



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 FIRST REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, SEPTEMBER 19, 2007

7:00 P.M.

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

1. Senate Membership (information) -- Secretary Mr. Brian Silzer

- a. New Members, ex officio
 - Dr. David Farrar, Vice-President, Academic & Provost
 - Dr. Louise Nasmith, Principal, College of Health Disciplines
 - Dr. James Thompson, Acting Principal, College for Interdisciplinary Studies
- b. Replacement
 - Dr. Robert Sparks replaces resigning Senator Dr. Ian Franks as a representative of the Joint Faculties

2. Minutes of the Meeting of May 16, 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. 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 (1)(i) (o) and 38 (information)

Senate Meeting March 28, 2007

Curriculum proposals from the Faculty of Applied Science;

The establishment of three Chairs within the UBC Institute of Mental Health: the Sauder Chair in Child and Adolescent Psychiatry; the Sauder Chair in Geriatric Psychiatry and Depression; the Sauder Chair in Psychotherapy.

Senate Meeting of May 16, 2007

The disestablishment of the School of Rehabilitation Sciences and the establishment of the Department of Occupational Science and Occupational Therapy and the Department of Physical Therapy in the Faculty of Medicine;

.../continued

From the Board of Governors, continued

Curriculum proposals from the Faculties of Arts, Dentistry, Graduate Studies, and Land & Food Systems;

New Awards;

Establishment of the Drug Research Institute.

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

- a. School of Population and Public Health in the Faculty of Medicine (approval-in-principle) (circulated)
- b. Academic Concession Policy (approval) (circulated)

7. Admissions Committee -- Dr. James Berger

- a. Faculty of Medicine: Doctor of Medicine Interview Format (approval) (circulated)
- b. Conditional Admission Program for Applicants Without the Required Proficiency in English (approval) (circulated)
- c. Oral Report on Changes to 2007/2008 Admissions Processes With Respect to the Revocation of Offers of Admission (information)

8. Agenda Committee -- Dean Michael Isaacson

Vancouver Senate Annual Report 2006/2007 (information) (circulated)

9. Curriculum Committee -- Dr. Peter Marshall

Curriculum proposals from the Faculties of Arts, Commerce, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Education, Commerce), Law and Science (approval) (circulated)

10. Nominating Committee -- Dean Michael Isaacson

Adjustments to Senate Committee Membership (approval) (circulated)

11. Tributes Committee -- Dr. Sally Thorne

- a. Policy on Emeritus Status for Clinical Faculty (approval) (circulated)
- b. Candidate for Emeritus Status (approval) (circulated)
- c. Regalia Colours for Master of Nursing (Nurse Practitioner) (approval) (circulated)
- d. Memorial Minutes for Dr. R. Grant Ingram, Dr. Robert Mills Clark, Dr. William Robert Wyman, O.C. (approval) (circulated)
- e. Procedures and Criteria for Granting Honorary Degrees (information) (circulated)

.../continued

12. Reports from the Vice-President, Academic & Provost -- Dr. David Farrar

(approval) (circulated)

- a. Name Change from the School of Occupational & Environmental Hygiene to the School of Environmental Health
- b. Sunny Hill Health Centre BC Leadership Chair in Child Development
- c. UBC/Providence Health Care BC Leadership Chair in Addiction Research
- d. BC Leadership Chair in Advanced Forest Products Manufacturing Technology

13. Proposed Agenda Items

14. Other Business

- a. Oral Report on Congress of the Humanities & Social Sciences -- Dr. David Farrar introducing guest speaker Dr. Richard Cavell, Academic Convenor

15. Tributes Committee -- in camera

Candidate for Honorary Degree (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/>



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September 19, 2007 Item 02

Vancouver Senate

MINUTES OF MAY 16, 2007

Attendance

Present: President S. J. Toope (Chair), Ms. L. M. Collins (Acting Secretary), Mr. T. Ahmed, Mr. J. Aulakh, Dr. N. Banthia, Dr. J. D. Berger, Dean M. A. Bobinski, Ms. D. Diao, Dr. W. Dunford, Dr. S. Farris, Dr. D. Fielding, Dr. I. Franks, Ms. M. Friesen, Dean N. Gallini, Dr. S. Grayston, Dr. L. Gunderson, Dr. P. G. Harrison, Associate Vice-President J. Hutton, Dean M. Isaacson, Dr. J. Johnson, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. T. Leaver, Mr. P. H. Lee, Mr. R. Lowe, Vice-President *pro tem.* G. Mackie, Chancellor A. McEachern, Dr. W. McKee, Mr. W. McNulty, Mr. R. Pan, Dean S. Peacock, Ms. E. Rennie, Dean *pro tem.* A. Rose, Ms. A. Shaikh, Dean C. Shuler, Dr. B. Stelck, Dean G. Stuart, Mr. R. Taddei, Ms. M. Tee, Dr. S. Thorne, Dr. M. Upadhyaya, Dr. D. Weary, Dr. R. A. Yaworsky, Dr. J. Young.

By Invitation: Dr. P. Cullis, Ms. N. Dakers, Dr. R. Hancock, Dr. M. Lamberson, Dr. G. Poole.

Regrets: Associate Vice-President & Registrar B. Silzer (Secretary), Dr. P. Adebar, Dr. B. Arneil, Principal *pro tem.* L. Bainbridge, Dr. G. Bluman, Prof. C. Boyle, Mr. P. T. Brady, Dr. J. Brander, Ms. S. Brkanovic, Dr. H. Burt, Dr. L. Chui, Dr. E. Dean, Dr. J. Dennison, Dr. C. Friedrichs, Mr. C. L. Gorman, Dr. D. Griffin, Dr. R. Harrison, Dr. R. Helsley, Principal G. Ingram, Dr. R. Irwin, Dean M. Isman, Ms. J. Khangura, Ms. W. King, Mr. D. K. Leung, Dr. M. MacEntee, Dr. P. L. Marshall, Dr. A. McAfee, Dr. T. McDaniels, Dr. D. McLean, Dean D. Muzyka, Dr. D. Paterson, Dr. P. Potter, Mr. L. Powell, Mr. G. Rawle, Dean J. Saddler, Dr. J. Sarra, Mr. B. Simpson, Dean R. Sindelar, Dean R. Tierney, Mr. B. Toosi, Mr. H. Tse, Dr. P. Ward, Dr. R. Wilson, Dr. R. Windsor-Liscombe.

Recording Secretary: Ms. L. M. Collins

Call to Order

Senate Secretary Brian J. Silzer

President Toope noted that Mr. Brian Silzer, Associate Vice-President, Enrolment Services & Registrar, was absent due to a short medical leave. He asked that the Acting Secretary convey Senators' best wishes for a quick recovery.

Senate Membership

Ms. Collins announced the following Senate membership changes.

NEW MEMBERS, EX OFFICIO

Dr. Grant Ingram, Principal, College for Interdisciplinary Studies

Dean Charles Shuler, Dean, Faculty of Dentistry

ELECTED MEMBERSHIP

Mr. Dean Leung, filling a vacancy for a representative of the Convocation

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 Ping Hei Alfie Lee, Science; Mr Raymond Pan, Science; Mr Hillson Tse, Arts

Minutes of the Previous Meeting

Dean Isaacson } *That the minutes of the meeting of March 28,*
Dr. Johnson } *2007 be adopted as circulated.*

The Senate
acquiesced without
a vote.

Remarks from the Chair and Related Questions

CAMPUS 2020

On April 23rd, 2007, Geoff Plant, Q.C., special advisor to the Premier and Advanced Education Minister for *Campus 2020: Thinking Ahead*, submitted his final report to the provincial government on the future of B.C.'s post-secondary education system. The report, entitled *Access and Excellence: The Campus 2020 Plan for British Columbia's Post-Secondary Education System*, made 52 recommendations to government on how to build on the strengths of British Columbia's existing system of higher education. The President described the report as crystallizing the key issues for the post-secondary education sector. Recommendations included:

PER CAPITA ENROLMENT OF GRADUATE STUDENTS

The report recommended that British Columbia work toward attaining the highest per capita enrolment of graduate students in Canada by 2015. The President described this target as ambitious.

