new religions is therefore a useful way to explore one way the peoples of East Asia have modernized tradition and therefore preserved their cultural identity despite the homogenizing pressure of globalization.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: School of Social Work & Family Studies Faculty Approval Date: May 3, 2005 Effective Session W Term 1 Year 2006 for Change	Date: 06/05/05 Contact Person: Dr. Brian O'Neill Phone: 2-2460 Email: bjoneill@interchange.ubc.ca
Proposed Calendar Entry: <i>Social Work</i> <i>Degree Offered: M.S.W.</i> Members Professors G. Riches, M. Russell. Associate Professors E. A. Kruk, P. McNicoll, D. O'Connor, B. O'Neill, T. Stainton, R. Sullivan, F. Tester, R. W. Vedan. Assistant Professors S. Cadell, G. Charles, P. Riaño-Alcalá, M. Wright, M. C. Yan. Program Overview The School of Social Work and Family Studies offers advanced studies in social work. There are two entry points into the M.S.W. Students with a B.S.W. can apply for entry into the one-year, 33 credit Master of Social Work program. Students with a baccalaureate degree, other than a B.S.W., can apply for entry into the two-year, 60 credit M.S.W. program.	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1229#11153 Present Calendar Entry: Program Overview The School of Social Work and Family Studies offers advanced studies in social work. There are two entry points into the M.S.W. Students with a B.S.W. can apply for entry into the one-year, 33 credit Master of Social Work program. Students with a baccalaureate degree, other than a B.S.W., can apply for entry into the two-year, 60 credit M.S.W. program. The first year of study requires the completion of 21 credits of coursework plus a 6 credit practicum. The second year requires completion of 33 credits, with a minimum of 6 credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective coursework. Students can choose between a graduating essay or thesis. The graduating essay (3 credits) option is for those students intending to specialize in direct social work practice, with an emphasis on the integration of theory and practice. A 6 credit practicum is required. The thesis (6 credits) option requires completion of



Master of Social Work

Admission Requirements

General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least three credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference.

General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities, or in a closely related professional field. Applicants are required to have completed at least three credits of coursework in both statistics and research methodology. SOWK 320, Introduction to Social Work Research, and FMST 323, Family Research Methods are examples of courses that would meet the research methodology course prerequisite. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference

Program Requirements

Students with a B.S.W. can directly enter the second year of the program.

The first year of study requires the completion of 21 credits of coursework plus a 6 credit practicum. The second year requires completion of 33 credits, with a minimum of 6 credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective coursework. Students can choose between a graduating essay and thesis. The three credit graduating essay option is for those students intending to specialize in direct

original research as well as the completion of a 3 credit practicum. Courses can be taken outside the School to a maximum of 12 credits. Part time study is available.

Degree Requirements

Master of Social Work

General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least three credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference.

General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities, or in a closely related professional field. Applicants are required to have completed at least three credits of coursework in both statistics and research methodology. SOWK 320, Introduction to Social Work Research, and FMST 323, Family Research Methods are examples of courses that would meet the research methodology course prerequisite. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference

Type of Action: Update calendar entry.



social work practice, with an emphasis on the integration of theory and practice. A six credit practicum is required. The six credit thesis option requires completion of original research as well as the completion of a three credit practicum. Courses can be taken outside the School to a maximum of 12 credits. Part time study is available.

Contact Information

The School of Social Work and Family Studies
2080 West Mall
Vancouver, BC, Canada V6T 1Z2
Tel: 604-822-2609
Fax: 604-822-8656
Email: socialwork.familystudies@ubc.ca
Web: www.swfs.ubc.ca
Brian O'Neill, Program Advisor; **Marjorie Paukner**, Admissions Secretary

College for Interdisciplinary Studies

<p>Faculty: CFIS Department: Bioinformatics Graduate Program Faculty Approval Date: 2 March 2007</p> <p>Effective Session Winter, Term 2 Year 2007 for Change</p>	<p>Date: September 20, 2006 Contact Person: Sharon Ruschkowski Phone: 604-707-5803 Email: sharonr@bcgsc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOF 520 (3) PROBLEM-BASED LEARNING IN BIOINFORMATICS: This problem-based learning course develops the student's ability to exchange ideas in small groups focused on real but simplified problems in bioinformatics. Problems are carefully selected to cover all aspects of Bioinformatics research. Required of students in the Bioinformatics graduate program. Students not registered in Bioinformatics graduate program must get permission to register in this course.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course.</p> <p>Rationale: Our new Bioinformatics graduate program was approved by Senate in June 2006 and we are registering our MSc and PhD students this Sept 2006 in BIOF 599 and BIOF 699, respectively. This course has run since 2002 as MEDG548C. We were using MEDG course numbers for our bioinformatics courses, as they allowed this while we were getting our program formally established at UBC. It is appropriate now that this course be given a formal BIOF number as part of the new bioinformatics graduate program.</p>

<p>Faculty: Medicine Department: School of Rehab Sciences Faculty Approval Date:</p> <p>Effective Session <u>05F</u> Term <u>1</u> Year <u>05</u> for Change</p>	<p>Date: January 17, 2007 Contact Person: Tamara Beresford Phone: 822-7765 Email: tamara.beresford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Program Overview Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches or wheelchairs) to enable clients to move independently through their environments.</p> <p><i>The Master of Physical Therapy degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research {I/11347/M.Sc. in Rehabilitation Sciences} which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</i></p> <p>Master of Physical Therapy</p> <p>Admission Requirements Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> <ul style="list-style-type: none"> • Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites: 	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,214,833,0</p> <p>Present Calendar Entry:</p> <p>Program Overview Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches or wheelchairs) to enable clients to move independently through their environments.</p> <p><i>The Master of Physical Therapy degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research {I/11347/M.Sc. in Rehabilitation Sciences} which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</i></p> <p>Master of Physical Therapy</p> <p>Admission Requirements Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> <ul style="list-style-type: none"> • Completion of a recognized bachelor's



first-year Biology (6 credits or equivalent), first-year Physics (3 credits or equivalent), Chemistry 12 or higher, Basic Human Anatomy (3 credits or equivalent), Basic Human Physiology 301 (6 credits or equivalent), Psychology (3 credits or equivalent), Statistics (3 credits or equivalent).

- A minimum of 70 hours of volunteer or paid work which includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.
- Primary consideration is given to residents of British Columbia.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on the academic standing in senior level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview. Selection of interview candidates is based on the academic standing in the senior level courses.

Program Requirements

Students must successfully complete all academic requirements (78 credits of coursework):

ANAT 392, RHSC 420, RSPT 512, 514, 516, 518, 524, 526 528, 532, 534, 538, 544, 546, 548, 554, 558, 564, 566, 572, 574 and 578, as well as fieldwork requirements as outlined in the Program's website, www.rehab.ubc.ca.

degree in any field and the successful completion of the following prerequisites: first-year Biology (6 credits or equivalent), first-year Physics (3 credits or equivalent), Chemistry 12 or higher, Basic Human Anatomy (3 credits or equivalent), Basic Human Physiology 301 (6 credits or equivalent), Psychology (3 credits or equivalent), Statistics (3 credits or equivalent).

- A minimum of 70 hours of volunteer or paid work which includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.
- Primary consideration is given to residents of British Columbia.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on the academic standing in senior level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview. Selection of interview candidates is based on the academic standing in the senior level courses.

Degree Requirements

Successful completion of all academic and fieldwork requirements as outline in the Program's website, www.rehab.ubc.ca.

Type of Action:

Change Credits in program requirements, update calendar

Rationale:

Since Human Physiology 301 has been changed to a prerequisite, it should be removed from the program requirements (document attached). This will change the overall credits of the program from 84 to 78.



<p>Faculty: Medicine Department: School of Rehab Sciences Faculty Approval Date: Effective Session <u>06 Summer</u> Term <u>3</u> Year <u>2005/06</u> for Change</p>	<p>Date: January 17, 2007 Contact Person: Tamara Beresford Phone: 822-7765 Email: tamara.beresford@ubc.ca</p>
<p>Proposed Calendar Entry: RSPT 534 (4) Clinical Practice III</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.) http://students.ubc.ca/calendar/courses.cfm?code=RSPT</p> <p>Present Calendar Entry: (Cut and paste from the current web Calendar.) RSPT 524 (10) Clinical Practice II Pass/Fail.</p> <p>Type of Action: New course. Pass/fail grading.</p> <p>Rationale: This course is currently composed of a theory portion and clinical placement. The theory part of the course should be assessed with a percentage grade and the clinical placement portion assessed by P/F.</p> <p>Since the two components of this course have different methods of assessment, we propose to create RSPT 534 which will consist of the clinical placement portion of this course (course outline attached). This course will continue to be assessed as a P/F.</p> <p>The theory part of the course would remain under the RSPT 524 course number (Category 2 attached).</p> <p>The credits for this new course will be 4, since RSPT 524 will now consist of 6 credits.</p>



Faculty: Medicine Department: School of Rehab Sciences Faculty Approval Date: Effective Session <u>07 W</u> Term <u>5</u> Year <u>05/06</u> for Change	Date: January 17, 2007 Contact Person: Tamara Beresford Phone: 822-7765 Email: tamara.beresford@ubc.ca
Proposed Calendar Entry: RSPT 554 (4) Clinical Practice V	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.) http://students.ubc.ca/calendar/courses.cfm?code=RSPT Present Calendar Entry: (Cut and paste from the current web Calendar.) RSPT 544 (18) Clinical Practice III Pass/Fail Type of Action: New course. Pass/fail grading. Rationale: This course is currently composed of a theory portion and clinical placement. The theory part of the course should be assessed with a percentage grade and the clinical placement portion assessed by P/F. Since the two components of this course have different methods of assessment, we propose to create RSPT 554 which will consist of the clinical placement portion of this course (course outline attached). This course will continue to be assessed as a P/F. The theory part of the course would remain under the RSPT 544 course number (Category 2 attached). The credits for this new course will be 4, since RSPT 544 will now consist of 10 credits, the additional 4 credits will be incorporated into RSPT 574.



<p>Faculty: Medicine Department: School of Rehab Sciences Faculty Approval Date:</p> <p>Effective Session <u>07 Summer/Fall</u> Term <u>7</u> Year <u>05/06</u> for Change</p>	<p>Date: January 17, 2007 Contact Person: Tamara Beresford Phone: 822-7765 Email: tamara.beresford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RSPT 574 (4) Clinical Practice VII</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.) http://students.ubc.ca/calendar/courses.cfm?code=RSPT</p> <p>Present Calendar Entry: (Cut and paste from the current web Calendar.)</p> <p>RSPT 564 (10) Clinical Practice IV Pass/Fail.</p> <p>Type of Action: New course. Pass/fail grading.</p> <p>Rationale: This course is currently composed of a theory portion and clinical placement. The theory part of the course should be assessed with a percentage grade and the clinical placement portion assessed by P/F.</p> <p>Since the two components of this course have different methods of assessment, we propose to create RSPT 574 which will consist of the clinical placement portion of this course (course outline attached). This course will continue to be assessed as a P/F.</p> <p>The theory part of the course would remain under the RSPT 564 course number (Category 2 attached).</p> <p>The credits for this new course will be 4. These credits were incorporated from the RSPT 544 course, since this course</p>



	previously had 3 clinical placements. 1 clinical placement of 5 weeks was removed from this course and included into RSPT 574 since students did not have sufficient knowledge base to complete 3 placements mid-program.
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SCIENCE

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: Feb. 28, 2007 Email: wramey@interchange.ubc.ca
ATMOSPHERIC SCIENCE PROGRAM	
<p>Effective Date for Change: 07W Proposed Calendar Entry:</p> <p>The Faculty of Graduate Studies Degree Programs Atmospheric Science ... Master of Science Admission Requirements Students admitted to the M.Sc. program normally possess a bachelor's degree in an area of Science or Applied Science and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies. Co-op M.Sc. students must also have identified in advance an employer who will pay a salary during the Co-op work terms, and must satisfy eligibility requirements set by the UBC Co-op Program.</p> <p>Program Requirements Three M.Sc. program options are:</p> <ol style="list-style-type: none"> (1) Thesis option: 12 credits of ATSC 599 thesis with an oral thesis defense, and 18 credits of additional coursework (2) Course-based Co-op option: ATSC 597, ATSC 598, 6 credits of ATSC 548 and 24 credits of additional coursework. (3) Course-based option: 3 credits of ATSC 548 and 27 credits of additional coursework. 	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1125</p> <p>Present Calendar Entry: The Faculty of Graduate Studies Degree Programs Atmospheric Science ... Master of Science Admission Requirements Students admitted to the M.Sc. program normally possess a bachelor's degree in an area of Science or Applied Science and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies.</p> <p>Program Requirements The M.Sc. program consists of either: 12 credits of thesis with an oral thesis defense, plus 18 credits of coursework; or 30 credits of coursework and an essay.</p> <p>Action: Add Co-op option within existing M.Sc. program. Clarify existing essay option. Rationale: Create graduate-level opportunity for students to:</p> <ul style="list-style-type: none"> • Learn and apply new scientific ideas and methods from working with practicing professionals. • Build real-world experience in work environment. • Learn work-place and team-work skills. • Develop confidence in utilizing existing educational background to solve practical problems.



	<ul style="list-style-type: none">• Learn how to write concise, coherent technical report discussing the problem, methods, and results.• Enhance opportunities for student to transition into full-time job with employer after graduation.• Enable additional funding opportunities for the student and for UBC. <p>Note: A proposal for two new Co-op work-term courses (ATSC 597 and ATSC 598) is also being submitted.</p>
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COMPUTER SCIENCE

<p>Effective Date for Change: 07W</p> <p>Proposed Calendar Entry: CPSC 546 (3) Numerical Optimization.</p>	<p>Present Calendar Entry: None.</p> <p>Action: New Course.</p> <p>Rationale: Numerical optimization is increasingly recognized as a vital tool in computer science and engineering. It is integral to the design process in many industries. Hence, practitioners are needed who are skilled in framing and modeling optimization problems, and trained in the standard techniques for their solution. This course is designed to introduce graduate students to the computational aspects of optimization, and to give them an understanding of the computational strengths and weaknesses of the main algorithms and how they may be applied in practice. It will also give them experience using standard software packages and libraries that they might encounter in industry or in their own thesis research.</p>
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**EARTH AND OCEAN SCIENCES**

Effective Date for Change: 07W Proposed Calendar Entry: ATSC 548 (3-6) D Master's Graduation Essay.	Present Calendar Entry: ATSC 548 (3) Master's Graduation Essay. Action: Change credit range. Add "D" flag, indicating credit value determined by Department. Rationale: This course already exists as 3 credits to serve our existing ATSC MSc essay option. Expanding the credit range to 3-6 allows this same course to be used for the 6 credits needed for the ATSC MSc co-op option. In this co-op option, the students would likely take this course twice, each time for 3 credits, although they could take it once for six credits.
Effective Date for Change: 07W Proposed Calendar Entry: ATSC 597 (3) Co-operative Work Placement I. Restricted to students admitted to the M.Sc. Co-operative Education Option in Atmospheric Science.	Present Calendar Entry: None. Action: New course. Rationale: For first Co-op work term of new MSc Co-op Program proposed for ATSC. Goals: develop ability to tackle new problems, read literature, design solutions, learn new scientific concepts and methods, gather data, critically interpret findings, reach conclusions.
Effective Date for Change: 07W Proposed Calendar Entry: ATSC 598 (3) Co-operative Work Placement II. Restricted to students admitted to the M.Sc. Co-operative Education Option in Atmospheric Science. Prerequisite: ATSC 597.	Present Calendar Entry: None. Action: New course. Rationale: For second Co-op work term of new MSc Co-op Program proposed for ATSC. Goals: develop ability to tackle new problems, read literature, design solutions, learn new scientific concepts and methods, gather data, critically interpret findings, reach conclusions.

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 May 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF LAND & FOOD SYSTEMS CURRICULUM REPORT**

The following proposals are for your consideration:

- 1) The following program change in the **Bachelor of Science in Agroecology:**
 - a. **4th Year Requirements**
- 2) The following changed course:
 - a. **AGSC 496** (3/6) D Career Development Internship

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

FACULTY: Land & Food Systems DEPARTMENT: FACULTY APPROVAL DATE: 27 02 2007	DATE: 27 02 2007 Effective Date for Change: Immediate Contact: Jim Vercammen james.vercammen@ubc.ca																										
<p>Proposed Calendar Entry:</p> <p>B.Sc. Agroecology</p> <p>.....</p> <table border="0"> <tr> <td>Fourth Year</td> <td></td> </tr> <tr> <td>AGSC 450</td> <td>3</td> </tr> <tr> <td>AGRO 460</td> <td>3</td> </tr> <tr> <td>AGRO 461</td> <td>3</td> </tr> <tr> <td>Fourth Year Experience⁷</td> <td>6</td> </tr> <tr> <td>Concentration requirements and electives^{3,6}</td> <td>15</td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </table> <p>7. At the beginning of their third year, Agroecology students will choose one of the following courses for their fourth year Experience: AGRO 497 (2-6), AGRO 499 (6), AGSC 496 (3/6), GRS 497B (3-6). Students in the Resource Economics stream have the option to substitute 6 credits of concentration requirements and electives for the Fourth Year Experience.</p>	Fourth Year		AGSC 450	3	AGRO 460	3	AGRO 461	3	Fourth Year Experience ⁷	6	Concentration requirements and electives ^{3,6}	15	Total Credits	30	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,194,260,5 </p> <p>Present Calendar entry</p> <p>B.Sc. Agroecology</p> <p>.....</p> <table border="0"> <tr> <td>Fourth Year</td> <td></td> </tr> <tr> <td>AGSC 450</td> <td>6</td> </tr> <tr> <td>AGRO 460</td> <td>3</td> </tr> <tr> <td>AGRO 461</td> <td>3</td> </tr> <tr> <td>Concentration requirements and electives^{3,6}</td> <td><u>21</u></td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </table> <p>.....</p> <p>Type of Action: Add 6 credits of 4th Year Experience to the fourth year of the Agroecology program. Reduce concentration requirements and electives accordingly. Provide students in the Resource Economics stream of Agroecology with the option to take 6 credits of concentration electives rather than 4th Year experience.</p> <p>Rationale: The addition of a 4th Year Experience will better prepare Agroecology students for (a) graduate studies and (b) the work force. Students will choose from a six-credit, faculty-supervised directed studies (AGRO 497, GRS 497B) or thesis (AGRO 499) or a 6-credit career development internship (AGSC 496). The capstone format will allow students to integrate knowledge from other courses and</p>	Fourth Year		AGSC 450	6	AGRO 460	3	AGRO 461	3	Concentration requirements and electives ^{3,6}	<u>21</u>	Total Credits	30
Fourth Year																											
AGSC 450	3																										
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Total Credits	30																										

	<p>to apply it to their particular area of interest. Resource Economics students have the option to substitute concentration requirements and electives for capstone experience because additional courses in economics is necessary for these students to be competitive in the economics job market. The proposed 4th Year Experience curriculum change is the result of a year-long discussion and consultation with faculty members and students in the Agroecology Program.</p>
<p>Proposed Calendar Entry:</p> <p>AGSC 496 (3/6 D) CAREER DEVELOPMENT INTERNSHIP. Technical work experience appropriate to students' career goals. Enrolment subject to competition and availability of work placements.</p>	<p>URL: AGSC 496</p> <p>Present Calendar entry</p> <p>AGSC 496 (3) CAREER DEVELOPMENT INTERNSHIP Supervised technical work experience appropriate to students career goals. Critical thinking, self-analysis of performance in the work environment, and evaluation with mentor and course coordinator. Prerequisites: AGSC 250 and at least third year standing. Enrolment subject to competition and availability of work placements. <i>Prerequisite:</i> AGSC 250 and at least 3rd year standing and permission.</p> <p>Type of Action: Change course credits from 3 to 3/6, and shorten calendar description.</p> <p>Rationale: Provide more flexibility and options for those students who wish to gain 6 credits versus 3 credits worth of work experience and job placement skill development. A 6-credit version of AGSC 496 will also allow this course to serve as a 4th Year Experience in the Agroecology program (see curriculum proposal above).</p> <p><i>Student Requirements for 6 Credit Course</i></p> <ul style="list-style-type: none"> • Do 150 hours of work at your chosen work site • Attend 8 workshops and participate in class discussions • Contribute to on-line discussions (web-based conferencing)

	<ul style="list-style-type: none"> • Submit 2 journal assignments that connect your academic knowledge to your work experiences • Write 2 1-page reports about workplace issues/experiences • Do an oral PowerPoint presentation • Submit a final reflective portfolio report • Create an e-portfolio • Create a video presentation (digital storytelling) highlighting personal growth linked to academic studies <p><i>Student Requirements for 3 Credit Course</i></p> <ul style="list-style-type: none"> • Do 80 hours of work at your chosen work site • Attend 5 workshops and participate in class discussions • Contribute to on-line discussions (web-based conferencing) • Submit journals to the instructor of your insights and reflections from your work experiences • Write a 1-page report about workplace issues/experiences (and 1 optional report) • Do an oral PowerPoint presentation • Submit a final reflective portfolio report • Create an e-portfolio
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THE UNIVERSITY OF BRITISH COLUMBIA



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

1 May 2007

To: Senate
From: Senate Curriculum & Admission Committees

Re: **NEW GRADUATE PROGRAMS**

The Senate Curriculum and Admission Committees have reviewed the proposals forwarded to them by the Faculties, and have deemed the following as being ready for approval:

- 1) **Master of Science and Doctor of Philosophy in Cell and Developmental Biology;**
- 2) **Master of Nursing; and**
 - a. **Transfer of Nurse Practitioner Specialization from Master of Science in Nursing to the proposed Master of Nursing degree program**

As such, they are pleased to recommend:

That Senate approves the program and associated courses for the Master of Science and Doctor of Philosophy in Cell and Developmental Biology, and the Master of Nursing program; and the transfer of the Nurse Practitioner Specialization from the Master of Science in Nursing to the Master of Nursing program.”



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: CFIS Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. John Church Phone: (604) 822-2751 Email: jchurch@interchange.ubc.ca
Proposed Calendar Entry: The Graduate Program in Cell and Developmental Biology Degrees Offered: Ph.D., M.Sc. <i>Program Overview</i> The Graduate Program in Cell and Developmental Biology offers opportunities for advanced study and research in cell and developmental biology through a coordinated program of studies leading to Master of Science and Doctor of Philosophy degrees in the Faculty of Graduate Studies. The Program is flexible and is intended to accommodate the diverse backgrounds of students and the broad nature of research in cell and developmental biology. In addition to course work, students are expected to engage in original and significant research from the start of their studies. A student's overall training program is decided upon by the student, their research supervisor and their Advisory Committee. Acceptance into the Program is dependent upon meeting the general entrance requirements of the Faculty of Graduate Studies, being accepted by the Cell and Developmental Biology Graduate Program Advisory Committee and being accepted by a faculty member who is willing to act as the student's supervisor.	URL: None Present Calendar Entry: None Type of Action: New Program Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will provide a coherent educational program designed to provide students from diverse backgrounds with a critical understanding of the concepts, scientific fundamentals and methodologies central to cell and developmental biology, and will provide opportunities for intensive training in cell and developmental biology through thesis research. By promoting a rigorous training in cell and developmental biology, the Program will ensure that students acquire the skills necessary to establish fulfilling careers in research and teaching. By providing a rigorous training and scholarly exchange in contemporary cell and developmental biology, the Program will also: <i>a)</i> promote a tight linkage between teaching and research in the disciplines and improve the

*Doctor of Philosophy*

Admission requirements. Applicants will normally have a Master's degree or recognized equivalent from an accredited university-level institution in a relevant field of study, or a professional degree (M.D., D.M.D., D.V.M.), with clear evidence of research ability or potential. In exceptional cases, applicants who hold a B.Sc.(Hons.) with an overall average in the 'A' grade range and who demonstrate advanced research ability may be granted direct admission to the Doctoral program on recommendation of the Director/Graduate Advisor of the Graduate Program in Cell & Developmental Biology and approval of the Dean of the Faculty of Graduate Studies. Transfer from the M.Sc. program to the Ph.D. program is permitted, subject to agreement from the student's research supervisor and Advisory Committee and meeting the Faculty of Graduate Studies requirements for transfer. Applicants whose first language is not English may be required to take the Test of English as a Foreign Language (TOEFL).

Program requirements. For the Ph.D. degree, the usual period of study is 3 to 4 years after completion of a Master's program in a related discipline or 4 to 6 years following direct admission to the Ph.D. program following an undergraduate Honour's degree. To maintain registration as a doctoral student, students entering with a Bachelor's degree must, during their first year of study, complete 12 credits of coursework with a first class average, of which 6 credits must be from the Program's roster of 500-level Process courses, at least 3 credits must be from the Program's roster of 500-level Content courses, and at least 9 credits must be of first class standing. Students who enter the Ph.D. program with a Master's degree in an unrelated discipline

effectiveness of instruction in them

b) serve to enhance UBC's ability to recruit and retain outstanding students and faculty

c) be an important resource in terms of courses, seminars and scholarly interactions for students who choose to remain in their own Departmental graduate programs

d) complement the existing interdisciplinary Graduate Programs in Genetics, Neuroscience and Oncology

e) strengthen UBC's contribution to the larger community of cell and developmental biologists in the Province, both in academia and in industrial (*e.g.* biotechnology) and other sectors

f) enhance linkages and facilitate interactions between Faculties, Departments, Institutes and Centres at both on- and offcampus sites in the lower mainland and in the Province as a whole.

More than 50 faculty members, who currently supervise more than 150 graduate students, are involved in research and teaching in cell and developmental biology at UBC. These faculty have received numerous awards for teaching and/or research and have the expertise to introduce, administer and run a highly successful interdisciplinary Graduate Program in Cell and Developmental Biology.



are required to successfully complete, in their first year, both of the Program's 3 credit Process courses. These students, and students who enter the Ph.D. program with a Master's degree in Cell & Developmental Biology or a related discipline, are not required to take additional coursework unless this is recommended by their research supervisor in consultation with the student's Advisory Committee. All doctoral students are required to pass a comprehensive written and oral examination within the first 24 months of study, and to undertake an original and in-depth research project under the supervision of a faculty member. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission requirements. Applicants will have a B.Sc. in a relevant discipline, with a minimum B+ average ($\geq 76\%$) in third and fourth year-level course work or at least 12 credits of third- or fourth-year courses in the A- grade range ($\geq 80\%$), or a professional degree (M.D., D.M.D., D.V.M.). Applicants whose first language is not English may be required to take the TOEFL.

Program requirements. For the M.Sc. degree, the usual period of study is 2 to 3 years. Requirements for the M.Sc. include the satisfactory completion of 30 credits of course work, original and in-depth research under the supervision of a faculty member, and a research Master's thesis. The thesis is assigned 18 credits and is counted as part of the coursework requirement. Of the remaining 12 credits of coursework, 6 credits must be from the Program's roster of 500-level Process courses and at least 3 credits must be from the Program's roster



of 500-level Content courses. Transfer to the Ph.D. program is permitted, subject to agreement from the student's research supervisor and Advisory Committee and meeting the Faculty of Graduate Studies requirements for transfer.

Contact Information

Graduate Program in Cell and
Developmental Biology
The University of British Columbia
Life Sciences Centre, Room 3.353
2350 Health Sciences Mall
Vancouver, B.C., Canada V6T 1Z3

Tel: 604 822-2751

Fax: 604 822-2316

Email: jchurch@interchange.ubc.ca

Web: www.cellbiology.ubc.ca



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. M. Gold Phone: (604) 822-4070 Email: michael.gold@ubc.ca
Proposed Calendar Entry: CELL 501 (3). Cell and Developmental Biology Research Literature. Development of written communication and critical thinking skills. Prerequisite: BIOL 530.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the Program will be required to successfully complete, in their first year, two 3 credit <i>Process</i> courses (BIOL 530 & CELL 501) that focus on training students how to be successful scientists. These courses will concentrate on developing critical thinking and verbal and written communication skills. The <i>Process</i> courses will use 'landmark' papers and the contemporary cell and developmental biology literature as the basis for imparting these skills; thus, BIOL 530 and CELL 501 are



	<p>distinct from, but complementary to and integrated with, the <i>Content</i> courses (CELL 502 - CELL 507) that will provide a broad introduction to the scientific fundamentals of cell and developmental biology.</p> <p>CELL 501 will be offered annually in Term 2 of the Winter Session, after BIOL 530.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. T. O'Connor Phone: (604) 822-9759 Email: jimo@interchange.ubc.ca
Proposed Calendar Entry: CELL 502 (1.5). Current Topics in Developmental Biology. Cellular and molecular mechanisms of development from the earliest stages of axis formation to organogenesis.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 502 will be offered annually in the first 6 weeks of Term 1 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. C. Roskelley Phone: (604) 822-4664 Email: roskelly@interchange.ubc.ca
Proposed Calendar Entry: CELL 503 (1.5) Current Topics in Cellular Communication. Cellular communication within tissues by direct contact and by modulating and responding to the microenvironment.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 503 will be offered annually after CELL 502, <i>i.e.</i> in the last 7 weeks of Term 1 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. W. Vogl Phone: (604) 822-2395 Email: vogl@interchange.ubc.ca
Proposed Calendar Entry: CELL 504 (1.5). Current Topics in the Cytoskeleton and Cell Motility. Structure and function of the cytoskeleton, and its involvement in various forms of cell and intracellular motility.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 504 will be offered annually in the first 6 weeks of Term 2 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. I.R. Nabi Phone: (604) 822-7000 Email: irnabi@interchange.ubc.ca
Proposed Calendar Entry: CELL 505 (1.5). Current Topics in Intracellular Trafficking. Organization of membranes and organelles within cells and how molecules are targeted to intracellular sites.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 505 will be offered annually after CELL 504, <i>i.e.</i> in the last 7 weeks of Term 2 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. K. Haas Phone: (604) 822-9770 Email: kurt.haas@ubc.ca
Proposed Calendar Entry: CELL 506 (1.5). Fluorescence Microscopy. Principles and applications in biological research.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 506 will be offered annually in the first 7 weeks of Term 2 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. T. Michael Underhill Phone: (604) 822-5833 Email: tunderhi@interchange.ubc.ca
Proposed Calendar Entry: CELL 507 (1.5). Special Techniques and Protocols in Cell and Developmental Biology.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. Typical students entering the program will be required to successfully complete, in their first year, at least two of six new 1.5 credit <i>Content</i> courses (CELL 502 - CELL 507). These courses will provide students with a broad overview of the scientific fundamentals and methodologies of contemporary cell and developmental biology and will allow students to apply them appropriately. The <i>Content</i> courses will build on and expand the skills acquired in the Program's <i>Process</i> courses (<i>i.e.</i> BIOL 530 and CELL 501). The required



	<p>choice of a minimum of two of the six available <i>Content</i> courses allows students in the Program flexibility to take other courses of specific relevance to their own specialized area of research.</p> <p>CELL 507 will be offered annually after CELL 506, <i>i.e.</i> in the last 6 weeks of Term 2 of the Winter Session.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. J. Church Phone: (604) 822-2751 Email: jchurch@interchange.ubc.ca
Proposed Calendar Entry: CELL 549 (18). M.Sc. thesis.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. The Program will be research-intensive and all students will be expected to engage in original and significant research from the start of their studies; this research will be undertaken in the laboratory of the student's supervisor. The grading system will be pass/fail.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: N/A Faculty Approval Date: Effective: Winter Session, First Term, 2007	Date: April 2006 Contact Person: Dr. J. Church Phone: (604) 822-2751 Email: jchurch@interchange.ubc.ca
Proposed Calendar Entry: CELL 649 (0). Ph.D. thesis.	URL: None Present Calendar Entry: None Type of Action: New course in the proposed Graduate Program in Cell and Developmental Biology. Rationale: There is an identified need for an interdisciplinary Graduate Program in Cell and Developmental Biology to replace the current approach of teaching cell and developmental biology as part of courses more narrowly focused for specific disciplines. The new Program will promote a rigorous training in cell and developmental biology and will ensure that graduates of the Program acquire the skills necessary to establish fulfilling careers in research and teaching. The Program will be research-intensive and all students will be expected to engage in original and significant research from the start of their studies; this research will be undertaken in the laboratory of the student's supervisor.