RESEARCH AND INNOVATION SPENDING

The report recommended that British Columbia invest sufficiently in research and innovation in public post-secondary institutions to ensure that the province is among the three highest spending provinces by 2010. The President noted that Ontario currently spent roughly 10 times as much as British Columbia, while Quebec spent five times as much. If British Columbia were to

Remarks from the Chair and Related Questions, continued

enact this recommendation, BC researchers would experience a significant increase in the availability of research funding.

DIFFERENTIATION AMONG POST-SECONDARY INSTITUTIONS

The report recommended that:

- 95% of provincial research funding be awarded to UBC, Simon Fraser University, and the University of Victoria;
- Authority to grant doctoral degrees be limited to the four provincial universities;
- University Colleges be replaced by “regional universities” focusing exclusively on undergraduate education. The President noted that, following intense discussion since the release of the report, the provincial government had indicated that it did not intend to implement this particular recommendation.

The President stated that UBC would need to take an active role in the implementation of the Campus 2020 recommendations. He encouraged Senators with access to elected representatives to advance the case for implementation.

CESSATION OF MANDATORY RETIREMENT

The President was pleased to report a negotiated end to mandatory retirement at UBC. In advance of anticipated provincial legislation to end mandatory retirement in British Columbia, the University had reached an agreement with the UBC Faculty Association. President Toope offered his thanks to Vice-President, Academic & Provost *pro tem*. George Mackie and Associate Vice-President, Human Resources Lisa Castle, as well as representatives of the Faculty Association for their very effective negotiations.

Candidates for Degrees

*Dr. P. G. Harrison
Associate Vice-
President Hutton*

}

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.

President Toope noted that the list of candidates included 6554 names.

The motion was put and carried, with the required 2/3 majority.

From the Board of Governors

The Senate received confirmation that the following recommendations of the Vancouver Senate had been approved as required under the *University Act* Sections 37 (l)(i) (o) and 38.

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.

From the Council of Senates

COUNCIL OF SENATES BUDGET COMMITTEE

Budget Committee member Dr. Yaworsky delivered an oral report on recent Committee activities. He gave an overview of the composition of the Council of Senates Budget Committee, pointing out that the division of the Committee into a sub-committee for each campus had facilitated the management of campus-specific issues. The larger Committee planned to meet with the President three times each year, with each sub-committee meeting monthly with the appropriate Vice-Presidents.

The Committee observed that the President had consulted very widely on the budget process for 2007/2008. The focus for the budget was cost reduction and one-time savings to reduce an anticipated budget shortfall. The shortfall was ultimately managed through a combination of targeted savings and pro rata budget cuts.

The Budget Committee had the opportunity to meet with the Steering Committee for Academic Planning Process (SCAPP) to discuss ideas about linking academic and budgetary planning.

Dr. Yaworsky thanked the President and the Budget Office for their assistance during the previous year. The President responded that it had been a pleasure working with the Committee and that he hoped to develop a strong and constant mechanism for the Committee to provide input into the budgetary and planning processes.

Academic Policy Committee

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

MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

The policy on Membership in the Faculty of Graduate Studies and its associated administrative procedures had been first brought to the Senate on April 20, 2005. The proposal had been

Academic Policy Committee, continued

referred back to the Academic Policy Committee for further consideration. The revised policy and procedures had since been approved by the Academic Policy Committee on April 17, 2007.

<i>Dr. P. G. Harrison</i>	}	<i>That Senate approve the policies and procedures regarding Membership in the Faculty of Graduate Studies.</i>
<i>Dean pro tem. Rose</i>		

DISCUSSION

Dr. Harrison noted that the policy reflected that a significant number of retired faculty members continue to be involved in the supervision of graduate students. The Graduate Studies policy notwithstanding, the ability of emeriti to supervise or co-supervise might be limited by regulations in place within disciplinary Faculties or departments.

Dean *pro tem.* Rose was very pleased to see the document come forward for approval. She noted that the Faculty had undertaken broad consultation. The goal was to provide maximum flexibility for graduate programs while also retaining oversight over the quality of graduate supervision.

Dean Isaacson congratulated the Faculty and the Committee on the revised document and indicated that concerns he had expressed two years earlier had been successfully addressed.

In response to a question from Dr. Young, Dean *pro tem.* Rose clarified that retired faculty members who were not members of the Faculty of Graduate Studies would be able to supervise graduate students under case-by-case agreements between the Dean of Graduate Studies, the Dean of the disciplinary Faculty and the appropriate unit head(s).

Referring to proposed Administrative Procedure #5, Dr. Lalli asked whether the President was the best person to receive the recommendation that membership privileges be suspended or cancelled. Dean *pro tem.* Rose stated that the President was selected for this purpose as someone who was somewhat removed from the situation and would thus be seen as more objective.

Academic Policy Committee, continued

Dr. Dunford stated that he would have liked to have seen some discussion about whether the University should retain a Faculty of Graduate Studies. He asked about the difference between members and non-members who supervise graduate students. Dr. Harrison replied that non-members would not have voting rights at Faculty meetings.

In response to a question from Dr. Dunford, Dr. Harrison clarified that each graduate program would be expected to review its membership annually and update its membership list.

In response to a question from Dr. Banthia, Dean *pro tem*, Rose confirmed that visiting professors could be approved to supervise graduate students on a case-by-case basis. President Toope asked that the Minutes clarify that the list of “appropriately qualified individuals” for the supervision of graduate students that appeared in the proposal was not intended to be exhaustive.

The motion was put
and carried.

2009/2010 ACADEMIC YEAR AND THE WINTER OLYMPIC GAMES

The Committee had circulated a proposal to modify Term 2 of the 2009/2010 Academic Year to extend the February mid-term break from one week to two weeks. The extended mid-term break would cover nearly the entire period of the Winter Olympic Games. The proposed revised term was as follows:

Classes Start: Monday, January 4;

Mid-term Break: February 15 - 26;

Classes End: Thursday, April 15;

Term 2 Teaching Days: 62 days;

Exams Start: Monday, April 19;

Exams End: Saturday, May 1.

Differences between the modified term and a standard term included:

- one less teaching day: 62 instead of the optimal 63;

Academic Policy Committee, continued

- one less examinable day during the examination period: 12 instead of 13; and
- the scheduling of examinations on May 1, whereas examinations customarily concluded by April 30.

The Committee recommended that the Senate accept the variations to the academic year.

<i>Dr. P. G. Harrison</i>	}	<i>That the Senate approve the changes to the published Academic Year and examination schedule for 2009/2010.</i>
<i>Dr. McKee</i>		

DISCUSSION

Mr. Ahmed stated that students with an examination on May 1 might need to vacate off-campus housing by April 30 and could thus be homeless on May 1. He asked whether such students could automatically qualify for accommodation under the policy on examination hardships. Dr. Harrison noted that this was one of the issues raised when he attended a meeting of the Senate Student Caucus. The Office of the Vice-President, Students had also engaged the Alma Mater Society and the Graduate Student Society in an effort to understand any potential negative impact on students. Dr. Harrison acknowledged that housing might be an issue for a particular group of students. He expressed the opinion that, with plenty of advance notice, most situations could be resolved on an individual basis without changes to Senate policy on examinations. Dr. Harrison pointed out that, in a few previous years, examinations had been held in early May. On behalf of the assembly, the President asked that the Minutes reflect that housing issues were of particular concern to students and would need to be addressed “carefully and expansively” by student services staff.

Dr. Harrison noted that students had also raised concern about the availability of public transit on May 1, given that buses were customarily assigned to other routes at the end of April. The Senate Secretariat had made inquiries with BC Transit.