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Nursing Faculty Approval Date: January 22/07 Effective Year 2007 for Change</p>	<p>Date: Contact Person: Carol Jillings Phone: 2-7479 Email: jillings@nursing.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p style="text-align: center;">PROGRAM OVERVIEW</p> <p>The School of Nursing offers three graduate degrees: a Master of Science in Nursing (M.S.N.), a Master of Nursing (M.N.), and the Doctor of Philosophy (Ph.D.). These graduate degree programs provide advanced professional leadership, clinical scholarship, and research training beyond the bachelor's degree in nursing.</p> <p>.....</p> <p>Master of Science in Nursing</p> <p>The M.S.N. program is designed to prepare graduates to function as leaders in a range of roles such as education, advanced practice, policy implementation, health care management, and nursing knowledge development.</p> <p>Admission Requirements</p> <p>Applicants must be registered nurses with a bachelor's degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a First class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. GRE scores are required. In order to be included among the top-ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a minimum score of 600, may be required before any offer of admission can be made.</p> <p>Program Requirements</p> <p>The program provides basis for leadership in professional nursing practice and also creates a</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1205</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">PROGRAM OVERVIEW</p> <p>The School of Nursing offers two graduate degrees: a Master of Science in Nursing (M.S.N.), and the Doctor of Philosophy (Ph.D.). These graduate degree programs provide advanced professional leadership, clinical scholarship, and research training beyond the baccalaureate degree in nursing.</p> <p>.....</p> <p>Master of Science in Nursing</p> <p>The M.S.N. program is designed to prepare graduates to function as leaders in a range of roles such as education, advanced practice, policy implementation, health care management, and nursing knowledge development. The program provides a basis for leadership in professional nursing practice and also creates a foundation for doctoral studies. Within the 33-credit program, the student may do a major essay (3 credits) or a thesis (6 credits). Applicants must be registered nurses with a baccalaureate degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a First class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. GRE scores are required by the School of Nursing. In order to be included among the top-ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a</p>

<p>foundation for doctoral studies. Students complete a total of 33 credits, comprising core, focus and elective courses. The student may complete a major essay (3 credits) or a thesis (6 credits).</p> <p>Master of Nursing</p> <p>The M.N. degree is designed to prepare graduates in a specialized area of nursing practice within the context of a professional graduate education.</p> <p>Nurse Practitioner</p> <p>The M.N. (Nurse Practitioner) program prepares nurse practitioners who will work in primary care settings. Graduates will be prepared to assess, diagnose and treat common and predictable conditions across the lifespan, and will be eligible to apply for registration as Nurse Practitioner (Family) in British Columbia.</p> <p>Admission Requirements</p> <p>Applicants must meet general requirements of the UBC Faculty of Graduate Studies for admission, including a minimum overall average of 76% at the third- and fourth-year levels, with a First class standing (80% or above) in 12 credits or more of nursing courses in their bachelor's program. In addition, they must hold current registration as a Registered Nurse in British Columbia and have completed a minimum of three years of clinical practice as a registered nurse, demonstrate clinical excellence, and provide evidence of their ability to work autonomously. Applicants with previous graduate level preparation in nursing or course equivalence established by the College of Registered Nurses of BC may be considered for advanced standing in the MN-NP program or for exemptions from specified coursework. Exemptions will be determined on an individual basis by the MN-NP Program Admissions Committee.</p> <p>Program Requirements</p> <p>In accordance with the professional and regulatory requirements associated with this form of advanced nursing practice, this option normally comprises 56 credits of coursework, combining 9 credits of graduate level theory courses in common with the M.S.N. program core requirements, up to 44 credits of primary health care theory and practice training, and a 3 credit culminating scholarly project.</p>	<p>minimum score of 600, may be required before any offer of admission can be made.</p> <p>.</p> <p>Type of Action: New degree. Transfer of Specialization.</p> <p>Rationale:</p> <p>The professional Master's degree – M.N. – designation is appropriate to the Nurse Practitioner program and distinguishes the degree from the M.S.N. The distinction from the M.S.N. is also important for prospective students who already hold an M.S.N. but desire the Nurse Practitioner specialization.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



May 4, 2007

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

Memo to: Vancouver Senate

From: Nominating Committee

Re: Appointment of Student Senators to Committees of Senate (approval) and
Adjustments to Senate Committees (approval)

a) Approval of appointments of Student Senators to Committee of Senate (approval)

***Motion:** That Senate accept the recommendation of the Nominating Committee to appoint senators to the Committees of Senate as follows:*

1. Academic Building Needs Committee

Sanya Brkanovic
Diana Diao

2. Academic Policy Committee

Jaspreet Khangura
Aidha Shaikh

3. Admissions Committee

Raymond Pan
Diana Diao

4. Agenda Committee

Tariq Ahmed
Erin Rennie

5. Appeals on Academic Standing Committee

Geoff Rawle
Diana Diao
Hillson Tse

6. Curriculum Committee

Robert Taddei,
Behnam (Ben) Toosi
Richard Lam

Erin Rennie
Tim Leaver

7. Library Committee

Alfie Lee
Lyle Powell
May Tee
Sanja Brkanovic

8. Student Appeals on Academic Discipline Committee

Tariq Ahmed
Richard Lam
Geoff Rawle

9. Student Awards Committee

Lyle Powell
Hillson Tse

10. Teaching and Learning Committee

Robert Taddei
Jaspreet Khangura
Jaspaul Aulakh

11. Tributes Committee

Tariq Ahmed
Jaspaul Aulakh

b) Adjustments to Senate Committee (approval)

Motion: That Senate approve the revisions to the membership of Committees of Senate as follows:

1. Library Committee:

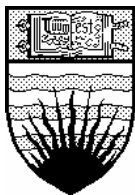
Add University Librarian pro tem Dr. Peter Ward to fill vacancy
Add Dean Charles Schuler to replace Dean Edwin H. K. Yen

2. Teaching and Learning Committee

Add Dean Charles Schuler to replace Dean Edwin H. K. Yen

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee



May 8, 2007

SENATE SECRETARIAT

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: Adjustments to the Composition and Terms of Reference of standing Committees of Senate:

The Nominating Committee has undertaken its annual review of the terms of reference of Senate's standing committees.

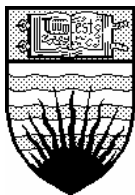
The Committee notes that the titles of two administrators, the Associate Vice-President Academic Programs and the Associate Vice-President Academic Planning have been changed to the Vice-Provost & Associate Vice-President Academic Affairs and the Vice-Provost & Associate Vice-President Academic Planning respectively. As such, the Committee recommends that all instances of the previous titles in Senate committee compositions be updated.

Secondly, the Committee notes that the Senate Curriculum Committee has jurisdiction over degree parchments and transcripts in Senate policies, but not in the Committee's terms of reference. As such, the following is recommended as a fifth term of reference for the Senate Curriculum Committee:

To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic records.

As such, the Committee is pleased to recommend the following to Senate:

That Senate adjust the membership of the Academic Building Needs Committee to reflect the change in title of the Associate Vice-President Academic Planning to Vice-Provost & Associate Vice-President Academic Planning, and of the Academic Policy, Curriculum, and Teaching and Learning Committees to reflect the change in title of the Associate Vice-President Academic Programs to the Vice-Provost & Associate Vice-President Academic Affairs; and that the term of reference specified above be added to those of the Senate Curriculum Committee.



May 8, 2007

SENATE SECRETARIAT

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: Review of Senate Composition

At the February 2007 Meeting of Senate, the following was resolved:

That the Nominating Committee be directed to consider whether a process for the review at regular intervals of Senate composition would be advisable and to report back to the Senate with recommendations on the matter by the April 2007 meeting of the Senate.

The Committee agrees that such a process would be beneficial to Senate. It recommends that such a review regularly occur every three years, near the conclusion of each Senate's term and that a review should be automatically undertaken should any substantive change be made to the *University Act* or should any faculties or colleges be created or discontinued at UBC Vancouver.

To implement this, the following would be added to the Nominating Committee's terms of reference:

To review the composition of Senate during the third year of each Senate, and also to conduct such a review should any substantive change be made to the University Act, or should the number of faculties or colleges at the campus change.

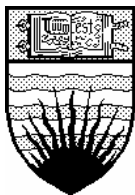
In undertaking such a review, the committee should consider – at a minimum – the following:

- 1) The administrative structure and size of the University and its academic units;
- 2) Comparator data from other British Columbia universities and the G-10 universities;
- 3) Past iterations of the Senate;
- 4) Senate committee staffing needs;
- 5) Attendance patterns for groups of senators; and
- 6) Other data on the effectiveness of Senate's composition.

As such, the Committee recommends to Senate that:

Senate accept the report of the Nominating Committee on the Review of the Composition of Senate, and that the Committee's terms of reference be amended as specified therein.

Should the Senate accept this report, the Nominating Committee will undertake such a review this upcoming summer and autumn, and hopes to present a report to Senate in late 2007.



May 8, 2007

SENATE SECRETARIAT

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: Re-Establishment of an Ad-Hoc Committee on Writing and Communication Skills

As a result of the referral to Senate by the Curriculum Committee in March of this year, and Dr Yaworsky's kind reminder to Senate that an ad-hoc committee on Consultative Writing Requirements was in existence but inactive, the Senate Nominating Committee has prepared the following terms of reference and committee composition for Senate's approval. The Committee therefore requests that:

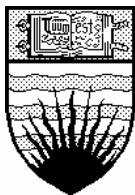
Senate strike and approves the terms of reference and composition of an "Ad-hoc Committee on Writing and Communication Skills" and that the Ad-hoc Consultative "Writing Requirements" Committee be discharged"

The following terms of reference are recommended:

- 1) To review the work of the "Write, Write, and Rewrite Report" presented to Senate in May 2001 and previous Senate reports on writing skills;
- 2) To consider submissions from faculties and other units on the optimum structure(s) for the teaching of writing and communication skills to students over the course of their programs;
- 3) To recommend to Senate:
 - a. What is/are the objective(s) of teaching writing and communication skills to students and how can success in achieving this/these objective(s) be assessed;
 - b. Whether a centralized or decentralized approach is optimum for the teaching of such skills; and
 - c. What would the resource implications be of any recommendations to Senate; and
- 4) To report back by December 2007 with the committee's recommendations.

The recommended composition of the Committee is as follows:

Dr David Fielding, Senator, Faculty of Pharmaceutical Sciences
Dr Peter Ward, Senator, University Librarian
Dr Ronald Yaworsky, Senator, Convocation
Dr Peter Marshall, Senator, Chair of the Curriculum Committee
Dr Barbara Arneil, Senator, Faculty of Arts
Ms Diana Diao, Senator, Science Student
Dr Bruce Dunwoody, Associate Dean, Faculty of Applied Science
A Representative of the Department of English



May 8, 2007

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christopher.eaton@ubc.ca

To: Senate

From: Nominating Committee

Re: Establishment of an Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body

The Nominating Committee has considered the attached recommendation from the Senate Committee on Appeals of Academic Standing, and is pleased to recommend the following to Senate to enact the Committee's request:

That Senate strike an "Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body," with the following terms of reference:

- 1) To identify the factors related to cultural diversity that may affect a student's academic success (including cultural barriers and facilitators), and whether such factors influence help-seeking and resource-seeking if a student begins to have difficulty;*
- 2) To develop recommendations that can be implemented to assist international and immigrant students, in particular, in accessing and understanding academic policies and procedures, identifying resources that would assist them in understanding policy (in particular when students begin to have difficulty) and that this information and its delivery are provided in a culturally sensitive and competent manner; and*
- 3) To report back to Senate with recommendations as above by April 2008; and*

That the Nominating Committee be delegated the authority to appoint up to nine (9) persons to that Committee, with the proviso that at least seven (7) persons so appointed must be members of Senate, and that the appointments be subject to the ratification of Senate at its next meeting.

NB: Requires 2/3rds approval

The delegated authority specified is requested so that – should Senate find such a committee desirous – the proposed committee may commence its work over the summer.

See over...

Recommendation of the Senate Committee on Appeals of Academic Standing:

As highlighted in our report to Senate last year, the Committee continues to observe a disproportionate number of international and immigrant students in the appeals process, and in many cases their apparent underutilization of academic advising, counseling, help and information services offered by Faculties and the University. Further, when some of these students report having sought such help, the timing often appears inopportune, delayed, and ultimately of questionable value. Recognizing that the appeals process is a “last resort” option, this may be indicative of broader cross-cultural issues related to academic advising and counseling.

In 1996, prompted by an AMS survey that reported concerns respecting academic advising, Senate struck an ad hoc Committee to formulate a university-wide advising policy as well as to develop recommendations to address the reported issues. The Committee presented fourteen recommendations in late 1997 (Senate minutes, November 12, 1997), which was followed up with a report in 1999 (Senate minutes, April 21, 1999) from the Vice-President, Academic, respecting the implementation of those recommendations.

We present this background to highlight the importance that Senate has placed upon developing academic advising policies – and to suggest that it is appropriate for Senate to continue to address such issues as they emerge, specifically within the context of cross-cultural aspects that may not have been as prevalent at the time of the 1997 report and the 1999 follow-up.

Proposed Objectives

Consistent with our mandate, the Senate Academic Appeals Committee last year reported our observations and recommended that this issue be addressed. Accordingly, the Appeals Committee recommends that Senate establish an ad hoc Committee to examine and address cross-cultural issues related to academic advising with the objective of updating Senate’s previous policies as appropriate. This should include:

1. Identifying the factors related to cultural diversity that may contribute (including cultural barriers and facilitators), and whether such factors influence help-seeking and resource-seeking when a student begins to have difficulty, and the extent to which recommendations are implemented and followed-up by faculty members, faculty advisors and support services at the University, as well as the students, and
2. Developing recommendations that can be implemented to assist international and immigrant students, in particular, in accessing and understanding academic policies and procedures, identifying resources that would assist them in understanding policy (in particular when students begin to have difficulty) and that this information and its delivery are provided in a culturally sensitive and competent manner.



Enrolment Services
Senate & Curriculum Services
Brock Hall
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Vancouver, BC V6T 1Z1

Date **April 24, 2007**

TO: **Senate**

FROM: **Senate Committee on Student Appeals on Academic Discipline**

Report to Senate 2006-2007

Members of the Committee: Mr. Tariq Ahmed, Professor Christine Boyle (chair), Dr. Susan Grayston, Dr. Dale Griffin, Ms. Wendy King, Mr. Richard Lam, Mr. Robert W. Lowe, Ms. Katie McAllister, Dr. Mahesh Upadhyaya, Dr. Daniel Weary, Dr. Jeff Young.

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of Senate established under section 37(1) (v) of the *University Act*, R.S.B.C.1996, c.468 (consolidated as of 7 April 2006). The committee is a "standing committee of final appeal for students in matters of academic discipline". Under section 61(1) of the *Act* the "president has power to suspend a student and to deal summarily with any matter of student discipline." Under section 61(2), the President "must promptly report the action to the standing committee established under s.37 (1) (v) with a statement of his or her reasons." Under section 61(3), the "action of the president is final and subject in all cases to an appeal to the Senate."

Student discipline is governed by the Academic Regulations section of the [UBC Calendar](#) in the 2006/2007 Calendar on pages 52-55. Rules of procedure can be found at <www.students.ubc.ca/senate>

During the period from May 2006 to April 2007, the Senate Committee heard 4 appeals involving students disciplined by the President on the recommendation of the President's Advisory Committee. The misconduct, the disciplinary actions taken by the President, the nature of the appeals, and the decisions of the Senate Committee, were as follows:

1. June 2006

The student was disciplined for academic misconduct for altering a midterm examination and submitting it for remarking. Discipline imposed: a mark of zero in the course, 12 month suspension and an entry of disciplinary action on transcript with a right to apply for removal of notation after two years from graduation (hereafter "notation on transcript"). Appeal with respect to the severity of noting academic misconduct on transcript.

Appeal dismissed.

2. August 2006

The student was disciplined for copying answers from the paper of another student during a midterm examination. Discipline imposed: a mark of zero in the course, 8 month suspension and a notation on transcript. Appeal with respect to the severity of the disciplinary action in comparison to similar cases of academic discipline.

Appeal allowed to extent that period of suspension varied to 4 months.

3. October 2006

A student was disciplined for plagiarizing a term paper. Discipline imposed: a mark of zero in the course, 4 month suspension and a notation on transcript. Appeal with respect to severity of the disciplinary action.

Appeal dismissed.

4. October 2006

A student was disciplined for cheating on a midterm examination by bringing unauthorized material (a cheat sheet) to the examination. Discipline imposed: a mark of zero in the course, 12 month suspension and a notation on transcript. Appeal with respect to the severity of the disciplinary action and that the process leading to the decision of the president was unfair.

Appeal allowed to extent that period of suspension ended on the date of the letter of the decision of the Senate Committee (making a 6 month suspension) and matter referred back to the President's Advisory Committee on Student Discipline for rehearing on the issue of the length of suspension. The President's Committee later indicated that it would not hold a rehearing thus leaving the 6 month period to stand.

Respectfully submitted,

Christine Boyle

Professor of Law

Chair of the Senate Committee on Student Appeals on Academic Discipline

April 25, 2007

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

Ruth and Paul BASS Graduate Scholarship in Pharmacology: Scholarships totalling \$5,000 have been endowed by Mrs. Ruth and Dr. Paul Bass for doctoral students in pharmacology who are in their second or subsequent year of graduate study in the Faculty of Pharmaceutical Sciences, with a preference for students doing in vivo research and/or research in the area of neuropharmacology. Candidates for the award must be Canadian citizens or Canadian Permanent Residents. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

CEI Master of Architecture Scholarship: A \$1,500 scholarship is offered by CEI Architecture Planning Interiors to a third year student in the Master of Architecture Program who demonstrates exceptional creative skill in the successive refinement of architectural plans and details. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2007/08 Winter Session)

Joy COGHILL Award in Theatre: A \$750 award has been endowed by family, friends and colleagues to honour Canadian theatre pioneer and UBC alumna, Joy Coghill (B.A. 1947, Hon. LL.D. 1995). Joy was an Artistic Director of the Vancouver Playhouse and founder of Holiday Theatre. Her passion and dedication to the theatre art form has inspired generations of theatre artists and theatre-goers. The award is given to a promising student entering the Bachelor of Fine Arts Program in Acting on the recommendation of the Theatre Program in the Department of Theatre, Film and Creative Writing. (First awards available for the 2007/08 Winter Session)

CREATIVE Writing Graduate Scholarship: Several scholarships of \$1,000 each are offered by the Creative Writing Program for students in the Optional Residency M.F.A. Program in Creative Writing. The awards are made on the recommendation of the Department of Theatre, Film and Creative Writing in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

NOTE: In addition to supporting this scholarship on an annual basis for the next few years, the Department is working towards building a \$100,000 endowment to fund the scholarships in perpetuity. The Senate is being asked at this time to approve both the annual award and the long-term endowment fund.

Paul A. D. and Margaret M. DE MAINE Graduate Bursary: Bursaries totalling \$1,300 have been endowed by Dr. Margaret de Maine (B.A. in Chemistry 1951 and M.Sc. in Chemistry 1953) and by her late husband, Dr. Paul A.D. de Maine (Ph.D. in Chemistry 1956) for graduate students

in Chemistry or Computer Science who are in need of financial assistance. (First awards available for the 2007/08 Winter Session)

DUMOULIN Black Award in Geological Sciences: Awards totalling \$5,000 are offered by DuMoulin Black LLP to support students in their undergraduate honours thesis research, with preference for students who are in Honours or Combined Honours Geology and/or Geophysics or in Geological Engineering. The awards are made on the recommendation of the Department of Earth and Ocean Sciences. (First awards available for the 2007/08 Winter Session)

Errol DURBACH Graduate Scholarship in Theatre: A \$1,000 scholarship has been endowed for a student in the Ph.D. or M.A. program in Theatre by alumni, friends, colleagues, and audience members in recognition of Dr. Errol Durbach's many contributions to the Theatre Program as playwright, actor, translator, adaptor, teacher and department head. The award is made on the recommendation of the Theatre Program in the Department of Theatre, Film and Creative Writing in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

FAIRFAX Financial Holdings Limited Entrance Bursary: Two bursaries of \$5,000 each are offered by Fairfax Financial Holdings Limited to students commencing studies for their first undergraduate degree. Applicants must be either Canadian citizens or Permanent Residents of Canada. The bursary is renewable for second, third and fourth year provided recipients remain enrolled in full-time studies, continue to demonstrate financial need, and maintain satisfactory academic standing. (First awards available for the 2007/08 Winter Session)

Edwin FUKUSHIMA Memorial Bursary in Dental Hygiene: Entrance bursaries totalling \$1,000 have been endowed by Lyndsay Fukushima in memory of her husband, Edwin Fukushima, UBC D.M.D. 1969. Dr. Fukushima was a part-time clinical instructor in the Faculty of Dentistry for many years as well as an instructor in the Dental Hygiene Program. He was involved in the UBC Alumni Association as a Dental Representative on the Board of Management and as the Dental Alumni Association President. Dr. Fukushima was committed to continuing education and served on various committees of the College of Dental Surgeons of B.C. The bursaries are awarded to students in the Bachelor of Dental Science in Dental Hygiene Program in the Faculty of Dentistry. (First awards available for the 2007/08 Winter Session)

Walter GAGE Memorial Bursary in Engineering: Bursaries totalling \$2,600 have been endowed by Richard Ott, P.Eng. (B.A.Sc.1957) in memory of Walter Gage. Professor Gage served UBC for more than fifty years, including as Dean of Administrative and Inter-Faculty Affairs, Dean of Inter-Faculty and Student Affairs, acting President, and President (1969-1975). Mr. Ott greatly appreciated the mentorship and support provided to him by Dean Gage when Mr. Ott was an engineering student. The bursaries are awarded to students in the engineering program in the Faculty of Applied Science. (First awards available for the 2007/08 Winter Session)

Elizabeth and Leslie GOULD Scholarship in Engineering: Three scholarships of \$3,000 each have been endowed through a bequest by Leslie R. Gould, in honour of the sixty-year commitment of Elizabeth and Leslie Gould to the Masonic Order, for engineering students in the Faculty of Applied Science. The awards are made on the recommendation of the Faculty and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

Elizabeth and Leslie GOULD Scholarship in Nursing: A \$3,000 scholarship has been endowed through a bequest by Leslie R. Gould, in honour of the sixty-year commitment of Elizabeth and Leslie Gould to the Masonic Order, for a student in the School of Nursing. The award is made on the recommendation of the School and, in the case of graduate students, 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 has been endowed by the Graduating Class of Law 1968 to support a deserving student in the Faculty of Law who faces financial challenges in furthering their legal education. This award is made in memory of members of the Class of 1968 who are no longer with us.

(Note: The Senate previously approved an *annually* funded bursary from the Class of 1968 with similar terms. Members of the class will continue to support the annual bursary while simultaneously building this endowment towards a \$20,000 goal over the next three years, at which point this bursary will be funded through annual endowment income.)

GRADUATING Class of Law 1970 Bursary: Bursaries totalling \$2,900 have been endowed by the Graduating Class of Law 1970 to support deserving students in the Faculty of Law who face financial challenges in furthering their legal education. (First awards available for the 2007/08 Winter Session)

GRADUATING Class of Medicine 1966 Fred Scriver Memorial Bursary: Bursaries totalling \$970 have been endowed by members of the Graduating Class of Medicine 1966 in memory of their late classmate, Fred Scriver, to aid students in the M.D. Program who are in need of financial assistance. (First awards available for the 2007/08 Winter Session)

GRADUATING Class of Medicine 1981 Bursary: Bursaries totalling \$1,310 have been endowed by members of the Graduating Class of Medicine 1981 to assist students in the M.D. Program who are in need of financial assistance. (First awards available for the 2007/08 Winter Session)

HAYNES Graduate Scholarship for the Advancement of Animal Welfare: Scholarships totalling \$1,000 have been endowed to support student research on how human behaviour and policy influence the lives of animals. Awards are offered to graduate students in the Animal Welfare Program and in interdisciplinary studies, where candidates' research aims to reduce animal suffering through avenues such as education, regulation, media and the law. The award is established in memory of Mouse, Mrs. Haynes' adopted cat, who demonstrated the transformative power of the human-animal bond. 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 2008/09 Winter Session)

HUGHES Condon Marler: Architects Scholarship: A \$1,250 scholarship is offered by Hughes Condon Marler: Architects for a student in the Master of Architecture Program with preference for a students entering their final year who has demonstrated a strong understanding of architecture as it relates to its regional context at an urban design level. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First awards available for the 2007/08 Winter Session)

(Note: The donors have undertaken to support this scholarship with an annual donation of \$1,250 for five years while simultaneously building up an endowment fund with a second gift of \$5,000 per year. After five years, the scholarship will be fully endowed and will be supported by endowment income.)

KILLAM American Fund Student Mobility Award: Awards totalling \$5,500 have been endowed by the Constance Killam Trust and the Elizabeth Killam Rogers Trust for full-time undergraduate students who are participating in a recognized UBC exchange with a partner institution in the United States of America. The award is open to both incoming and outgoing exchange participants who are U.S. or Canadian citizens or Permanent Residents. The awards are made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Office of Student Financial Assistance and Awards. (First awards available for the 2007/08 Winter Session)

Dean of LAND and Food Systems Scholarship: Scholarships totalling \$1,000 have been endowed by alumni and friends of the Faculty of Land and Food Systems. The awards are offered to undergraduate students in Land and Food Systems and are made on the recommendation of the Faculty. (First awards available for the 2007/08 Winter Session)

William T. LANE Memorial Prize in Planning Law: A \$300 prize has been endowed by Elizabeth A. Lane and by family, friends, colleagues and former students in memory of William T. Lane (B.A.1944, B.Com.1947, LL.B.1948) for a student with high academic standing in course(s) in the legal context of planning in the School of Community and Regional Planning. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

Dean of LAW LL.M. Prize: A \$500 prize is offered by the Faculty of Law in recognition of an outstanding LL.M. thesis. The award is made on the recommendation of the Faculty. (First award available for the 2006/07 Winter Session)

Dean of LAW Ph.D. Prize: A \$500 prize is offered by the Faculty of Law in recognition of an outstanding Ph.D. thesis in law. The award is made on the recommendation of the Faculty. (First award available for the 2006/07 Winter Session)

Joyce and John MacCONNAL Graduate Scholarship in Nursing: Scholarships totalling \$2,500 have been endowed through a bequest by Louisa May Joyce MacConnal for graduate students in the School of Nursing. The awards are made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

Joyce and John MacCONNAL Undergraduate Scholarship in Nursing: Scholarships totalling \$2,500 have been endowed through a bequest by Louisa May Joyce MacConnal for undergraduate students in the School of Nursing. The awards are made on the recommendation of the School. (First awards available for the 2007/08 Winter Session)

Alan J. MALONEY Memorial Bursary in Engineering: Bursaries totalling \$1,000 have been endowed by family, friends, and colleagues in memory of Alan J. Maloney (May 11, 1946 to August 7, 2006) for Engineering students who are in need of financial assistance. Following early education in his hometown of Liverpool, England, Alan was admitted to the University of Liverpool in 1964 to study Electrical Engineering/Electronics, graduating in 1967 with a first class honours B.Sc. Subsequently, he was awarded a M.Sc. at the University of Oxford for his studies in Plasma Physics. During his career in industry, he earned a second Masters degree in Operations Management from the University of Strathclyde, Scotland. Alan spent close to forty years in business management in Scotland and Canada, most recently with Top Producer in Richmond, B.C. (First awards available for the 2008/09 Winter Session)

Will MARSH – Doug Paterson Scholarship: Scholarships totalling \$1,000 have been endowed by Professors William Marsh and Douglas Paterson for students in the Landscape Architecture Program, with preference for those demonstrating an interest in or whose graduation project focuses on the concerns of rural and small town communities in British Columbia. The awards are made on the recommendation of the School of Architecture and Landscape Architecture. (First awards available for the 2008/09 Winter Session)

Harmandeep Kaur RAI Memorial Prize in Asian Studies: A \$500 prize is offered in memory of Harmandeep Kaur Rai, UBC Arts alumna (2000) and graduate of the Asian Studies Department, by family members including her younger brother, Ralinder Singh Rai. The award is made on the recommendation of the Department of Asian Studies to a student in the Department, with preference for those studying South Asian language and culture. (First award available for the 2007/08 Winter Session)

SPROTT-SHAW Community College Entrance Award for Aboriginal Students in Medicine: Awards totalling \$10,000 are offered by Sprott-Shaw Community College to Aboriginal students entering the M.D. Program in the Faculty of Medicine. The awards are made on the recommendation of the Faculty. (First award available for the 2007/08 Winter Session)

Vivien M. SRIVASTAVA Memorial Graduate Bursary: Bursaries totalling \$5,000 are offered in memory of Vivien M. Srivastava (1931-2004) who was, in 1964, the first woman to obtain a Ph.D. in Zoology at UBC. She was also, in 1957, one of the first women hired by the Fisheries Research Board of Canada. Despite having to overcome significant challenges, such as not being allowed in the Fisheries library at UBC nor on ships to do laboratory work, Vivien went on to a successful career as a fisheries scientist. She later became a pet behaviour consultant and radio broadcaster. In 2005, she was awarded a posthumous honorary doctorate from Mount Saint Vincent University. The bursaries are offered to women graduate students in the Faculty of Science who are encountering financial barriers such as difficulty in covering the costs of childcare or living expenses, with preference for students in the Department of Zoology. (First awards available for the 2007/08 Winter Session)

W.J. STANKIEWICZ Memorial Graduate Prize in Political Theory: A \$1,000 prize has been endowed by Professor Marketa Goetz-Stankiewicz in memory of her husband, the political philosopher Dr. W.J. Stankiewicz, to recognize outstanding work in the area of political theory by a graduate student in the Department of Political Science. Although it is preferred that only one prize be awarded annually, the award may be split between two recipients at the discretion of the Department Head in years when two candidates of equal achievement are nominated. The award is made on the recommendation of the Department. (First award available for the 2007/08 Winter Session)

TECK Cominco Limited Scholarship: Scholarships totalling \$20,000 are offered by Teck Cominco Limited: \$10,000 to a student entering third year and \$10,000 to a student entering the final year of the undergraduate program in Chemical Engineering, Geological Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering, or Geology. Preference is given to students with a demonstrated interest in the mining industry. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Science. (First awards available for the 2007/08 Winter Session)

Note: The existing Teck Cominco Limited Scholarship (Award 02243) will be discontinued after the 2007/08 Winter Session.

THUNDERBIRD Football Association Award: One or more awards at a minimum value of \$500 each to the maximum allowable under athletic association regulations are offered to outstanding members of the Thunderbird varsity football 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 good academic standing. (First awards available for the 2007/08 Winter Session)

Anne D. TILLEY Scholarship in Human Kinetics: A \$1,000 scholarship has been endowed by Ms. Anne D. Tilley for a fourth year undergraduate student in Human Kinetics who is conducting supervised independent research in the field of developmental disability/mental handicap, with a preference for students working in the social science area. The award is made on the recommendation of the School of Human Kinetics. (First awards available for the 2007/08 Winter Session)

TRANSPORTATION Association of Canada Foundation Entrance Scholarship: A \$1,000 scholarship is offered by the Transportation Association of Canada Foundation to a student entering the first year of Engineering. The scholarship is intended to encourage students to consider a career in the transportation field. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2007/08 Winter Session)

UNIVERSAL Buddhist Temple Graduate Scholarship: A \$5,000 scholarship is offered by the Universal Buddhist Temple to an outstanding graduate student pursuing a masters or doctoral degree in Buddhism Studies. The award is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

VANCOUVER Security Traders Association Award in Finance: A \$2,000 award is offered by the Vancouver Security Traders Association (VSTA) to a student entering the third year of study in the Finance Option at the Sauder School of Business who has an interest in pursuing a career in Securities Trading and demonstrated leadership skills. Completion of the Canadian Securities Course (CSC) or Traders Trading Course (TTC) is an asset. The winner of the award also receives a two-year membership to VSTA and the Canadian Securities Traders Association (CSTA). In addition, the recipient will have the opportunity to spend time on a Trading Desk to learn more about the industry. The award is made on the recommendation of the School. (First awards available for the 2007/08 Winter Session)

Dave WHITE SISCO Memorial Award in Forestry: Awards totalling \$500 have been endowed by SISCO in memory of Dave White to recognize his pursuit of silviculture and ecosystem restoration to achieve multiple objectives. Dave will be remembered as a widely respected leader in his field and for his love of the outdoors. The awards are made on the recommendation of the Faculty of Forestry to undergraduate students entering their third or fourth year of study within the Forest Resources Management, Forest Sciences, or Natural Resources Conservation programs. Award candidates must be studying in the area of silviculture and demonstrate an interest in integrated resource management, as well as actively participating in extracurricular activities such as athletics. (First awards available for the 2007/08 Winter Session)

WYETH Consumer Healthcare Dental Hygiene Award: A \$500 award and plaque are offered by Wyeth Consumer Healthcare to a second year student in the Entry-to-Practice Admission Option of the Dental Hygiene Program in the Faculty of Dentistry. In addition to academic merit, consideration is given to leadership skills, involvement in student affairs and/or commitment to

community service. The award is made on the recommendation of the Faculty. (First award available for the 2007/08 Winter Session)

Norman YOUNG Scholarship in Theatre: A \$1,000 scholarship has been endowed by family, friends, colleagues and alumni to honour Norman Young's many years of service to Theatre at UBC and to the performing arts in Vancouver. The award is made to an undergraduate or graduate student in theatre design or production on the recommendation of the Theatre Program in the Department of Theatre, Film and Creative Writing and, in the case of a graduate student, in consultation with the faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

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

Award 04714 – Girl Guides of Canada Vancouver Area Council Elizabeth Rogers Trust Scholarship: (revised description) A \$500 scholarship is offered by the Vancouver Girl Guides Area Council through UBC. Applicants must be active members of the Girl Guides movement in Vancouver, West Vancouver, North Vancouver (City or District), Richmond, or Burnaby and be enrolled in a full program of studies leading to a degree. Academic standing is considered together with interest in Girl Guide activities. Recipients assume a moral obligation to maintain association with the Girl Guides movement. Winners are selected by the University in consultation with the Vancouver Girl Guide Area Council.

How amended: The scholarship has been changed from an entrance award to one open to students in any year of full-time study. The previous age restriction has been deleted.

Award 01988 - GREAT-West Life Scholarship in Vocational Rehabilitation Counselling: (revised description) Two scholarships of \$2,500 each are offered by Great-West Life to students in the Master of Arts Program in Vocational Rehabilitation Counselling. The scholarships are given to students in the program who best represent the Scientist-Practitioner Model in Vocational Rehabilitation Counselling by combining scholastic ability with superior clinical skills. Subject to recipients maintaining satisfactory academic standing in the Program, the scholarships may be renewed for a further two years or until graduation, whichever is the shorter period. The scholarships are made on the recommendation of the Department of Educational and Counselling Psychology and Special Education in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

How amended: The value of each scholarship is increased from \$1,500 to \$2,500 and two awards per year are now offered instead of one. In addition, the scholarship is now renewable, whereas it was previously a one-time award for each recipient.

Award 01348 - William and Nona Heaslip Scholarship: (revised description) Two scholarships of \$15,000 each are offered by The William and Nona Heaslip Foundation to undergraduate students entering their second year of study in the Faculty of Arts. The donors' contribution is matched in part by the Faculty of Arts. In selecting recipients, consideration is given to strong academic performance (minimum 75% average), financial need, and community involvement. The award is renewable for an additional two years or until a first undergraduate degree is obtained (whichever is the shorter period). Candidates interested in this award should contact the Dean of Arts' Office for information. The awards are made on the recommendation of a selection committee within the Faculty of Arts.

How amended: At Mrs. Heaslip's request, the award has been reclassified as a scholarship from its former status as a leadership award and the minimum academic average has been increased to

75% from 70%. With the passing of Mr. William Heaslip, the funding source has been revised to be The William and Nona Heaslip Foundation.

Award 03771 – Pharmaceutical Sciences Group (PSG) Award: (revised description) A \$3,000 award is offered by the Pharmaceutical Sciences Group for one current graduate student or one student entering the Graduate Program in the Faculty of Pharmaceutical Sciences. In addition to academic merit, adjudication is based on community involvement and extra curricular participation. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2007/08 Winter Session)

How amended: The name of the donor has been changed. They were formerly called the National Pharmaceutical Sciences Group. The designation of the award has been moved from the senior undergraduate level to the graduate level in Pharmaceutical Sciences and they are now offering a single \$3,000 award rather than several awards totalling \$3,000.

Award 03507 - University of B.C. Nursing Division Alumni Association Scholarship: (revised description) Scholarships totalling \$4,700 have been endowed by the Nursing Division of the UBC Alumni Association, and are awarded on the basis of academic standing, demonstrated potential for nursing and the financial circumstances of the student. The awards are made as follows: two awards of \$1,175 each for students entering the third year of the B.S.N. program and two awards of \$1,175 each for students entering the fourth year of the B.S.N. program. The awards are made on the recommendation of the School of Nursing.