Academic Policy Committee, continued

In response to a question from Mr. Taddei, Dr. Harrison stated that an early final Senate decision was necessary so that large facilities on campus could reserve adequate space for academic activities and release other dates for use by other clients.

The motion was put
and carried.

DISESTABLISHMENT OF THE SCHOOL OF REHABILITATION SCIENCES AND ESTABLISHMENT OF TWO DEPARTMENTS IN THE FACULTY OF MEDICINE

The Committee had circulated a proposal to create a Department of Occupational Science and Occupational Therapy and a Department of Physical Therapy to replace the School of Rehabilitation Sciences. The Committee recommended Senate approval.

<i>Dr. P. G. Harrison</i>	}	<i>That the 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.</i>
<i>Dean G. Stuart</i>		

DISCUSSION

Dr. Harrison reported that the Committee's recommendation for approval followed detailed discussions with the Dean of Medicine and the Vice-President, Academic & Provost. In March 1965, the Senate received a document entitled "Guidelines for the Use of Faculties and Senate in Considering Recommendations for the Establishment of New Departments." In considering the proposal to create two new departments, the Committee determined that the two units fulfilled some, but not all of the criteria. For example, departments usually deliver undergraduate as well as graduate teaching programs, while the two new departments would teach only graduate students. In considering the number of faculty associated with each department, the Committee noted that these two departments would be smaller than usual, except that a larger number of clinical and other faculty external to the departments were routinely involved in teaching.

Academic Policy Committee, continued

Dean Stuart noted that the two disciplines of occupational therapy and physical therapy had evolved separately nationally and internationally. Whereas the two disciplines once shared a common skill set, a higher degree of specialization had become required of health professionals in these two distinct fields. Dean Stuart added that it was particularly appropriate to create two new departments in light of a recent augmentation of research focus in the two disciplines. Creating two new departments would assist with faculty recruitment by allowing new faculty to be aligned with colleagues in other departments.

Dr. Johnson stated that the School of Nursing would be concerned about the idea that units with research focus should be categorized as departments rather than schools. She expressed the opinion that main distinction between schools and departments was related to the level of autonomy within a faculty, with schools enjoying a greater level of independence.

The motion was put
and carried.

Admissions Committee

Committee Chair Dr. Berger presented the reports.

BACHELOR OF EDUCATION

The Committee had circulated a proposal to modify the admission statement for the Bachelor of Education program to add the following statement (section in bold added at the Senate meeting by consent of the assembly):

The Faculty recommends that all applicants have completed a course focusing on Aboriginal Peoples **or students** before the commencement of the program. A course may be completed in any discipline at any university level.

<i>Dr. Berger</i>	}	<i>That the Senate approve the changes to the admission statement for the Bachelor of Education program, as amended.</i>
<i>Dr. Gunderson</i>		

Carried.

Admissions Committee, continued

COLLEGE AND UNIVERSITY RECOGNITION

The Committee had circulated a proposed Calendar entry (Applicants from a College or University section) describing the criteria used by the University to determine whether a degree program is from a “recognized” institution. The revised Calendar entry read as follows (new text in bold):

Applicants from a College or University > Introduction

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.

~~A student~~**Applicants** with an unsatisfactory standing at a college or another university will not be admitted.

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.

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.

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 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.

Admissions Committee, continued

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.v

<i>Dr. Berger</i>	}	<i>That the Senate approve the revised Calendar entry on Applicants from a College or University.</i>
<i>Mr. Ahmed</i>		

DISCUSSION

In response to a question from Dr. P. G. Harrison about the possibility of better clarifying the language for applicants from colleges, Dr. Berger stated that the Committee had been working on the proposal for some time and that he was doubtful that it could be refined any further at the present time.

The motion was put
and carried.

Appeals on Academic Standing Committee

Committee Chair Dr. Yaworsky presented the report.

ANNUAL REPORT ON COMMITTEE ACTIVITIES

The Committee had circulated for information a report on its activities during the 2006/2007 academic year. Since its previous report to the Senate in May 2006, the Committee had heard 14 appeals. Five appeals were allowed, eight were dismissed, and one was withdrawn prior to the Committee reaching a decision.

The Committee drew attention to 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 to the attention of students."

Appeals on Academic Standing Committee, continued

The Committee noted that many appeals cases continued to display cultural dimensions, and recommended that the University review its services for international students to ensure cultural appropriateness and sensitivity. Dr. Yaworsky was pleased to note that the Nominating Committee would recommend an ad hoc Committee for this purpose later on the Senate meeting agenda.

DISCUSSION

Dr. Harrison noted that the report appeared to equate certain cultural issues with international students. He pointed out, and Dr. Yaworsky agreed, that these same issues could apply to any student who is relatively new to Canada.

Curriculum Committee

Please see also 'Appendix A: Curriculum Summary.'

Dr. McKee presented the curriculum proposals on behalf of the Committee.

<i>Dr. Berger</i>	}	<i>That the 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 & Food Systems.</i>
<i>Dr. McKee</i>		

Carried.

Joint Reports from the Curriculum Committee and the Admissions Committee

Dr. McKee presented the proposals on behalf of the two Committees.

Admissions Committee and Curriculum Committee, continued

NEW PROGRAMS FROM THE FACULTY OF GRADUATE STUDIES

Please see also 'Appendix A: Curriculum Summary.'

<i>Dr. McKee</i>	}	<i>That the Senate approve 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.</i>
<i>Dr. Johnson</i>		

DISCUSSION

Dr. Harrison confirmed that the Academic Policy Committee had considered and approved the new credential name for the Master of Nursing program.

In response to a question from Dr. Young, Dr. McKee confirmed that the interdisciplinary graduate programs in cell and developmental biology were brought forward by the Faculty of Graduate Studies.

The motion was put
and carried.

Nominating Committee

Dean Michael Isaacson presented the reports on behalf of the Committee.

STUDENT SENATOR COMMITTEE ASSIGNMENTS

The Committee recommended the appointment of Student Senators to Committees of Senate as follows:

Academic Building Needs Committee

Sanya Brkanovic
Diana Diao

Nominating Committee, continued

Academic Policy Committee

Jaspreet Khangura
Aidha Shaikh

Admissions Committee

Raymond Pan
Diana Diao

Agenda Committee

Tariq Ahmed
Erin Rennie

Appeals on Academic Standing Committee

Geoff Rawle
Diana Diao
Hillson Tse

Curriculum Committee

Robert Taddei
Behnam (Ben) Toosi
Richard Lam
Erin Rennie
Tim Leaver

Library Committee

Alfie Lee
Lyle Powell
May Tee
Sanja Brkanovic

Student Appeals on Academic Discipline Committee

Tariq Ahmed
Raymond Pan (this appointment amended by consent at the Senate meeting)
Geoff Rawle

Student Awards Committee

Lyle Powell
Hillson Tse

Nominating Committee, continued

Teaching and Learning Committee

Robert Taddei
Jaspreet Khangura
Jaspaul Aulakh

Tributes Committee

Tariq Ahmed
Jaspaul Aulakh

Dean Isaacson } *That the Senate accept the recommendations, as*
Dr. Stelck } *amended, of the Nominating Committee with*
 } *respect to the appointment of Student Senators*
 } *to the Committees of Senate.*

Carried.

SENATE COMMITTEE MEMBERSHIP ADJUSTMENTS

The Committee recommended the following adjustments to Senate Committee membership:

Library Committee:

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

Teaching and Learning Committee

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

Dean Isaacson } *That the Senate approve the revisions to the*
Dr. P. G. Harrison } *membership of Committees of Senate.*

Carried.

**ANNUAL REVIEW OF COMPOSITION AND TERMS OF REFERENCE FOR
COMMITTEES OF SENATE**

The Committee presented the following report:

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

Nominating Committee, continued

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 recommend 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.

<i>Dean Isaacson</i>	}	<i>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.</i>
<i>Dr. Banthia</i>		

Carried.