How amended: As of fall 2007, the first and second year of the B.S.N. program will be eliminated at UBC's Vancouver campus. Students will enter the program in third year after taking required prerequisites in the Faculty of Science or at a different institution. Therefore, the distribution of these scholarships had to be reconfigured so that they now go entirely to students in third and fourth year.



THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Senate Student Awards Committee

Proposed New Award
Meeting of Senate May 16, 2007

Motion: *That the new award be accepted and forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.*

Proposed Award Title: **Pacific Century Graduate Scholarship**

The Pacific Century Graduate Scholarships are \$10,000 Scholarships funded by the Province of British Columbia. These merit based graduate scholarships are to reward scholarship excellence and are available to students in research intensive graduate programs at both the Masters and PhD levels. Particular consideration will be given to students who address the Government of British Columbia's priorities in the following sectors of the province's economy: Life Sciences, Technology, Clean Technology, Natural Resources, Asia-Pacific Gateway Strategy, as well as to provide opportunities for aboriginal students to pursue advanced study. Up to 20% of the annual allocation of these scholarships is open to international students with Canadian student authorization/study permits. Scholarships may be renewed for a second year if the student retains good academic standing. The awards are made on the recommendation of the Faculty of Graduate Studies. All written materials arising from this grant are to acknowledge the financial support of the Province of British Columbia through the Ministry of Advanced Education. Winners of these scholarships will receive additional funding from other University scholarship sources for a combined total scholarship value of \$17,000.

THE UNIVERSITY OF BRITISH COLUMBIA

April 3, 2007

To: Senate

From: Teaching and Learning Committee

Re: Proposed Policy on Student Evaluation of Teaching

Motion: *That the attached policy related to Student Evaluation of Teaching be adopted and that it replace all existing Senate policy statements related to student evaluation of teaching.*

In May 2006, as part of a larger strategy to support and foster quality teaching and learning at UBC, Senate approved in principle recommendations related to student evaluations of teaching. These recommendations focused on supporting a modular evaluation process that enables the key stakeholders who influence the quality of the learning environment at UBC to ask relevant questions of students at appropriate times (concurrent and end of term, as appropriate) and then readily collect, analyze and interpret and share those data.

Guiding principles embedded in the recommendations were that evaluation of teaching should be student-focused, and that the products of evaluations be used to inform teachers on how they can continuously improve their practice and to support the university efforts to monitor and nurture its teaching and learning environments. The Senate charged the Senate Teaching and Learning Committee and the Office of the Provost with developing an implementation strategy for the recommendations. A joint committee (SEOT) was struck to address this charge.

The SEOT committee has reviewed recommendations, guidelines, and policies established by Senate over the past few decades on student evaluation of teaching at the University, and is of the opinion that a new policy on student evaluation of teaching would be of benefit. It should be noted that this proposed policy does not specify the means of data collection and should be applied to all current and future means of obtaining student evaluations of teaching evaluation. However, the SEOT Committee is of the view that a centrally supported, yet locally managed web-based system for student evaluations of teaching would greatly facilitate the uniform application of this policy. Evaluation of a potential system continues. This policy is meant to replace all earlier Senate Policies on Student Evaluation.

Student Evaluation of Teaching

Introduction, Application, and Goals

This policy derives from recommendations approved by Senate in 1978, 1991, 1996, 1999, 2000, and 2006, and is in alignment with the conditions for appointment for faculty, sessional, and

part-time faculty members. The policy also applies to teaching assistants when they take on substantial responsibility for student learning experience in a course. It applies to all undergraduate, graduate and continuing studies courses offered at UBC.

Student evaluation of teaching has four major goals:

- 1) To provide data that will be used to continuously improve the student's learning experience
- 2) To provide students, departments, faculties and the University with a source of data about the overall quality of teaching.
- 3) To provide teachers with information on their teaching performance and to assist with the further development of their teaching.
- 4) To provide the University with data on the quality of teaching to be used for operational purposes, including but not limited to assessment of faculty for merit and/or performance adjustment salary awards, promotion, tenure and institutional recognition.

Guiding Principles for Student Evaluation of Teaching

- 1) Student evaluations should be considered as part of an overall teaching evaluation system that includes regular peer review, faculty self-assessment, and other forms of assessment, as appropriate.
- 2) Educational programs and incentives should be developed to ensure a high rate of participation in the evaluation of teaching.
- 3) Evaluations of teaching shall ensure students' confidentiality, e.g., the students will not be required to provide their name and/or student number.
- 4) Student evaluation of teaching should be student-centred (i.e., ultimately improving the learning experience) and it must provide a mechanism for receiving reliable and valid data from students on a range of topics related to their learning experiences.
- 5) Student Evaluations of Teaching should be administered in every course section at UBC every time it is offered including those offered to undergraduate, graduate and continuing studies students. Exceptions to this requirement are courses of an individual/independent nature (e.g., independent study courses, special research projects, thesis, music studios, etc.) or sections with very small enrollments as defined by each faculty, where other means of obtaining student feedback may be more appropriate.
- 6) A rating scale (when used) of 1-5 should be adopted for all evaluation questions, with 5 being the most positive response.
- 7) In addition to the formal summative evaluations by students, faculty members are strongly encouraged to seek formative feedback during the course, using methods of their own choice.
- 8) Carefully planned dissemination, feedback, and response strategies are needed, so that the data can be used to improve the learning environment.
- 9) Different stakeholder constituencies of the University require different information in order to assess the quality of teaching and provide appropriate support structures that encourage teaching excellence.

Implementation

- 1) A modular , multi-perspective design endorsed in principle by the Senate at its May 2006 meeting shall be adopted to take into account the multiple stakeholders in need of Student Evaluations of Teaching data (students, teachers, departments, faculties, and the University).
- 2) Data can be collected through mechanisms as diverse as traditional paper forms and a centrally administered web-based evaluation platform. Regardless of delivery mechanism, Faculties are responsible for providing certain data to the University on a timely basis for reporting.
- 3) In addition to modules contributed by departments, Faculties and the Provost Office, individual teachers may elect to include a personal module for which the data collected will be confidential to that teacher.
- 4) The instruments used to obtain student evaluations shall carry a copy of this statement:

The University recognizes the importance of high quality teaching for the academic preparation of its students and accordingly requires that teachers be annually evaluated by procedures which include provision for assessments by students. Students are advised that submissions containing malicious or otherwise inappropriate comments will be discarded.

Except for confidential questions used solely for the benefit of an individual teacher, the University will use data from student evaluations of teaching to improve the learning environment of the University. In addition the University will use this data for operational purposes, including but not limited to assessment of faculty for promotion, tenure and institutional recognition.

- 5) Paper forms shall carry an additional statement that:

Students may wish to print their comments to avoid recognition of their handwriting.

Access to Results of Student Evaluations of Teaching

The Modular approach is intended to provide a means for collecting data in alignment with the needs of stakeholder constituencies. Table 1 depicts who will have access to the data in each module. Note that the teacher of a course will have access to all of the data collected related to his or her teaching during the evaluation whereas the University designate will have direct access only to the University Module results. If there is more than one instructor teaching a course , that individual will have access to his or her own results, but not necessarily those of co-teachers.

Table 1. Representation of who has access to which modules, where the X indicates access to the results of a particular module. See footnotes for details.

	Stakeholder Representative				
	Individual Teacher	Department Head or Designate	Dean/ Head of School or Designate	University Designate	Students/AMS
University Module	X	X	X	X	X ¹
Faculty/School Module	X	X	X		
Department Module ⁴	X	X	X		
Confidential Teacher Module	X				

1. In compliance with the privacy laws, results for individual instructors will be released only with their consent.

Dissemination of Student Evaluations of Teaching

Student evaluations of teaching shall be disseminated according to the following guidelines:

1. Faculties shall make the University module data available to the Provost Office on an annual basis.
2. Deans, Heads or Directors or their equivalents will have access to all information contained in student evaluations of teaching except for the confidential questions collected at the specific request of individual teachers.
3. Individual teachers participating in a course taught by more than one individual will receive 1) a summary of the course evaluations, 2) numerical rating(s) of their own teaching performance together with any written comments and 3) the average numerical rating of the teaching performance of all other contributors to the course (given for the benefit of peer comparison).¹
4. Teaching assistants will receive: a) numerical rating(s) of their own teaching performance together with any written comments and (b) the average numerical rating of the teaching performance of all other contributors to the course (given for the benefit of peer comparison).
5. Results will not be given to instructors until after they have submitted final marks for the course or courses in which they are being evaluated.
6. Results of the University Module will be made available to students (AMS). Release of results in any public format must comply with privacy regulations stipulated by the

¹ In case of sections of courses taught by a large number of instructors, alternative modes of assessment may be used to gather the data, as appropriate.

Office of University Counsel. Accordingly, no results that can be attributed to an individual teacher will be released without the consent of that instructor.

7. Each Faculty/School will annually provide students with a summary report of the general quality of teaching in their programs.
8. In special circumstances, the University's designate in consultation with the Dean of the relevant Faculty, , may choose not to release part or all of the summary data from teaching evaluations to the AMS or other authorized student organization. Examples of what might be withheld include evaluation summaries for:
 - A. faculty in their first year of teaching
 - B. classes with very small numbers of students
 - C. evaluations with very low response rates
 - D. first-time courses given on an experimental basis

Note: In the case of B above, alternate methods of involving students in the evaluation of teaching will have to be used.

Assignment of Responsibilities

Student's Responsibilities

The University has repeatedly affirmed the importance of and necessity for students to be able to provide confidential and timely feedback to faculty members regarding their teaching. This feedback comprises part of the information which is used to assess faculty performance, and is considered in reappointment, promotion and tenure decisions. As such, UBC believes that participating in teaching evaluation is a student responsibility which should be approached with due seriousness.

University Administration Responsibilities

The Vice President Academic and Provost shall report annually to Senate on teaching quality, effectiveness, and evaluation, and on the extent to which the university is reaching its learning goals.

The University will support a central repository of information about student evaluation of teaching that contains such things as policy, historical information, best practice guidelines, etc., to facilitate professional development, information gathering, and scholarly discourse as well as avoid duplication of effort.

Faculty & Department/Unit Shared Responsibilities

Deans, Directors and Department Heads will ensure that the Student Evaluations of Teaching and administered according to this policy.

Deans, Directors, Department Heads and members of relevant committees shall review the procedures and instruments for the evaluation of teaching in their units and ensure that they are consistent with the statements made in this policy document.

Each Faculty and Department shall establish clear, written criteria which will be used to assess unsatisfactory teaching performance. These criteria shall be made known to anyone who is working in a teaching capacity (including Teaching Assistants).

Deans, Directors and Department Heads shall take action in response to results which show less than satisfactory teaching performance, and a report of such action shall be submitted annually to the Vice President Academic and Provost in the case of Deans and to the Dean in the case of Directors and Heads.

All units shall give serious consideration to establishing a committee whose function is to monitor the processes whereby teaching is evaluated and whose membership includes student representation.

Faculty Level Responsibilities

Each Faculty shall ensure that there is a level of uniformity in the evaluation questionnaires used by individual teaching units to allow the Faculty to make available statistical summary data on overall teaching effectiveness in individual courses.

Each Faculty shall develop policies and procedures that ensure access for their Professors, Instructors and Teaching Assistants to peer-based teaching development programs.

Department Head's or Director's Responsibilities

Heads or Directors of teaching units, or their delegates, shall use the results of teaching evaluations as one component in assessing teaching performance when recommending annual merit/performance salary adjustment increases for faculty, and for the purposes of recommendations concerning tenure and/or promotion.

Heads or Directors of teaching units, or their delegates, shall ensure that all faculty whose teaching is being assessed by students are given the opportunity to provide or withhold consent to their Student Evaluations of Teaching data being released to the students, as stipulated by this policy. However, these data will be used by UBC employees designated with the authority for the assessment of faculty for merit and/or performance adjustment salary awards, promotion, tenure and institutional recognition.

Each unit head must be responsible for ensuring that the criteria are set high enough to motivate teachers to improve the effectiveness of their teaching.

Faculty Member's Responsibilities

Anyone teaching a course at UBC is responsible for familiarizing themselves with the policies and expectations related to student evaluation of teaching.

Anyone teaching a course at UBC is strongly urged to avail themselves of services offered through UBC teaching and scholarly service units (e.g., TAG, Institute for the Scholarship of Teaching and Learning) in order to understand how they can use student evaluations of teaching to inform and improve their teaching practice.

THE UNIVERSITY OF BRITISH COLUMBIA



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

May 2, 2007

To: Senate

From: Tributes Committee

Subject: **Candidates for Emeritus and Emerita Status**

The Tributes Committee recommends approval of the following motion:

Motion: *That Senate approve the attached list of individuals to receive emeritus/emerita status, with such status to become effective upon their date of retirement from the University.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Criteria for Emeritus/Emerita Status

In order to be eligible to be recommended to Senate by the Tributes Committee for emeritus/emerita status:

1. A person who retires at the normal retirement age of 65 must have a minimum of five years of service.

Note: eligibility formula currently in use: Age (65) plus years of service must equal 70 or greater.

Faculty Members Eligible for Emeritus Status June 30, 2007						
Age 65 as of June 30, 2007						
Name		Title	Gender	Rank	Faculty	Department
Berinbaum	Martin C	Prof	M	Professor	Faculty of Arts	Music, School of
Black	Thomas Andrew	Dr	M	Professor	Faculty of Land & Food Systems	Agroecology
Brooks	Donald	Dr	M	Professor & Associate VP	Faculty of Medicine	Pathology
Carey	Stephen	Prof	M	Professor	Faculty of Education	Language & Literacy Education
Church	Michael A	Prof	M	Professor	Faculty of Arts	Geography
Clowes	Ronald M	Dr	M	Professor	Faculty of Science	Lithoprobe Secretariat
Coren	Stanley	Dr	M	Professor	Faculty of Arts	Psychology
Donaldson	David	Dr	M	Professor	Faculty of Dentistry	Oral Biological & Medical Sci
Egerton	George W	Dr	M	Associate Professor	Faculty of Arts	History
Eldridge	John E	Dr	M	Professor	Faculty of Science	Physics & Astronomy
Farquhar	Keith B	Prof	M	Professor	Faculty of Law	Faculty of Law
Fournier	John J F	Dr	M	Professor	Faculty of Science	Mathematics
Fyfe	Colin	Prof	M	Professor	Faculty of Science	Chemistry
Godin	David V	Dr	M	Professor	Faculty of Medicine	Pharmacology Therapeutics
Gunderson	Lee Paul	Dr	M	Professor	Faculty of Education	Language & Literacy Education
Hayashi	Shizu	Dr	F	Professor	Faculty of Medicine	Pathology
Healey	Michael Charles	Prof	M	Professor	College for Intrdiscpl.Studies	Inst-Resorcs,Envrn&Sustainbty
Kreider	J Evan	Dr	M	Professor	Faculty of Arts	Music, School of
Maillard	Keith	Prof	M	Professor	Faculty of Arts	Thre,Film&C Writg (Cr Write)
Martin	Dorothy R	Miss	F	General Librarian	VP Academic & Provost	Library - Humanities&Socl Scie
McLarnon	James Gordon	Dr	M	Professor	Faculty of Medicine	Pharmacology Therapeutics
Morrison	Murray D	Dr	M	Professor	Faculty of Medicine	Surgery
Page	Gordon G	Dr	M	Professor	College of Health Disciplines	Educ'l Support & Devt, Div of
Pessin	I Marc	Mr	M	Senior Instructor	Faculty of Arts	Arthistory,Visual Art & Theory
Pirie	Susan	Dr	F	Professor	Faculty of Education	Curriculum Studies
Rhodes	Edward C	Dr	M	Professor	Faculty of Education	School of Human Kinetics
Rolfson	Dale Preston	Dr	M	Professor	Faculty of Science	Mathematics
Sawatzky	George Albert	Dr	M	Professor	Faculty of Science	Physics & Astronomy
Sheppard	Anthony F	Prof	M	Professor	Faculty of Law	Faculty of Law
Stenberg	Peter A	Dr	M	Professor	Faculty of Arts	Ctrl,Estrn,Nrthrn Europe Stud.
Thompson	James Robert	Dr	M	Professor	Faculty of Land & Food Systems	Food, Nutrition & Health
Vertinsky	Patricia A	Dr	F	Professor	Faculty of Education	School of Human Kinetics

Resignations January to June, 2007						
Barton	Richard E	Mr	M	Senior Instructor	Faculty of Medicine	Biochemistry&Molecular Biology
Beaudoin	Rejean	Dr	M	Professor	Faculty of Arts	French,Hispanic & Italian Std
Bovis	Michael J	Dr	M	Associate Professor	Faculty of Arts	Geography
Bunnell	Frederick L	Dr	M	Professor	Faculty of Forestry	Forest Sciences
Derkson	Gary Donald	Dr	M	Associate Professor	Faculty of Dentistry	Oral Health Sciences
Gaskell	Jane S	Dr	F	Professor	Faculty of Education	Dept. of Educational Studies
Godolphin	Jocelyn H	Ms	F	Admin Librarian	Library	Library-Humanities & Social Sciences
Goldberg	Michael A	Dr	M	Professor	Sauder School of Business	The Sauder School of Business
Hausman	Ulrich	Dr	M	Professor	Faculty of Science	Mathematics
Jobe	Ron	Dr	M	Professor	Faculty of Education	Language & Literacy Education
Kakehi	Tomoko	Ms	F	General Librarian	Library	Asian Library
Kesselman	Jonathan R	Dr	M	Professor	Faculty of Arts	Economics
Kreider	Janice	Ms	F	Administrative Librarian	Library	Library-Administration
Lockitch	Gillian	Dr	F	Professor	Faculty of Medicine	Pathology
McEachern	Jo-Ann	Dr	F	Professor	Faculty of Arts	French,Hispanic & Italian Std
Moogk	Peter N	Dr	M	Professor	Faculty of Arts	History
Ng	Andrew K	Dr	M	Professor	Faculty of Science	Physics & Astronomy
Peterat	Linda	Dr	F	Professor	Faculty of Education	Curriculum Studes
Samarasekera	Indira	Dr	F	Professor	Faculty of Applied Science	Metals & Materials Engineering
Todd	Robert	Dr	M	Professor	Faculty of Arts	Classical NEastern & Religious Studies
Yellowley	Ian	Dr	M	Professor	Faculty of Applied Science	Mechanical Engineering

Clinical Emeritus/Emerita						
Dowd	Judith	Dr	F	Clinical Assistant Professor	Faculty of Medicine	Anesthesiology, Pharmacology & Therapeutics
Fry	Peter	Dr	M	Clinical Professor	Faculty of Medicine	Surgery
Johnson*	Hjalmar	Dr	M	Clinical Associate Professor	Faculty of Medicine	Urological Sciences
Moore	Andrew	Dr	M	Clinical Associate Professor	Faculty of Medicine	Urological Sciences

*This individual was approved by the Nominating Committee for in 2006 but was inadvertently missed from the list of candidates for Emeritus/Emerita status approved by Senate on January 24, 2007

THE UNIVERSITY OF BRITISH COLUMBIA



Vice President Academic and Provost

6328 Memorial Road
Vancouver, B.C. V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

MEMORANDUM

April 5, 2007

To: Senate
c/o Lisa Collins, Assistant Registrar, Senate & Curriculum Services

From: George A. Mackie
Vice President Academic and Provost *pro tem*

A handwritten signature in black ink, appearing to be 'G. Mackie', written over a horizontal line.

Re: **Establishment of the Drug Research Institute**

Recommendation:

I recommend that Senate approve the establishment of the Drug Research Institute, effective May 1, 2007

Rationale:

The Drug Research Institute (DRI) will be the core academic research facility for the Centre for Drug Research and Development (CDRD). The CDRD is a joint initiative of eight BC research institutions – University of British Columbia, Simon Fraser University, BC Cancer Agency, University of Victoria, University of Northern British Columbia, Providence Healthcare, Vancouver Coastal Health, and the Provincial Health Services Association, in partnership with government and industry. The CDRD was incorporated as a non-profit British Columbia Society on March 30, 2007.

The DRI is an inter-Faculty initiative of Pharmaceutical Sciences, Medicine, Science, Applied Science, Dentistry and the Sauder School of Business, led by Pharmaceutical Sciences.

The proposal to establish the DRI has been reviewed by the Committee of Deans.

The detailed background is contained in the attached proposal, dated March 2007.

Attachment: Proposal, Drug Research Institute, March 2007

1. Summary

The UBC **Drug Research Institute ("DRI")** of the Centre for Drug Research and Development ("CDRD") is seeking Senate approval for operation at UBC. This document outlines the rationale, scope and governance of DRI.

CDRD's mission is to bridge the gap between academic discoveries in the health sciences and the development of new medicines to treat human diseases. The DRI is the academic research arm of CDRD. Using funds from CFI and other funding sources (without any UBC General Purpose Operating Funds) DRI will provide state-of-the-art facilities and equipment for individual investigators to pursue drug development activities. The DRI will house skilled personnel in the fields of drug discovery and development who can mentor and promote interdisciplinary collaborations necessary to acquire the complete data sets needed to justify clinical development of discoveries and create a training ground for the next generation of experts in drug discovery and development.

CDRD is a joint initiative of eight BC research institutions (including University of British Columbia, Simon Fraser University, BC Cancer Agency, University of Victoria, University of Northern British Columbia, Providence Healthcare, Vancouver Coastal Health, and the Provincial Health Services Association) in partnership with government and industry. CDRD is a non profit society owned by the affiliated institutions and employs a novel hybrid model with two components, DRI and a related drug development company, Drug Development Inc. (DDI). DDI is also owned by the affiliated institutions. CDRD, through DRI, has the mandate of developing novel drug technologies in the academic sector and facilitating the collaborative studies required to establish pharmaceutical potential. DDI, on the other hand, has the mandate of generating, using the resources of CDRD, complete data packages for selected drugs discovered in the academic sector and commercializing these products by licensing to existing companies or establishing new spin-off companies. All profits made by DDI will flow back to CDRD.

CDRD and the DRI offer UBC the opportunity to be a key part of a breakthrough initiative to create Canada's first unified approach to commercializing innovative BC discoveries and building BC's research and development capacity.

2. The Need for CDRD – Bridging the Gap Between Research and New Therapeutics

Canadian academic medical research is internationally competitive. However, our ability to translate discoveries into new drugs and technologies that result in economic and health gains for Canadians is inadequate. This situation arises, in part, because the discovery-level data package is usually insufficient to establish therapeutic potential. Further, it is difficult for individual researchers to develop more complete drug profiles due to the lack of appropriate drug development expertise and infrastructure as well as a lack of access to the interdisciplinary collaborations needed to fully characterize a drug technology. As a result the therapeutic potential of a given academic discovery is either not exploited at all, or premature attempts are made to commercialize the discovery, resulting in very high failure rates. There is a significant need to advance medical technologies further within academia before moving them out into the commercial world.

The Centre for Drug Research and Development (CDRD) is a unique initiative to promote research, development and commercialization of innovative medical discoveries. CDRD will

bridge the “commercialization gap” that exists between medical discoveries and the commercial opportunity (Figure 1).

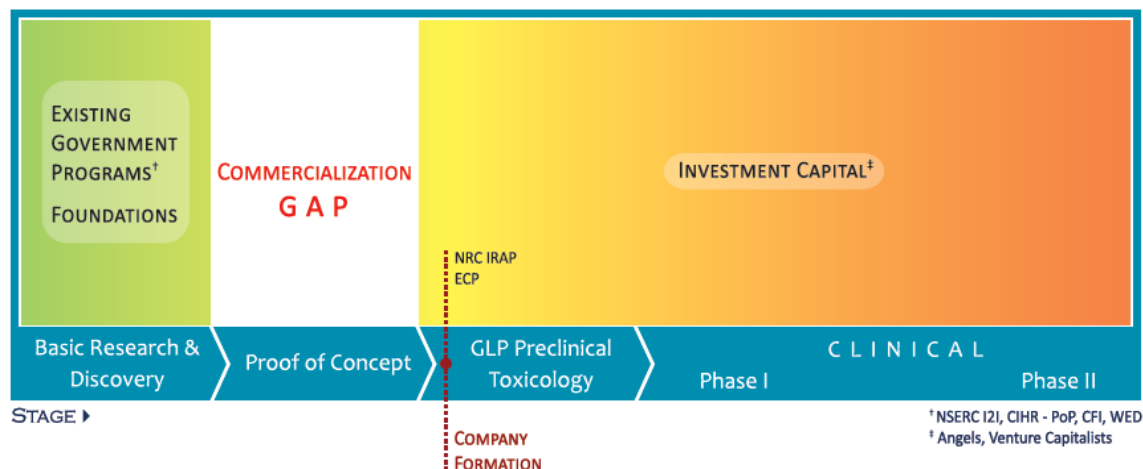


Figure 1: CDRD fills the commercialization gap between academic discoveries and the business opportunity.

The DRI represents the core central laboratory and equipment facilities for CDRD with the resources indicated in Table 1 and with the associated need for technical staff to run the facilities.

Table 1: Facilities available through DRI

DRI-UBC: Equipment by Division
<p>Division of Target Identification: Facilities will include a variety of sub-cellular high resolution imaging equipment to identify and confirm new drug targets as well as a microarray apparatus to facilitate target discovery by identifying patterns of gene expression associated with disease. A variety of other equipment to probe the biochemistry of disease, including technology for amplifying targets, determining crystal structures of proteins and for following fluorescence tags in tissues or cells will also be in place.</p>
<p>Division of Drug Screening: Facilities will contain equipment for the screening of drug ‘libraries’ in order to identify lead drug candidates for development. Such equipment includes confocal imaging for measuring responses at a subcellular level in live cells, robotic equipment for rapid handling of samples in the micron size range and other automated sampling and detection equipment. Equipment to screen, synthesize, and purify peptides that are inhibitors of particular drug targets will also be available.</p>
<p>Division of Drug Design and Synthesis: DRI-UBC facilities will enable modification of lead drug candidates to optimize activity as well as the design of pathways for large scale production. Dedicated NMR instrumentation to determine the structure of lead compounds will be available, as well as sophisticated HPLC equipment to characterize drug purity and to develop assays needed for subsequent in vivo studies. A variety of basic chemical design and synthesis equipment will also allow state-of-the-art medicinal chemistry capabilities.</p>
<p>Division of Drug Delivery: Facilities will include basic equipment required to formulate drugs so that they can be administered to animals and subsequently, people. Associated equipment will allow the preparation and characterization of nanoparticulate drug delivery systems, such as sizing apparatus, cryo-electron microscopy facilities to visualize the interior of nanoparticulates and facilities to detect the location of such systems in vivo.</p>
<p>Division of Drug Evaluation: Facilities will include equipment for rapid, high throughput robotic assay of the ADME-Toxicology studies of lead drug candidates in biological samples. A variety of other imaging equipment that will aid in the monitoring the effects of lead drug candidates in animal models of disease and visualizing disease progression will also be available. Finally, animal efficacy and toxicity studies will be conducted through animal facilities available in the Life Sciences Centre at UBC and the BC Cancer Agency.</p>

3. Mission and Objectives

- **Mission** – DRI plays a key role in CDRD's mission to advance promising medical discoveries from academia to a commercially attractive stage; and to build a collaborative research infrastructure to increase research and development capacity in BC.

CDRD and DRI will assist in the maturation of drug technologies in three ways:

- First, CDRD using DRI, will act as a general resource for BC's investigators requiring drug discovery and development resources. DRI will provide state-of-the-art instrumentation, mentorship and other resources for investigator-driven initiatives in the drug discovery and development process.
- Second, CDRD, using DRI, will drive the drug development process by facilitating and promoting the collaborative studies between CDRD investigators in different disciplines and institutions that are required to establish the pharmaceutical potential of early stage discoveries. This will advance potential products originating from academic discoveries to establish a product pipeline within CDRD. As these potential drugs are progressively matured using DRI facilities and personnel they will become increasingly attractive candidates for commercialization to benefit academic researchers and universities.
- Third, CDRD is intimately affiliated with a commercial entity, Drug Development Inc. (DDI) that will license technologies from research institutions using existing technology transfer offices and move selected, later stage academic drug discoveries through to the Proof of Concept stage. DDI will pay fees to CDRD for use of the DRI facilities for its projects. These fees and any profits from DDI will go to CDRD and provide long-term sustainability for the DRI.

4. Expected Outcomes

The ability of BC Life Sciences investigators to successfully to produce technologies with commercial potential has been hindered in the past by the lack of facilities, equipment and expertise. To establish the core facilities, a CFI grant has been awarded in the amounts of \$20 million in infrastructure support for the first DRI facility to be located at UBC. These funds include \$9 million for facilities construction and \$11 million for new equipment. CDRD has also been awarded a CIHR equipment grant for \$750,000 for DRI equipment. CDRD is seeking \$25 million from the Provincial government and \$1 million from the Michael Smith Foundation for Health Research to fund the operation of the infrastructure, including DRI.

In its startup phase, CDRD has already managed to make an impact -- Of the five CIHR Proof of Principle Grants awarded to BC researchers in January 2007, CDRD Investigators were responsible for three of these and CDRD directly facilitated two of these projects totaling \$400,000 in federal funding.

CDRD will provide significant benefits to the British Columbia Life Sciences Researchers including:

- Increased numbers of highly qualified personnel;
- More opportunities for commercialization of academic discoveries;
- enhanced opportunities for cross-disciplinary collaboration, especially in areas where it is difficult to find collaborators (e.g., animal models of disease, scale-up chemistry, screening assays, functional genomics, etc.);

- access to experienced mentors to assist in exploiting the applications of basic life science discoveries;
- development of the applications of fundamental research discoveries without requiring the researcher to adhere to an external corporate agenda;
- access to shared infrastructure containing the most advanced drug development equipment;
- access to grant facilitators and other support to enhance the collaborative research funding of individual members; and
- access to the CDRD searchable database for facilities, equipment, collaborators.

CDRD will provide significant benefits to the British Columbia Life Sciences Students including:

- Cross-disciplinary training and specialized drug development knowledge and skills;
- Rotation through the academic labs of mentors from the five CDRD divisions;
- Education modules in industry and management, in collaboration with university business schools and local biotechnology companies, with emphasis on product development, project management, knowledge translation and intellectual property;
- Flexible and accessible programs and workshops in coordination with Student Biology Network;
- Programs with existing co-op programs at SFU, BCIT, UBC, and UVic;
- Partnerships with the CIHR-funded training programs in Bioinformatics and Ethics at UBC, BCCA and SFU, the e-Learning Centre at UBC, and the MBA program at SFU, to enhance trainee access to courses, modules and workshops, and promote joint projects such as summer conferences and seminars; and
- In-kind or cash funding and resources for trainees from biotechnology and pharmaceutical corporate partners.

5. Impact on UBC and its Academic Mission

The following summarizes several issues related to the impact of the DRI on UBC's academic mission:

- No UBC General Purpose Operating Funds have been used, nor will they be requested by CDRD;
- UBC has provided significant in-kind contributions: allocation of approximately 13,000 sq. ft. of interim space at no cost in the Lower Mall Research Station; in-kind contributions related to the recently obtained CFI grant and the time of Division Heads (primarily UBC faculty) spent on CDRD;
- The unique model proposed for the DRI based at UBC ensures that UBC faculty members retain their primary appointments in academic units and their on-going academic responsibilities;
- The teaching mandate of the university will be enhanced through direct CDRD funding to support increased graduate student enrolment and increased opportunities for co-op and undergraduate research training;
- DRI represents the core central facility for CDRD and will house scientific and technical staff, as well as state-of-the-art equipment for access by UBC researchers. CDRD, through the UBC DRI, will benefit the research community at UBC in a number of ways that include: enhancing and promoting interdisciplinary research; mentorship in the discovery and development processes for drugs, devices, new materials etc; providing access to grants facilitators funded by CDRD for support for interdisciplinary grant funding initiatives; access to infrastructure on a reasonable cost-recovery basis;
- All intellectual property generated by UBC researchers will continue to be governed by UBC practices and policies; and
- Net financial benefit to the whole university is anticipated through direct revenue arising from, for example, licensing opportunities, equity in spin-off companies, milestone/royalty payments and fees-for-service charged to outside users of facilities.

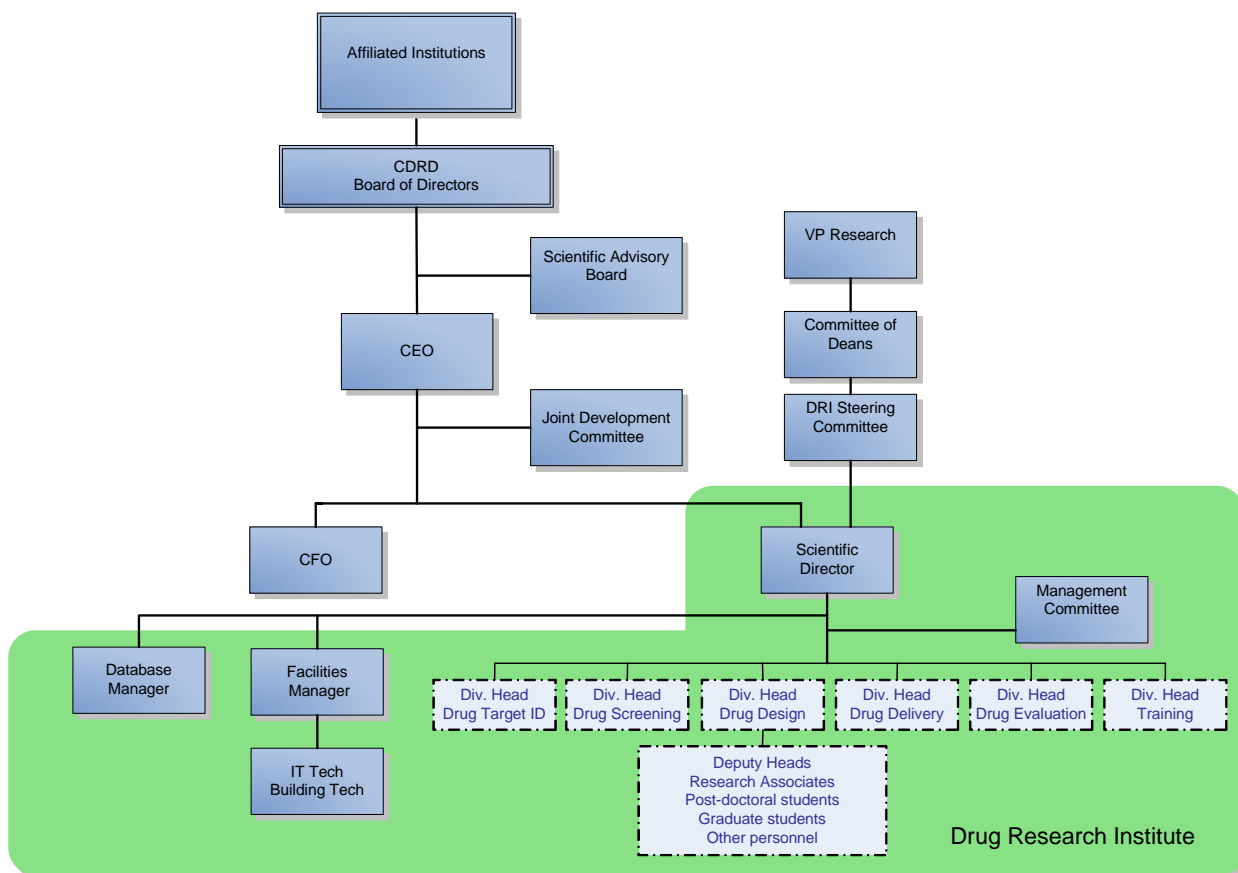
6. Governance

The DRI is led by a Director and overseen by a Steering Committee who will provide leadership and strategic vision related to the UBC DRI facilities and equipment (See Figure 2). The Steering Committee is comprised of five members (including the Director) and reports to a Committee of UBC Deans of the various UBC Faculties represented by DRI Investigators. The founding Director will be the Scientific Director of CDRD, Dr. Pieter Cullis. The Steering Committee will be made up of representatives of the life sciences academic community and will take representation from the key Faculties including Medicine, Science, Pharmaceutical Science, Applied Science and Commerce. The Committee of Deans will first be chaired by the Dean of Pharmaceutical Sciences and then it will rotate each year between the representative Faculties to also include Medicine, Science, Applied Science and Business. The Chair will report to the UBC Vice-President Research.