PROCESS FOR REGULAR REVIEW OF THE COMPOSITION OF THE SENATE

The Committee presented the following report:

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.

Nominating Committee

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.

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.

Dean Isaacson
Ms. Friesen

} *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.*

Carried.

AD HOC COMMITTEE ON WRITING AND COMMUNICATIONS SKILLS

The Committee presented the following report:

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 approve 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.

Nominating Committee, continued

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

<i>Dean Isaacson</i>	}	<i>That the Senate strike and approve 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.</i>
<i>Dr. Johnson</i>		

DISCUSSION

In response to a question from Teaching & Learning Committee Chair Dr. Johnson, Dean Isaacson confirmed that it would be appropriate for Dr. Barbara Arneil to represent the Teaching & Learning Committee on the ad hoc Committee.

Nominating Committee, continued

AMENDMENTS

In response to a suggestion from Dr. Young, and by consent of the meeting, a representative of the Faculty of Science was added as an additional member of the ad hoc Committee.

In response to a suggestion from Dean Gallini, and by consent of the meeting, the Nominating Committee was delegated the authority to add one additional ad hoc Committee member in consultation with the Faculty of Arts.

The motion, as amended, was put and carried.

AD HOC COMMITTEE ON ACADEMIC ADVISING ISSUES RELATING TO A CULTURALLY-DIVERSE STUDENT BODY

The Committee presented the following report:

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

Nominating Committee, continued

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.

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 pol-

Nominating Committee, continued

icy (in particular when students begin to have difficulty) and that this information and its delivery are provided in a culturally sensitive and competent manner.

<i>Dean Isaacson</i>	}	<i>That the Senate accept the recommendations of the Nominating Committee with respect to the establishment of an ad hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body.</i>
<i>Dr. Yaworsky</i>		

AMENDMENT

Dr. P. G. Harrison spoke in support of the motion, but expressed concern that the proposed mandate might be too limited. He suggested that Term of Reference 2 be amended as follows:

To develop recommendations that can be implemented to assist **students of diverse cultural backgrounds** ~~international and immigrant students~~, in particular, in accessing and understanding...

The amendment was accepted by consent of the meeting.

DISCUSSION

Dr. P. G. Harrison noted that, of the nine proposed ad hoc Committee members, seven would be Senators. He suggested that the Nominating Committee select members who have experience with interacting directly with students.

The motion, as amended, was put and carried.

Student Appeals on Academic Discipline Committee

Mr. Lowe presented the report on behalf of the Committee.

ANNUAL REPORT ON COMMITTEE ACTIVITIES

The Committee circulated for information its annual report on Committee activities. During the period from May 2006 to April 2007, the Senate Committee heard four appeals involving stu-

Student Appeals on Academic Discipline Committee, continued

dents disciplined by the President on the recommendation of the President's Advisory Committee. Two of the four appeals were dismissed, and two were allowed in part.

Student Awards Committee

Dr. Stelck presented the reports on behalf of the Committee.

NEW AWARDS

Please see also 'Appendix B: New Awards.'

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

Carried.

PACIFIC CENTURY GRADUATE SCHOLARSHIP

The Committee presented a proposal to establish the following new award:

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.

<i>Dr. Stelck</i>	}	<i>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.</i>
<i>Dr. Knight</i>		

Student Awards Committee, continued

Carried.

Teaching and Learning Committee

Committee Chair Dr. Johnson presented the report.

POLICY ON STUDENT EVALUATION OF TEACHING

Please see also 'Appendix C: Policy on Student Evaluation of Teaching.'

<i>Dr. Johnson</i>	}	<i>That the proposed policy related to Student Evaluation of Teaching be adopted and that it replace all existing Senate policy statements related to student evaluation of teaching.</i>
<i>Ms. Friesen</i>		

DISCUSSION

Dr. Johnson thanked members of the Teaching and Learning Committee as well as members of the Student Evaluation of Teaching (SEOT) Committee for their work on the proposed policy. She described the policy having evolved in response to broad consultation. Dr. Johnson thanked Mr. Christopher Eaton for his review of Senate policies in this area from 1975 to present. The Committee discovered that previous policies were quite fragmented and set out to develop a more consistent approach. The Committee also learned that there were policies in place that were not being followed, which further underscored the need for a clear policy framework.

President Toope commended the Committee for its work. He had been surprised to learn, upon his arrival at UBC, of the disjuncture in this particular policy area.

Vice-President *pro tem*. Mackie spoke about the extensive consultation that had led to generation of the document. The Committee of Deans had discussed the document on two occasions. He stated that the proposed policy would both meet concerns expressed faculty as well as the student desire for access to the results. He described the framework as clear and flexible.

Teaching & Learning Committee, continued

Upon recognition by the Chair, Teaching & Learning Committee member Mr. Cameron Funnell expressed his support for the proposed policy. He noted that teaching evaluation results were supposed to have been made available to students for some time, but that had not happened. He was hopeful that the new policy would be taken more seriously.

Dr. Dunford cited the proposed policy as a step in the right direction. He referred to courses available to instructors through the Centre for Teaching and Academic Growth, noting that such courses were mandatory at some other institutions.

The motion was put
and carried.

Tributes Committee

Committee Chair Dr. Thorne presented the report.

EMERITUS STATUS

Please see also 'Appendix D: Emeritus Status.'

<i>Dr. Thorne</i>	}	<i>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.</i>
<i>Associate Vice-</i>		
<i>President Hutton</i>		

DISCUSSION

Dr. Thorne noted that the Committee had worded the motion differently than usual because of the recent cessation of mandatory retirement.

The motion was put
and carried.

Reports from the Vice-President, Academic & Provost

Dr. Mackie, Vice-President, Academic & Provost *pro tem.* presented the reports.

STEERING COMMITTEE FOR ACADEMIC PLANNING PROCESS

Dr. Mackie gave an oral report for information on the activities of the Steering Committee for Academic Planning Process. The mandate of the Committee was to develop an academic planning process for UBC Vancouver that enabled strategic decision-making linked to a three year sustainable budget model. Highlights were as follows:

- The Committee was in the midst of extensive consultation and Senators were invited to contribute.
- The Committee hoped to articulate a number of principles underlying the planning process by July 2007.
- The Committee planned to complete its work and deliver a report in the fall of 2007.

President Toope thanked Dr. Mackie and the other members of the Committee for their work.

ESTABLISHMENT OF THE DRUG RESEARCH INSTITUTE

Dr. Mackie had circulated a proposal to establish the Drug Research Institute. The proposal described the new Institute as follows:

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.

<i>Dr. Mackie</i>	}	<i>That the Senate approve the establishment of the Drug Research Institute, effective May 1, 2007.</i>
<i>Dean Isaacson</i>		

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

DISCUSSION

Dr. Mackie stated that the CDRD had been in operation for approximately five years. The new Institute would promote drug discovery and provide a focus for research. He added that there would be opportunities for collaboration and student involvement in research.

Upon recognition by the Chair, Dr. Pieter Cullis, CDRD Scientific Director, described the Institute as a highly collaborative endeavour that would take advantage of expertise in many fields, including chemistry, pharmacology, and biochemistry.

Upon recognition by the Chair, Ms. Natalie Dakers, CDRD Chief Executive Officer, stated that the new Institute would be well aligned with the mission of the University.

In response to a question from Ms. Tee about the partnership between the Institute and the private sector, Dr. Mackie drew attention to Figure 3 in the proposal, which described the legal structure. He noted that the University would retain intellectual property rights.

In response to a question from a Student Senator, Dr. Mackie stated that faculty participation in the CDRD was voluntary, with people from many different departments having been solicited to join. Ms. Dakers expected the current list of 160 investigators to grow to exceed 250 over the following two years.

Dean Gallini noted that the Committee of Deans had expressed some initial concern about funding for the Institute, but had determined that General Purpose Operating Funds would not be required. She described the Institute as a very exciting collaboration that aligned nicely with *Campus 2020*.