The day-to-day management of access to the facilities and equipment will be done through a Management Committee. Requests for use will be made through a Facilities Manager. Priorities will be decided according to an approximate 60:40 split, with 60% of time reserved for academic use and 40% for commercial use as contracted and compensated by DDI. The Management

Committee will establish guidelines as the use of facilities approaches capacity and make recommendations to the Steering Committee through the Scientific Director. The Management Committee will consist of the Facilities Manager, the Scientific Director and the five Division Heads.

Figure 2: CDRD Governance



Existing infrastructure located at the Affiliated Institutions may be designated as part of the overall facilities of DRI, which will be made available to CDRD Investigators through affiliation agreements.

Affiliation agreements between CDRD and the Affiliated Institutions of CDRD will address ownership and control of intellectual property, publications, in-kind contributions, access to faculty, students and personnel, equipment and facilities, conflicting institutional policies, and other related matters. Services and occupancy agreements will address operational matters.

CDRD, supported by the DRI facilities, will have the mandate to deliver specialized training to graduate students, postdoctoral researchers and technical personnel in drug discovery and development.

Any BC investigator with interest in drug development holding an academic or clinical appointment at an Affiliated Institution who is willing to contribute knowledge, mentorship and drug development expertise to advance CDRD's mission may be designated a CDRD

Investigator. Open access to infrastructure and expertise for all BC researchers is a key principle of CDRD. As of February 2006, more than 160 researchers from across BC have been recruited to participate in CDRD. Over the next 12 months, the number is expected to increase to over 200. CDRD Investigators will have preferred access to DRI facilities.

CDRD has a management team and will provide drug development services to BC researchers, and commercialize licensed technology through its commercial arm, Drug Development Inc. (DDI). The Board of CDRD will be nominated by the Affiliated Institutions and will have the usual powers associated with a Board, including the development of executive succession plans. CDRD will also have a Joint Development Committee (JDC) who will play a critical role in deciding which projects will be matured in CDRD and in monitoring the progress of projects through the CDRD infrastructure, ensuring that inter-departmental and inter-institutional issues are quickly dealt with. The JDC will be chaired by the CEO of CDRD and also include the CDRD Scientific Director, five Division Heads, and, to the extent that they are involved in CDRD projects, representative of the Affiliated Institutions.

Figure 3: Legal structure of CDRD

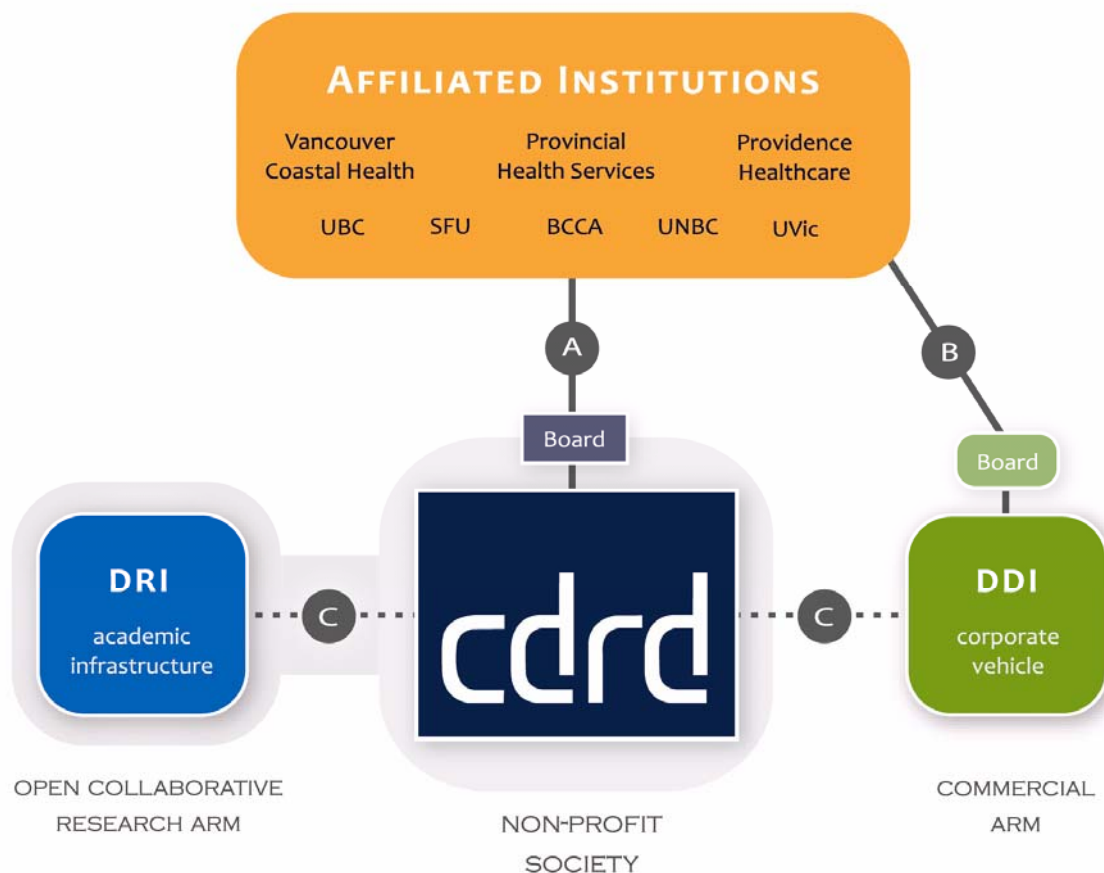


Table 2: CDRD Divisions and Division Heads

Division Description	Division Head	Affiliation
Target Identification	Robert Hancock	UBC - Department of Microbiology and Immunology
Screening	Michel Roberge	UBC - Department of Biochemistry and Molecular Biology
Design & Synthesis	Marco Ciufolini	UBC - Department of Chemistry
	Robert Young	SFU
Drug Delivery	Helen Burt	UBC Faculty of Pharmaceutical Sciences
<i>In-vivo</i> Evaluation	Marcel Bally	BCCA
	Robert Sindelar	Dean, UBC Faculty of Pharmaceutical Sciences

7. Budgetary Implications

CDRD has been established using no UBC General Purpose Operating Funds. Instead, \$2.2 million in operating funds have been raised from the provincial and federal government, Simon Fraser University, and industry partners. CDRD has been awarded a CFI grant in the amount of \$20 million in infrastructure support for the CDRD-DRI facility at UBC. These funds include \$9 million for facilities construction and \$11 million for new equipment as well as an additional \$1.2 million to support overhead for these facilities. CDRD is seeking \$25 million from the Provincial government and \$1 million from the Michael Smith Foundation for Health Research to fund operation of the infrastructure to play an active role in facilitating the drug development process by providing access to expertise and resources including: project management, collaboration facilitation, experienced mentors, technicians, and grant facilitators required to drive discoveries through the five phases of drug development: drug target identification, screening, design, delivery and evaluation. The DRI will not request budgetary support from the UBC GPOF aside from the faculty salaries that are currently in place.

8. Training

CDRD is developing a comprehensive training and mentoring plan. This plan has three components, namely a plan for mentoring and training users of the DRI-UBC facility, a training program to address the shortage of highly qualified personnel in the drug development and biotechnology areas and the establishment of courses and conferences dealing with drug discovery and development. As indicated in previous sections, CDRD management will directly mentor CDRD members with regard to proving the pharmaceutical potential of their projects. The Facilities Manager and technical staff will organize training sessions on specialized apparatus for DRI-UBC users on a regular basis. In order to address the training of highly qualified personnel, CDRD will directly fund up to 25 co-op students, 25 graduate student positions and up to 15 Postdoctoral Fellows, in addition to accommodating trainees who have their own funding. The co-op students will be allocated to CDRD-facilitated projects, supervised by Postdoctoral Fellows, on an as needed basis and will gain basic skills in drug discovery/development in one of the Divisions of CDRD. The graduate students will be supervised by individual CDRD faculty and will conduct research to address issues related to a given drug candidate, class of drugs, devices, drug delivery systems, animal models among many possibilities. The funding for these positions will be allocated by the JDC as part of the support for longer-term projects that are being matured under the CDRD umbrella. The postdoctoral fellows will primarily be supervised by CDRD management and will be allocated to particular projects on a relatively short-term basis (e.g. six months) to provide the resources needed to rapidly advance a technology. The JDC will allocate these resources following recommendations by the PDG. In addition to training co-op students, graduate students and Postdoctoral Fellows, it is intended to expand towards training in the business of biotechnology and initiatives with the UBC and SFU Business Faculties will be pursued in this regard.

With regard to the establishment of courses and conferences on drug discovery and development, CDRD will first establish a yearly conference aimed at educating CDRD members on drug development issues and providing a forum for projects being pursued within CDRD. Second, CDRD will coordinate a course in drug development. It will provide a comprehensive overview of the drug development process starting from target identification to bringing a pharmaceutical product to market. The guest lecturers will cover topics such as the discovery process, preclinical studies, CMC/pharmaceutical development, clinical development and the U.S. and European regulatory review and approval processes. Finally, CDRD will, over the longer term (two to three years), contribute to an academic curriculum on drug discovery and development in conjunction with the Faculty of Pharmaceutical Sciences at UBC.

9. Summary

CDRD is a breakthrough initiative that positions British Columbia and UBC to be a Canadian leader in translating academic medical discoveries into business opportunities, using a collaborative shared infrastructure and expertise model to advance drug development and training opportunities in BC. The experimental resources provided by the DRI and its partners and the increased collaborations that these resources enable will have a profound impact on the capacity and quality of life sciences research at UBC. As an official University Centre, the DRI will have a significant and lasting benefit to the research community and UBC as well as for all researchers in the province of BC.

Appendix A – List of CDRD Investigators

Name	Affiliation
<i>Division of Target Identification</i>	
APARICIO, Sam	Professor, Dept Pathology and Lab Medicine, Vancouver Hosp & UBC
BORASTON, Alisdair	Asst. Prof., Biochemistry & Microbiology, UVic
BRINKMAN, Fiona	Assoc. Prof., Molecular Biol. & Biochem., SFU
BURKE, Robert	Professor, Dept. of Biology, UVic
CAIRNS, Brian	Asst Prof and Canada Research Chair, Faculty of Pharmaceut Sci, UBC
CAMERON, Caroline	Assoc. Prof, Biochemistry & Microbiology, UVic
CYNADER, Max S.	Director & Canada Research Chair, Brain Research Centre, UBC
DEDHAR, Shoukat	Professor, Dept of Biochemistry and Molecular Biology, UBC
DELANEY, Kerry	Professor, Dept. of Biology, UVic
DUNN, Sandra	Asst Prof, Pediatrics, UBC
FINLAY, Brett	Professor, Michael Smith Laboratories, UBC
FOSTER, Leonard	Asst Prof and Canada Research Chair, Biochem & Molecular Biol, UBC
GLEAVE, Martin	Director, Clinical Research, Prostate Centre
HANCOCK, Robert	Professor, Microbiology and Immunology, UBC
HELBING, Caren	Assoc. Prof., Biochemistry & Mol. Biol, UVic
HIETER, Phil	Professor and Director, Michael Smith Laboratories, UBC
HOWARD, Perry	Asst. Prof., Biochemistry & Microbiology, UVic
INGHAM, Rob	Asst. Prof., Biology, UVic
KARSAN, Aly	Associate Professor, Pathology & Lab Medicine, UBC
KAST, Juergen	Assistant Professor, Chemistry and Pathology & Lab Medicine, UBC
KRYSTAL, Gerald	Professor, Terry Fox Laboratory, UBC
LEE, Chow	Associate Professor, Biochemistry and Molecular Biology, UNBC
MCINTOSH, Lawrence	Professor, Biochemistry and Molecular Biology, UBC
MOORE, Margo	Professor, Biological Sciences, SFU
MORIN, Gregg	Professor and Head, Proteomics, Genome Sciences Centre, UBC
MUI, Alice	Assistant Professor Research- Jack Bell Research Centre/VGH Vancouver Hospital Authority
NANO, Francis	Prof., Biochemistry & Microbiology, UVic
NELSON, Brad	Adj. Assoc. Prof., Biochem & Microbiology, UVic, Director, Trev and Joyce Deeley Research Centre
OVERALL, Christopher	Professor & Canada Research Chair, Centre for Blood Research, UBC
PANTE, Nelly	Assoc. Professor, Department of Zoology, UBC
PAVLIDIS, Paul	Asst. Prof., Dept. of Psychiatry, UBC
PEARSON, Terry	Professor, Biochemistry and Molecular Biology, U Victoria
ROSKELLEY, Cal	University Scholar & Assoc Prof, Dept Cellular & Physiol Sci, UBC
SCHRADER, John	Professor and Director, Biomedical Research Centre, UBC
UNDERHILL, T. Michael	Associate Professor, Cellular & Physiological Sciences, UBC
WITHERS, Stephen	Professor, Chemistry, UBC
<i>Division of Drug Screening</i>	
BREDEN, Felix	Assoc. Prof, Biological Sciences, SFU
BROLO, Alexandre	Assoc. Prof., Chemistry, UVic
BROMME, Dieter	Professor and Canada Research Chair, Faculty of Dentistry, UBC
CHOW, Robert	Asst. Prof., Dept. of Biology, UVic
DIMOPOULOS, Nikitas	Prof. & Chair, Electrical & Computer Engineering, UVic
ELTIS, Lindsay	Associate Professor, Microbiology and Immunology, UBC
GRIGLIATTI, Thomas A.	Professor, Department of Zoology, UBC
HOWE, LeAnn	Assistant Professor, Biochemistry, UBC
JAN, Eric	Assistant Professor, Biochemistry and Molecular Biology, UBC
JIA, William	Associate Professor, Surgery, UBC
JEAN, Francois	Assistant Professor, Microbiology and Immunology, UBC
KIEFFER, Tim	Associate Professor, Diabetes Research Group, UBC

LI, Paul	Associate Professor, Chemistry, SFU
MATSUUCHI, Linda	Research Group Leader, Department of Zoology, Cell Biology Group
MAUK, Grant	Professor, Biochemistry and Molecular Biology, UBC
MINCHINTON, Andrew	Senior Scientist, BCCRC
NABI, Ivan Robert	Professor, Cellular & Physiological Sciences, UBC
NUMATA, Masayuki	Assistant Professor, Biochemistry and Molecular Biology, UBC
PLETTNER, Erika	Assoc. Prof., Chemistry, SFU
ROBERGE, Michel	Professor, Biochemistry and Molecular Biology, UBC
SNUTCH, Terry	Professor, Michael Smith Laboratory, UBC
SORENSEN, Poul	Professor, Pathology and Laboratory Medicine, UBC
UPTON, Chris	Assoc. Prof., Biochemistr & Microbiology, UVic
VOCADLO, David	Assistant Professor, Biochemistry and Molecular Biology, SFU
YOUNG, Edgar C.	Assistant Professor, Biochemistry and Molecular Biology, SFU

Division of Drug Design and Synthesis

ABBOTT, Frank	Prof Emeritus, Angiotech Prof, Faculty of Pharmaceutical Sci, UBC
ANDERSEN, Raymond	Professor, Chemistry, Earth and Ocean Sciences, UBC
BENNET, Andrew	Professor and Chair, Chemistry, SFU
BRITTON, Rob	Assistant Professor, Dept of Chemistry, SFU
CIUFOLLINI, Marco	Professor & Canada Research Chair, Chemistry, UBC
DAKE, Gregory	Assistant Professor, Dept Chemistry, UBC
DAVIES, Julian	Emeritus Professor, Dept Microbiology and Immunology, UBC
DOLPHIN, David	QLT/NSERC Professor, Chemistry, UBC
FRANKEL, Adam	Asst Prof and Canada Research Chair, Faculty of Pharmaceut Sci, UBC
HOF, Fraser	Asst. Prof, Chemistry, UVic
JIRASEK, Andrew	Asst. Prof., Dept. of Physics & Astronomy, UVic
LOVE, Jennifer	Assistant Professor, Dept of Chemistry, UBC
MCGILLVARY, Ross	Professor/Director, Biochem & Mol. Biol., Center for Drug Res., UBC
ORVIG, Chris	Professor, Chemistry and Pharmaceutical Sciences, UBC
PERRIN, David M.	Associate Professor, Dept of Chemistry, UBC
PLOURDE, Guy	Associate Professor, Dept Chemistry, U Northern BC
PINTO, Mario	VP Research, SFU
REIMER, Kerry	Associate Professor, Chemistry, UNBC
STRYNADKA, Natalie	Professor, Biochemistry and Molecular Biology, UBC
WILSON, Peter	Associate Professor, Dept of Chemistry, SFU

Division of Drug Delivery

AGNES, George	Associate Professor, Dept of Chemistry, SFU
ALLEN, Theresa M.	Professor, Pharmacology and Oncology, U. Alberta
BIZZOTTO, Dan	Associate Professor, Chemistry, UBC
BOHNE, Cornelia	Professor, Dept. of Chemistry, UVic
BROOKS, Don	Professor, Dept of Pathology and Lab Medicine, UBC
BRUNETTE, Don	Professor, Oral Biological & Medical Sciences, Associate Dean of Research, Faculty of Dentistry, UBC
BURT, Helen	Professor, Faculty of Pharmaceutical Sciences, UBC
CHEUNG, Karen	Assistant Professor, Dept of Electrical and Computer Engineering, UBC
CHIAO, Mu	Associate Professor, Department of Mechanical Engineering, UBC
CULLIS, Pieter	Professor, Biochemistry and Molecular Biology, UBC
DUNCAN, Clive	Professor, Department of Orthopaedics, UBC
DURANCE, Tim	Professor, Food Nutrition & Health, UBC
FERNLAND, Goran	Associate Professor, Materials Engineering (Orthopedics), UBC
FYFE, Colin	Professor, Chemistry (Pathology), UBC
FYLES, Tom	Prof. & Chair, Chemistry, UVic
HAFELI, Ursi	Assistant Professor, Faculty of Pharmaceutical Sciences, UBC
HAMAD, Wadood	Researcher, Paprican, UBC
HAMMOND, Geoffrey	Professor, Obstetrics & Gynecology, Child & Family Res. Inst., UBC
HORE, Dennis	Asst. Prof., Dept. Chemistry, UVic
JAEGER, Nicholas	Professor, Electrical and Computer Engineering & Director of the Centre for Advanced

	Technology in Micro-fabrication, UBC
JEFFERIES, Wilfred	Professor, Biomedical Research Centre, UBC
KIZHAKKEDATHU, Jay N.	Asst Professor, Dept Pathology & Lab Medicine, UBC
KO, Frank	Professor, Advanced Fibrous Materials & Director AMPEL, UBC
LI, Hongbin	Assistant Professor, Chemistry, UBC
MADDEN, John	Assistant Professor, Electrical and Computer Engineering, UBC
MASRI, Bas	Chair of the Sarcoma/Spinal Cancer Surgical Tumour Group, BC Cancer Agency
MEHRKHODAVANDI, Parisa	Assistant Professor, Dept Chemistry, UBC
MOLDAY, Bob	Professor, Biochemistry & Molecular Biology, Director, Centre for Macular Research, UBC
OXLAND, Tom	Professor & Director, Orthopaedic Engineering Research, UBC
PATRICK, Brian	Manager, X-ray Crystallography Services, Chemistry, UBC
RENNIE, Paul	Professor, Director of Lab Research, Prostate Center, VGH
SIGNORELL, Ruth	Associate Professor, Chemistry, UBC
WANG, Rizhi	Assistant Professor, Dept Metals and Materials Engineering, UBC
WASAN, Ellen	Research Scientist, BC Cancer Agency, Division of Advanced Therapeutics
WASAN, Kishor M.	Associate Professor, Faculty of Pharmaceutical Sciences, UBC

Division of Drug Evaluation

BALLY, Marcel	Professor and Head, Advanced Therapeutics, BC Cancer Agency
BANDIERA, Stelvio	Professor, Faculty of Pharmaceutical Sciences, UBC
CHANG, Thomas	Associate Professor, Faculty of Pharmaceutical Sciences, UBC
CHERKASOV, Art	Asst Professor, Dept of Medicine, UBC
EAVES, Allen	Professor and Director, Terry Fox Laboratory, UBC
EAVES, Connie	Professor and Deputy Director, Terry Fox Laboratory, UBC
ENSOM, Mary H. H.	Professor, Faculty of Pharmaceutical Sciences, UBC
KLASA, Richard	Medical Oncologist, BCCA
KUMAR, Ujendra	Assoc Prof, Faculty of Pharmaceutical Sciences, UBC
LASKIN, Janessa	Medical Oncologist, BCCA
LAW, Francis	Professor, Biological Sciences, SFU
LEVINE, Marc	Professor, Faculty of Pharmaceutical Sciences, UBC
MACLEOD, Kathleen	Professor, Faculty of Pharmaceutical Sciences, UBC
MCNEILL, John	Professor Emeritus, Faculty of Pharmaceutical Sciences, UBC
NAUS, Christian	Professor & Head, Cellular & Physiological Sciences, UBC
NG, Sylvia	Senior Research Scientist, Dept Advanced Therapeutics, BCCA
REID, Ronald	Professor, Faculty of Pharmaceutical Sciences, UBC
RIGGS, K. Wayne	Professor, Faculty of Pharmaceutical Sciences, UBC
RODERIGUES, Brian	Professor, Faculty of Pharmaceutical Sciences, UBC
RUTH, Thomas J.	Director, UBC/TRIUMF PET Program
SINDELAR, Robert	Dean, Faculty of Pharmaceutical Sciences, UBC
SOJA, Peter	Professor, Faculty of Pharmaceutical Sciences, UBC
WEBB, John	Adj. Assoc. Prof., Biochemistry & Microbiology, UVic
WONG, Judy M. Y.	Assistant Professor, Faculty of Pharmaceutical Sciences, UBC

THE UNIVERSITY OF BRITISH COLUMBIA



Vice President Academic and Provost

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MEMORANDUM

May 2, 2007

To: Senate
c/o Lisa Collins, Assistant Registrar, Senate & Curriculum Services

From: George A. Mackie

George A. Mackie
Vice President Academic and Provost *pro tem*

Re: The Institute for the Scholarship of Teaching and Learning

I recommend that Senate receive for information the attached Report to Senate on the Institute for the Scholarship of Teaching and Learning (ISoTL), May 2006 – May 2007.

The Institute was established by Senate in May 2004. The attached report is provided by Gary Poole, Director, Centre for Teaching and Academic Growth, and for ISoTL.

/cp

Attachment: The Institute for the Scholarship of Teaching and Learning: Report to Senate, May 2006 - May 2007

**The Institute for the Scholarship of Teaching and Learning:
Report to Senate
May 2006 — May 2007**

Vision Statement

The Institute for the Scholarship of Teaching and Learning supports research and reflection on teaching and learning. Its aim is to help inform and enhance practice, locally and internationally. It endeavors to be responsive to the needs of UBC's teaching and learning community, and it advocates for an effective reciprocity between research and practice.

The Mandate of the Institute

- * provide support for research on teaching and learning at UBC, bringing together teams of faculty from across campus, experts in educational research, graduate students, and pedagogical experts from the Centre for Teaching and Academic Growth (TAG).
- * facilitate grant application processes, for both internal and external funding sources, to support higher education research conducted at UBC.
- * help develop a network of those interested in higher education research and using this research to improve teaching and learning;
- * facilitate educational program evaluations, including research involving students who have graduated or left the University.
- * disseminate the results of this research in ways that inform and enhance educational practice at UBC and beyond. This would include both publishing in the academic literature and producing working papers and other local documents. It would also involve the organizing of events designed for dissemination.
- * to be a national leader, not only by example, but also by facilitating the development of SoTL initiatives in other institutions.

Institute Web Site URL

<http://www.tag.ubc.ca/about/institute/ISoTL.php>

Administration of the Institute

ISoTL directorship: Gary Poole is serving as the Founding Director for a period of 2 years, from July 1, 2005 to June 30, 2007.

Advisory Councils meetings: Meetings of the two Institute Advisory Councils (Research Advisory Council and Council for Strategic Planning) were held May 24, 2006 and December 14, 2006. Another meeting is scheduled for May 22, 2007.

Affiliations

The Institute is a Leadership Member of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). For three years, from September 2006 to August 2009, we will be part of an affiliation of major North American universities working under the theme: *Expanding the SOTL Commons*. The UBC team members include: (alphabetically): Alice Cassidy, Lee Gass, Rita Irwin, Gary Poole, and Carl Wieman. Our CASTL group met face-to-face in Washington, D.C. in November, 2006. These meetings will continue on an annual basis.

A number of members of the UBC teaching and learning community belong to the International Society for the Scholarship of Teaching and Learning. Housed at Indiana University, the Society currently has members in 7 countries. UBC hosted the Society's second annual conference. The third was held in November at Georgetown University, with good representation from UBC among the presenters. The 2007 conference is scheduled for Sydney, Australia, in July.

Campus Events and Programs

The Invited Scholars Seminar Series

The Invited Scholars Seminar Series brings to UBC some of the world's most active and prominent thinkers in the scholarship of teaching and learning. It is an opportunity to work with experienced scholars and engaging workshop facilitators to pursue important issues and hone research skills. Events for 2006:

May 8, 2006 – Mick Healy, University of Gloucestershire, UK — **Linking Discipline-based Research and Teaching to Benefit Student Learning**

October 3, 2006 - Dr. Raymond P. Perry, University of Manitoba **Part 1: The Plight of First-Year Students: Causes and Consequences; and Part 2: Measuring and Affecting Students - Beliefs about their Academic Performance**

November 22, 2006 — Dan Bernstein, University of Kansas — **Part 1: Engaging students outside of class as a tool for enhanced learning; and Part 2: Inquiry into effective teaching with one hand tied behind your back**

Visiting Scholars in Residence

In 2006, we initiated our Visiting Scholars in Residence program by welcoming Dr. Raymond Perry from the University of Manitoba. Dr. Perry is an award-winning researcher in the area of attribution theory and student learning. During Dr. Perry's 6-month stay, he offered two seminars, attended a dinner to discuss his work, and met individually with faculty members and others from the ISoTL Network and beyond.

Our second Visiting Scholar in Residence is Dr. Margot Parkes. Dr. Parkes, who holds both an MD and PhD, is currently Assistant Project Director of an international and interdisciplinary training and capacity building project entitled 'Sustainably Managing Environmental Health Risks in Ecuador.' Dr. Parkes conducted two seminars for ISoTL and has been consulting with members of the UBC community. She has also helped establish a working group on global citizenship and experiential learning.

The Institute's Network

The Network, coordinated by Dr. Alice Cassidy, now has more than 180 members. Regular messages go out to the Network informing them of Institute events and other news and opportunities associated with SoTL. The Network has now formed a Journal Club and will soon be forming Writing Circles to support journal article production and other writing projects. A Working Group has also been formed to explore ways in which the educational impact of experiential learning can be best measured.

International Work

September 14, 2006 — ISoTL Special Event: Exploring International Perspectives on the Scholarship of Teaching and Learning; UBC in conversation with a delegation from Finland, University Centre.

Active Research

The UBC Landscape for SoTL Research

Dr. Alice Cassidy, coordinator of the ISoTL Network, has surveyed members of the Network regarding their SoTL-based research activity. She received responses identifying 35 projects. Some facts regarding this research activity:

- The amount of funding invested in UBC teaching and learning research is substantial. Total funding across the 35 projects exceeds \$5.8 million. Of this amount, \$2.2 million comes from internal sources and \$3.6 million from external.

- The 35 projects include researchers from 7 Faculties and two major University-wide units. Some projects also feature collaborations with other universities.
- Grants range in size from \$3,000 to \$1.35 million.
- 29 different funding sources support this research activity.

These sums are generated by only a fraction of the Network. We can assume that the actual total monetary investment in SoTL research at UBC is substantially greater. Of course, ISoTL has not generated these funds — the individual researchers have done that. However, with an investment of this magnitude, ISoTL must be developed to provide necessary infrastructural support for this very significant research activity.

CFI submission

A group of people from 7 Faculties submitted a CFI proposal related to the Institute. The proposal received very positive reviews; however, it did not receive CFI funding. The core team is making plans for resubmission to the next CFI competition.

The Student Transitions Project

This project is supported by funding from the B.C. Data Management Association and managed by Walter Sudmant, Director, Planning and Institutional Research. The research from this project seeks to bridge the current gap in the collection of information across the secondary/post-secondary boundary. The public benefits will occur in two areas:

- * system-wide planning, and
- * accountability/feedback/quality enhancement cycles between the systems.

The Research Collaboration Program

The Research Collaboration Program did not have a round of funding for 2006.

2006 Conference Presentations (stemming from work related to ISoTL)

- Poole, G. (2006). *Improving Quality Via Pedagogical Research Conducted by Faculty Members*, Invited Address, Teaching and Learning in Higher Education (TLHE 2006), Singapore, December 8, 2006.
- Schreiber, W.E. (2006). *A PDA-based Program for Interpreting Lab Tests*. University of California, San Francisco. November, 2006.
- Poole, G. (2006). *Establishing Pedagogical Research Programmes Based On Institutional Goals and Priorities*, U 21 E-Learning Conference, "The Future has Arrived," Guadalajara, Mexico, November 28, 2006.
- Cassidy, A. (2006). *Forming SoTL Networks for Communications, Resources and Community-building*. Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.
- Huebsch, S., Busser, J., & Schreiber, W.E. (2006). *Assessment of Student Learning Needs by Embedding Tracking Software into an Educational Program for PDAs*. Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.
- Huebsch, S. (2006). *Filling Curriculum Gaps with Technology: Using a Personal Digital Assistant (PDA) to Teach the Interpretation of Lab Tests to Medical Students*. Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.
- Kelly, N. (2006). *Using the Seven Principles for Good Practice in Undergraduate Education to Conduct Research into an Online Case-Based Learning Course*. Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.

- Nakonechny, J. (2006). *Multidisciplinarity Transformed: ISOTL as a Catalyst*. Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.
- Nakonechny, J., & Poole, G. (2006). *The Collaboration Process in an Interdisciplinary Research Context, or: What Language are You Speaking?* Conference of the International Society for the Scholarship of Teaching and Learning, Washington DC., November 11, 2006.
- Schreiber, W.E., Kunanithy, V., Huebsch, S., & Busser, J.R. (2006). *A Portable, Electronic Laboratory Test Reference for Third-year Medical Students*. Medical Education Day, UBC Faculty of Medicine, May, 2006.
- Nakonechny, J., & Poole, G. (2006). *Pursuing the scholarship of teaching and learning through multidisciplinary teams: Bridges and precipices*. Winter Conference of the Educational Developers Caucus, Victoria, B.C., February 23, 2006.

Publications to Date

- Butler, D.L., Pollock, C., Nomme, K., & Nakonechny, J. (2006). Promoting authentic inquiry in the sciences: Avoiding and overcoming students' nonscientific epistemology. In B. M. Shore, M. W. Aulls & M. A. B. Delcourt (Eds.), Inquiry in education: Where ideas come from and where they lead. Mahwah, NJ: Erlbaum. (41 pages).
- Poole, G., & Maclean, M. (in press). Ethical considerations for research in higher education in Canada. In L. Taylor (Ed.), A Canadian Framework for the Scholarship of Teaching and Learning. Hamilton, ON: The Society for Teaching and Learning in Higher Education.
- Aman, C., Poole, G., Dunbar, S., Majjer, D., Hall, R., Taghipour, F., & Berube, P. (in press). Student learning teams: viewpoints of team members, teachers and an observer. Engineering Education: Higher Education Academy.
- Schreiber, W.E., Busser, J.R., & Huebsch, S. (submitted). A portable, electronic laboratory test reference for third year medical students. British Medical Journal.

Summary

An increasing number of Operating Grant and Training Grant applications submitted by members of the UBC SoTL research community are making reference to ISoTL as evidence of UBC's commitment to pedagogical research and the University's potential to provide a fertile environment for SoTL training and research. In addition, the number of research dollars committed to SoTL research, both internally and externally, continues to climb.

While mandated to support such research, it has always been the intention that ISoTL be primarily self-sustaining, with some internal funding to cover administrative needs and to support a small number of Research Collaboration Projects each year. As internal funding becomes more difficult to secure, ISoTL has found creative ways to maintain programs such as the Invited Scholars Seminar Series (offering fewer events, inviting people who do not require travel reimbursements), and the Visiting Scholars Program (welcoming people who come with their own funding, offering desk space and a \$500 honorarium for seminar work), and reducing the amount of funding available for Research Collaboration Projects (from \$60K to \$20K annually).

These measures can help, but without significant external funding, ISoTL cannot provide expected levels of support for a research enterprise in excess of \$6 million and a host of major University initiatives that would benefit from such support (e.g., Student Horizons in Education [SHINE], TREK 2010, the Leader for Education Innovation). Clearly, work with the Development Office must be continued in ISoTL's near future to help find external funding.