The motion was put
and carried.

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

ANNUAL REPORT FROM THE INSTITUTE FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

The Senate received for information the 2006/2007 Annual Report of the Institute for the Scholarship of Teaching and Learning.

Agenda Committee - in camera

SENATOR LEAVE OF ABSENCE

The Senate considered and approved an extraordinary request for a leave of absence for an elected Senator.

Adjournment

There being no further business, the meeting adjourned. The following regular meeting of the Vancouver Senate was scheduled to take place on September 19, 2007.

APPENDIX A: CURRICULUM SUMMARY

FACULTY OF ARTS

The following new and changed courses:

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

FACULTY OF DENTISTRY

The following changed courses:

DENT 410 (21) Dentistry I
DENT 420 (17) Dentistry II
DENT 430 (60) Dentistry III
DENT 440 (52) Dentistry IV

FACULTY OF GRADUATE STUDIES

APPLIED SCIENCE

APSC 597 (6): Project For M.Eng. Studies
CIVL 509 (3): Nonlinear Structural Analysis.
EECE 532 (3): Biomedical Microdevices
MECH 514 (3): Linear Fea In Solids And Heat Transfer
MINE 585 (3): Mineral Resource Development And Canadian Aboriginal People

Appendix A: Curriculum Summary, continued

ARTS

ASIA 566 (3): History Of Christianity In Asia

ASIA 576 (3-9)D: Topics In Sikh And South Asian Studies

ASIA 577 (3): New Religious Movements Of East Asia
Social Work Calendar Entry

COLLEGE FOR INTERDISCIPLINARY STUDIES

BIOF 520 (3): Problem-Based Learning In Bioinformatics

MEDICINE

Rehabilitation Sciences Calendar Entry

RSPT 534 (4): Clinical Practice III

RSPT 554 (4): Clinical Practice V

RSPT 574 (4): Clinical Practice VII

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

ATSC 548 (3-6)D: Master's Graduation Essay

ATSC 597 (3): Co-operative Work Placement I.

ATSC 598 (3): Co-operative Work Placement II

FACULTY OF LAND AND FOOD SYSTEMS

The following program change in the **Bachelor of Science in Agroecology:**
4th Year Requirements

The following changed course:

AGSC 496 (3/6) D Career Development Internship

APPENDIX B: NEW AWARDS

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)

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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.

Appendix B: New Awards, continued

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 student 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)

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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 scholar-

Appendix B: New Awards, continued

ship 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)

Appendix B: New Awards, continued

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).

Appendix B: New Awards, continued

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.

APPENDIX C: POLICY ON 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.

Appendix C: Policy on Student Evaluation of Teaching, continued

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 pro-

Appendix C: Policy on Student Evaluation of Teaching, continued

vision 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				

Appendix C: Policy on Student Evaluation of Teaching, continued

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 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.

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.

Appendix C: Policy on Student Evaluation of Teaching, continued

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

Appendix C: Policy on Student Evaluation of Teaching, continued

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.

APPENDIX D: EMERITUS STATUS

Faculty Members Eligible for Emeritus Status June 30, 2007

Age 65 as of June 30, 2007

Name		Rank	Faculty	Department
Berinbaum	Martin C	Professor	Faculty of Arts	Music, School of
Black	Thomas Andrew	Professor	Faculty of Land & Food Systems	Agroecology
Brooks	Donald	Professor & Associate VP	Faculty of Medicine	Pathology
Carey	Stephen	Professor	Faculty of Education	Language & Literacy Education
Church	Michael A	Professor	Faculty of Arts	Geography
Clowes	Ronald M	Professor	Faculty of Science	Lithoprobe Secretariat
Coren	Stanley	Professor	Faculty of Arts	Psychology
Donaldson	David	Professor	Faculty of Dentistry	Oral Biological & Medical Sci
Egerton	George W	Associate Professor	Faculty of Arts	History
Eldridge	John E	Professor	Faculty of Science	Physics & Astronomy
Farquhar	Keith B	Professor	Faculty of Law	Faculty of Law
Fournier	John J F	Professor	Faculty of Science	Mathematics
Fyfe	Colin	Professor	Faculty of Science	Chemistry
Godin	David V	Professor	Faculty of Medicine	Pharmacology Therapeutics
Gunderson	Lee Paul	Professor	Faculty of Education	Language & Literacy Education
Hayashi	Shizu	Professor	Faculty of Medicine	Pathology
Healey	Michael Charles	Professor	College for Intrdiscpl. Studie s	Inst- Resorcs, Envirn&Sustainbty
Kreider	J Evan	Professor	Faculty of Arts	Music, School of

Appendix D: Emeritus Status, continued

Maillard	Keith	Professor	Faculty of Arts	Thtre,Film&C Writg (Cr Write)
Martin	Dorothy R	General Librarian	VP Academic & Provost	Library - Humanities&Socl Scie
McLarnon	James Gordon	Professor	Faculty of Medicine	Pharmacology Therapeutics
Morrison	Murray D	Professor	Faculty of Medicine	Surgery
Page	Gordon G	Professor	College of Health Disciplines	Educ'I Support & Devt, Div of
Pessin	I Marc	Senior Instructor	Faculty of Arts	ArtHistory,Visual Art & Theory
Pirie	Susan	Professor	Faculty of Education	Curriculum Studies
Rhodes	Edward C	Professor	Faculty of Education	School of Human Kinetics
Rice	Jane Alison	Assistant Professor	Faculty of Applied Science	School of Nursing
Rolfen	Dale Preston	Professor	Faculty of Science	Mathematics
Sawatzky	George Albert	Professor	Faculty of Science	Physics & Astronomy
Sheppard	Anthony F	Professor	Faculty of Law	Faculty of Law
Stenberg	Peter A	Professor	Faculty of Arts	Ctrl,Estrn,Nrthrn Europe Stud.
Thompson	James Robert	Professor	Faculty of Land & Food Systems	Food, Nutrition & Health
Vertinsky	Patricia A	Professor	Faculty of Education	School of Human Kinetics

Resignations January to June, 2007

Barton	Richard E	Senior Instructor	Faculty of Medicine	Biochemistry&Molecular Biology
Beaudoin	Rejean	Professor	Faculty of Arts	French,Hispanic & Italian Std
Bovis	Michael J	Associate Professor	Faculty of Arts	Geography
Bunnell	Frederick L	Professor	Faculty of Forestry	Forest Sciences

Appendix D: Emeritus Status, continued

Derkson	Gary Donald	Associate Professor	Faculty of Dentistry	Oral Health Sciences
Gaskell	Jane S	Professor	Faculty of Education	Dept. of Educational Studies
Godolphin	Jocelyn H	Admin Librarian	Library	Library-Humanities & Social Sciences
Goldberg	Michael A	Professor	Sauder School of Business	The Sauder School of Business
Haussman	Ulrich	Professor	Faculty of Science	Mathematics
Jobe	Ron	Professor	Faculty of Education	Language & Literacy Education
Kakehi	Tomoko	General Librarian	Library	Asian Library
Kesselman	Jonathan R	Professor	Faculty of Arts	Economics
Kreider	Janice	Administrative Librarian	Library	Library-Administration
Lockitch	Gillian	Professor	Faculty of Medicine	Pathology
McEachern	Jo-Ann	Professor	Faculty of Arts	French,Hispanic & Italian Std
Moogk	Peter N	Professor	Faculty of Arts	History
Ng	Andrew K	Professor	Faculty of Science	Physics & Astronomy
Peterat	Linda	Professor	Faculty of Education	Curriculum Studes
Samarasekera	Indira	Professor	Faculty of Applied Science	Metals & Materials Engineering
Todd	Robert	Professor	Faculty of Arts	Classical NEastern & Religious Studies
Yellowley	Ian	Professor	Faculty of Applied Science	Mechanical Engineering

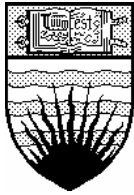
Clinical Emeritus/Emerita

Dowd	Judith	Clinical Assistant Professor	Faculty of Medicine	Anesthesiology, Pharmacology & Therapeutics
Fry	Peter	Clinical Professor	Faculty of Medicine	Surgery

Appendix D: Emeritus Status, continued

Johnson*	Hjalmar	Clinical Associate Professor	Faculty of Medicine	Urological Sciences
Moore	Andrew	Clinical Associate Professor	Faculty of Medicine	Urological Sciences

*Retired 2006



September 6, 2007

ACADEMIC POLICY COMMITTEE

Vancouver Senate

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: Academic Policy Committee

Re: **Approval in Principle of the School of Population and Public Health in the Faculty of Medicine**

The Academic Policy Committee has reviewed the Faculty of Medicine's recommendation regarding the creation of a School of Population and Public Health. The proposed School will focus on five broad theme areas with the aim of turning new knowledge concerning the biological, psychological, social, occupational and environmental determinants of health into improved health and quality of life for all. Support from Senate at this time will facilitate the process of consultation with other academic units.

The full proposal is expected be submitted to the Academic Policy Committee and Senate in the upcoming months. As such, the Committee is pleased to recommend that Senate resolve as follows:

"That Senate approve in principle the creation of a School of Population & Public Health in the Faculty of Medicine, with the proviso that a final proposal be considered and approved by Senate by December 2007 that outlines the academic governance and advisory structure of the school, its budgetary and funding implications for the University, and its ability and mandate to offer academic programs."

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Proposal for the Creation of a UBC School of Population and Public Health

Background

The University of British Columbia and foundational partners in the community are moving to integrate key academic and service units that address the complex, multi-faceted issues of population and public health to form the UBC School of Population and Public Health. The School will collaborate with the Provincial Health Services Authority (PHSA), Vancouver Coastal Health (VCH), the University of Northern British Columbia (UNBC), Simon Fraser University, the University of Victoria (UVic), and the 4 regional BC Health Authorities to create a province-wide network that will focus on ensuring rapid deployment of new discoveries to enhance and maintain the health of the population as well as training the next generation of public health practitioners. The School will focus on five broad theme areas with the aim of turning new knowledge concerning the biological, psychological, social, occupational and environmental determinants of health into improved health and quality of life for all. The formation of the School will be contributed to by multiple existing units, thus making it truly interdisciplinary and inter-professional in nature. In addition, we will involve community groups throughout the Province.

By bringing together our outstanding UBC and Health Authority-based community health science professionals, academic researchers and learners, we will create one of the most advanced and integrated Schools of Population and Public Health in the world.

The School will remove barriers to successful interdisciplinary and inter-professional collaboration and will address the isolation of individuals and small research units. By integrating the disparate groups, we will significantly strengthen UBC/Health Authority activities in population and public health and provide higher visibility to these entities. At the same time, the increased cohesion and integration across units will enhance learning and educational opportunities and will further galvanize research and service. The intention is to create new, relevant undergraduate and graduate courses in population and public health, which are focused on local and global challenges and on meeting the growing need for interdisciplinary training of public health practitioners. The BC wide collaboration will enable students and researchers in the School to engage with communities throughout the province, and we envision the ability of students to undertake work experiences in all 6 Health Authorities thus providing exposure to the complex health challenges facing BC. The collaboration with PHSA will be a cornerstone of this provincial collaboration with the BC Cancer Agency and the BC Centre for Disease Control being important integrating units.

Goal: To create a new school of population and public health focused on training the next generation of researchers and practitioners, to generate new knowledge and to rapidly translate it into action to improve and sustain the health of the population.

Divisions/Areas of Emphasis

1. *Social and Life Course Determinants of Health*
2. *Occupational and Environmental Health*
3. *Health Care Services and Systems*
4. *Global Health and Vulnerable Populations*
5. *Public Health, Emerging Threats and Rapid Response*

Strong foundational educational programmes will underpin these areas of emphasis. Many courses are already offered by individual units and would be integrated as appropriate to meet the needs of the expanded mandate. The collective strength of the new School will allow for the creation of exciting new graduate programs. For both cutting-edge research and training, the School will draw on the unique strengths in BC including population health registries, health services and policy research, control of infectious diseases, occupational and environmental health, cancer prevention and screening, aboriginal health research, global health and knowledge translation. The chosen model of a School of Population and Public Health is the result of extensive consultation and is designed to be inclusive of current research and education programmes

throughout UBC and to accommodate the current Royal College residency programme in Community Medicine.

Profile: UBC and its community partners already have a number of outstanding population and public health educational and research programs, but they are disparate and within silos. Divided they are doing well in and of themselves, but united, they will form a world-class School of Population and Public Health that will be unparalleled in the country. As a result, the School will act as a magnet for recruitment of the very best health scientists, practitioners and learners.

Programmatic Growth: The School will capitalize on existing research-based MSc and PhD programs as well as an existing Masters of Health Sciences, Masters of Health Administration and the accredited Royal College Residency program in Community Medicine. As a result of existing programs, many necessary courses are already offered. Drawing on these, a new multi-disciplinary Master of Public Health (MPH) will be created in 2008 to train the next generation of population and public health practitioners in keeping with current strategies developed by the Public Health Agency of Canada. The MPH offered by the UBC School of Population and Public Health will draw students from all over the world.

Funding: Both the Canadian Institutes of Health Research and the Michael Smith Foundation for Health Research have two of their four pillars devoted to precisely the themes of the School. In addition, CIHR has an Institute of Health Services and Policy Research, and an Institute of Population and Public Health. The Public Health Agency of Canada has funds dedicated for training public health professionals. The high visibility of the School will provide new opportunities for private fundraising. The School will enhance UBC's ability to capitalize on funding opportunities by fostering a level of multi-disciplinarity unparalleled in other Canadian settings. It is anticipated that the School will require no further GPOF resources beyond those currently allocated and funds available from graduate program expansion. In the first instance the budget will mostly derive from that of the Department of Health Care and Epidemiology within the Faculty of Medicine. On approval in principal of the SPPH the Faculty of Medicine will move to dissolve the Department and transfer the faculty and staff positions and operational funds to the SPPH. The reporting structure for these members of the SPPH remains to the Dean of the Faculty of Medicine. In future additional units may choose to join the SPPH at that time discussion will determine whether their reporting structure and funding would be transferred to the SPPH and the Faculty of Medicine.

Prestige: In the era of SARS, West Nile virus, and bird flu, the importance of public health has never been greater or more visible. UBC has already shown itself to be world class in being first to sequence the SARS genome. The School will further enhance UBC's international reputation for leading population and public health research, education and service.

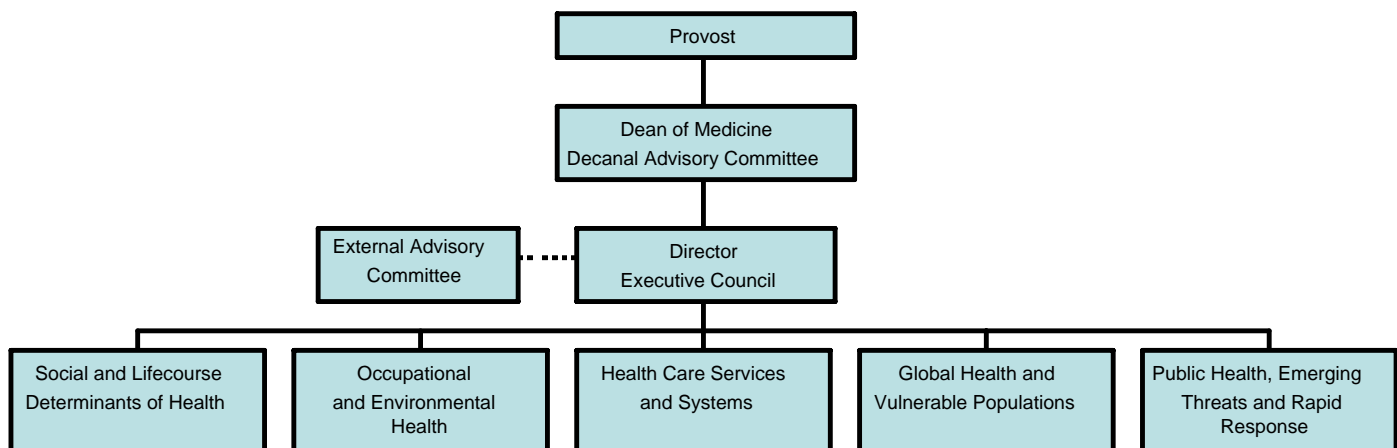
Linkages: The main feature of UBC and British Columbia that makes this concept so much more viable and exciting here than elsewhere in Canada, is the existence of a number of outstanding core partners that are being bridged to form the School. Some of the units and their connection to the School's themes are seen on the following page. The SPPH will interact the College of Health Disciplines with respect to a joint focus on interprofessional education and training with the CHD focussing on undergraduate health professional education and training and the SPPH on graduate and post-graduate research and education. The SPPH will interact with the College of Interdisciplinary Studies and the Faculty of Graduate Studies in the creation of new interdisciplinary graduate courses and graduate degrees. We expect that research and educational programmes offered by individual Faculties and Colleges will benefit from the added reach of the SPPH and the Health Authorities will benefit from the increased numbers of health professionals trained in Public Health and related specialities (community medicine). The initial focus of the SPPH will be the creation of the professional degree programme in Public Health.

Governance:

The governance model for the School of Population and Public Health is depicted on the following page. The School will report to the Provost through the SPPH Decanal Advisory Committee consisting of the Deans who have units involved with the School (e.g. Applied Science, Arts, etc.). The chair of the Decanal Committee will be the Dean of Medicine (note that it is a requirement for accreditation by the Royal College of Physicians and Surgeons of Canada that programs that train specialists in Community Medicine be affiliated with Faculties of Medicine). An Executive Council consisting of the Director, Division Heads, and leaders of key affiliated groups will lead and administer the day to day operations of the School. The Executive Council would be accountable to the SPPH Decanal Advisory Committee.

In the first instance the SPPH faculty will be drawn from existing units at UBC upon agreement of those units and their current host faculties/colleges. Specifically, units currently outside the Faculty of Medicine can choose to retain their current administrative relationships (eg CHSPR in the College of Health Disciplines) and be affiliates of the SPPH or they may choose to move to become full founding members of the SPPH. The faculty members will self associate with one or more of the 5 Divisions within the SPPH and Divisional Leadership will be identified from these individuals.

In addition, to maintain maximal relevance and connectivity to the community, an SPPH External Advisory Committee will be formed. This will involve representatives of key partners and stakeholders (eg. Provincial Health Officer, PHSA, VCH, Public Health Agency of Canada, partner universities, community members etc.). This Advisory Committee will be appointed by the President/Provost in consultation with the Decanal Committee and the Director of the SPPH. The Committee will be advisory to the Decanal Advisory Committee.



Key Partners

Social and Life Course Determinants of Health

Human Early Learning Partnership (UBC/PHSA)
 Genomics/Epigenomics/Proteomics (UBC/PHSA)
 Food, Nutrition & Health Programme (UBC/PHSA)
 Edudata (UBC)

Occupational and Environmental Determinants of Health

BC Centre for Disease Control (UBC/PHSA)

BC Cancer Agency (PHSA/UBC)
 Institute of Health Promotion Research (UBC)
 School of Occupational and Environmental Hygiene (UBC)
 Institute for Resources, Environment, and Sustainability (UBC)
 National Collaborating Centre in Environmental Health (UBC/PHSA)
 Centre for Coastal Health (Malaspina/UBC)
 Centre for Hip Health (UBC/Coastal)
 Chair in Cancer Prevention (UBC/PHSA/BCCA)
 Chair in Patient Safety (UBC)

Health Care Services and Systems

Centre for Health Services and Policy Research (UBC)
 Centre for Clinical Epidemiology and Evaluation (UBC/Coastal)
 Centre for Applied Health Research and Evaluation (UBC/PHSA)
 Centre for Health Evaluation and Outcome Sciences (UBC/Providence)
 Centre for Health Care Management (UBC/Fraser Health)

Global Health and Vulnerable Populations

Liu Centre (UBC)
 Centre for International Health
 Institute of Aboriginal Health (UBC/PHSA)
 Institute of Mental Health (UBC/PHSA)
 BC Centre for Excellence in HIV/AIDS (UBC/Coastal/PHSA)
 Women's Health Research Institute (UBC/PHSA)
 Centre for International Child Health (UBC/PHSA)

Public Health, Emerging Threats and Rapid Response

BC Centre for Disease Control (UBC/PHSA)
 Ministry of Health, Medical Officers of Health and Public Health Units
 Vaccine Evaluation Centre (UBC/PHSA)
 Departments of Microbiology & Immunology, Cellular & Physiological Sciences
 BC Genome Centre (UBC/PHSA)

UBC Faculties & Colleges

Host Faculty – Medicine
 Arts
 Commerce
 Education
 Pharmaceutical Sciences
 College of Health Disciplines
 Applied Science
 Dentistry
 Land and Food Systems
 College of Interdisciplinary Studies

Departments/Schools

Schools:

Audiology and Speech Sciences	Human Kinetics
Nursing	Occupational & Environmental Hygiene
Social Work	

Departments:

Anaesthesiology, Pharmacology and Therapeutics	Anthropology
Civil Engineering	Economics
Family Practice	Health Care & Epidemiology
Microbiology and Immunology	Medicine
Occupational Therapy	Obstetrics and Gynaecology
Paediatrics	Psychiatry
Psychology	Rehabilitation Sciences
Sociology	Statistics
Surgery	

THE UNIVERSITY OF BRITISH COLUMBIA



September 7, 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: Academic Concession (approval)

Approval of the proposed policy and procedures for Academic Concession (approval)
(circulated)

This item is a revision to the Academic Concession Calendar entry approved by Senate on October 18, 2006. The revised policy includes additional circumstances which may warrant the granting of academic concession, such as conflicting responsibilities and unforeseen events.

Motion: That Senate approve the revised policy regarding Academic Concession.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

From: Senate Academic Policy Committee	Date: Aug 16, 2007 Contact Person: Paul Harrison, Chair Phone: 2-3659 Email: harrison@science.ubc.ca
<p>Effective Date for Change: ?? Proposed Calendar Entry:</p> <p><i>Academic Concession</i></p> <p>Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events:</p> <p>Academic concession is different than academic accommodation for a disability. Students with disabilities may apply for an academic accommodation. (See Calendar Chapter V, Academic Accommodation for Students with Disabilities and UBC Policy 73).</p> <p>Conflicting responsibilities include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.</p> <p>Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.</p> <p>Academic concession is a privilege, not a right. Students who intend to, or who as a result of circumstance must, request academic concession must notify their</p>	<p>URL: (http://www.students.ubc.ca/calendar/index.cfm?tree=3,48,0,0)</p> <p>Present Calendar Entry:</p> <p><i>Academic Concession</i></p> <p>Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Such circumstances include:</p> <ul style="list-style-type: none"> • a medical condition; • emotional or other problems; • religious observance; and • military service. <p>Academic concession is different than academic accommodation. Students with disabilities may apply for an academic accommodation. (See Calendar Chapter V, Academic Accommodation for Students with Disabilities and UBC Policy 73).</p> <p>Students who intend to, or who as a result of circumstance must, request academic concession must notify their dean, director, or instructor(s) as specified below.</p> <p>Religious observance may preclude attending classes or examinations at certain times. In accordance with the UBC Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.</p> <p>Students who also serve in the military</p>



instructor(s), dean, or director as specified below.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) at the start of each term, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or program could be compromised.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.

Students who, **because of unforeseen events, are absent during the term and are unable to complete tests or other graded work**, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see [Grading Practices](#)). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for **or when a request is not made in a timely manner.**

Students who, because of an unforeseen event, experience a prolonged absence during a term or who miss final examinations held in the official examination periods must report to their

~~must discuss with each instructor, at the start of term, how their commitment to the military might affect their participation in the course.~~

~~Students absent from final examinations held in the official examination periods must request academic concession from the office of their dean or director.~~ Students who ~~are absent at the other times,~~ or are unable to complete tests or other graded work ~~because of short term illness, religious obligation, or for other~~ reasons, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see [Grading Practices](#)). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. ~~Students also have the right to request academic concession from their dean or director's office.~~

~~Students wishing to request academic concession from the office of the dean or director must apply to the office~~ as close as possible to the time ~~as~~ attendance is adversely affected. ~~In case of religious observance, the office of the dean or director must receive notification a minimum of two weeks in advance.~~ The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. ~~Students requesting academic concession will be asked to provide such evidence as is deemed appropriate.~~ If there is a medical problem, students must submit ~~such evidence that should be on a~~ "Statement of Illness" form obtained from the [Student Health Service](#) or the attending physician. ~~Students may be asked to provide additional information.~~



dean or director to request academic

concession as close as possible to the time **that** attendance is adversely affected. The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. **Before responding to a student's request, the dean or director may require supporting documentation.**

Students requesting academic concession may be asked to commit to an on-going program of medical care, counselling services, or support from the Access and Diversity office (Disability Resource Centre) and to formulate an academic plan. The dean or director may impose restrictions on course loads. On-going support from the academic unit may require the periodic submission of documentation from a treating health professional confirming that the student has followed through with a program of medical care or counselling as requested by the dean or director. This documentation might be a "Statement of Illness" form obtained from the [Student Health Service](#) or an informative letter from the attending physician, from Student Counselling Services or from another recognized counselor. Student Health Service and Counselling Services will not provide documentation for students who have not been seen previously at these offices for medical treatment or counselling specific to conditions associated with their academic difficulties.

The academic concessions that may be granted include the following: permission to drop or withdraw from a course after the normal deadlines (see [Change of Registration](#)), Aegrotat standing or Deferred standing (see [Grading Practices](#))

The academic concessions that may be granted include the following: permission to drop or withdraw from a course after the normal deadlines (see [Change of Registration](#)), Aegrotat standing or Deferred standing (see [Grading Practices](#)) and withdrawal from the University (see [Withdrawal](#)).

If permission is given to drop or withdraw from a course, any refund of fees will be in accordance with normal policy (see Chapter III, [Refund of Fees](#)).

Students in good academic standing who are permitted to withdraw from the University may apply to re-enrol in the program from which they withdrew. Application to re-enrol must be made by the published application deadline for the program. Students permitted to withdraw may be told the time period during which an application to re-enrol will be permitted. ~~A medical certificate~~ of a nature sufficient to satisfy the University that a student is ready to continue studies may be required before the student will be re-enrolled.

Action:

Simplify what is becoming a growing and yet incomplete list of circumstances that may lead to requests for academic concession by grouping them in two distinct categories. Clarify the student's responsibilities and the implications of academic concession.

Rationale:

The changes are intended to (a) avoid a growing list of reasons for seeking academic concession that highlights some circumstances but not others that may be equally valid, (b) ensure that students take responsibility for acknowledging personal circumstances that exist when classes start, (c) further clarify the roles of the instructor



<p>and withdrawal from the University (see Withdrawal).</p> <p>If permission is given to drop or withdraw from a course, any refund of fees will be in accordance with normal policy (see Chapter III, Refund of Fees).</p> <p>Students in good academic standing who are permitted to withdraw from the University may apply to re-enrol in the program from which they withdrew. Application to re-enrol must be made by the published application deadline for the program. Students permitted to withdraw may be told the time period during which an application to re-enrol will be permitted.</p> <p>Documentation from a medical or counselling professional or from the UBC office of Access and Diversity (Disability Resource Centre) of a nature sufficient to satisfy the University that a student is ready to continue studies may be required before the student will be re-enrolled.</p>	<p>and the dean/director, and (d) expand the directions given to students on the supporting documentation required and the possible long-term implications of academic concession.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2007

Memo to: Vancouver Senate

From: Admissions Committee

Re: Changes to Admissions Interview Format-Faculty of Medicine (approval)
and Conditional Undergraduate Admission (approval)

- a) Change to Admissions Interview Format for students applying to the Faculty of Medicine for the Doctor of Medicine program, commencing September 2008 (approval) (circulated)

The Admissions Committee has reviewed and approved the Faculty of Medicine's recommendation that the admissions interview format for applicants to the Doctor of Medicine program be changed from a panel interview model to the Multiple Mini-Interview (MMI) model.

Motion: That Senate approve the proposed changes to the admissions interview format for the Doctor of Medicine program.

- b) Approval of the Conditional Undergraduate Admission Program for applicants without the required proficiency in English (approval) (circulated)

The Admissions Committee has reviewed and approved the Conditional Admission Program for highly qualified applicants who do not meet the English Language Admission Standard (ELAS) or Language Proficiency Index (LPI). Applicants offered conditional admission would be expected to meet ELAS and LPI requirements within one year of study.

Motion: That Senate approve the Conditional Undergraduate Admission Program.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee

UBC MD Undergraduate Program: Change in Admissions interview format for the 2007/2008 application cycle (for entry in September 2008) from the Panel Interview to the Multiple Mini-Interview (MMI) model

Challenges with the Panel Interview

1. Research shows sporadic predictability in the first two years of the UBC MD Undergraduate Program; inconsistent predictability in the literature
2. Inconsistent reliability in the literature
3. Subjective nature of interview and commentary
4. Applicants' familiarity with questions
5. Panel consensus not always possible
6. Lack of flexibility; presently a five-day commitment for interviewers in Vancouver
7. Lack of defensibility due to subjective commentary
8. Expensive

Advantages of the Multiple Mini-Interview

1. Increasing data in the literature for reliability and predictability
2. "Multiple Biopsy" concept based on OSCE (Objective Structured Clinical Examination) format, the well known clinical examination tool
3. Structured format
4. Flexibility; interviewers may participate at varying levels of time commitments
5. Structured, yet simple, marking system
6. More defensible; less subjective commentary
7. Compatible with the distributed model; MMI can be delivered at the distributed sites simultaneously or at different times
8. More economical

Multiple Mini-Interview format

The process consists of multiple circuits of 10 to 12 stations, each comprised of an eight-minute interview, with a two-minute break between stations. Content at each station may be delivered through a question or scenario format. Some medical schools performing the MMI have also included an actor station, a collaboration station, a writing station and/or an audio-visual station. Rest stations are usually incorporated into the circuit, with some schools adding research stations into the mix as well. The interview pool is made up of clinicians, academics, medical students and community members.

Approval process to date

The MMI model has progressed through the appropriate levels of approval, with a presentation and discussion involved at all levels:

1. Faculty of Medicine Council of Undergraduate Associate Deans: endorsed
2. Faculty of Medicine Admissions Policy Committee: unanimous vote
3. Faculty of Medicine MD Undergraduate Program Committee: unanimous vote
4. Faculty of Medicine Faculty Executive Committee: unanimous vote
5. UBC Senate Admissions Committee: unanimous vote
6. UBC Senate: meeting scheduled in mid-September

**UBC Calendar Change Proposal Form**

Approval Date: Effective Session: ____ Term ____ Year for Change:	Date: Contact Person: Dr. M. Clifford Fabian Phone: 7-3303 Email: mcfabian@ubc.ca
Proposed URL for On-line Calendar: www.students.ubc.ca/calendar/index Proposed Calendar Entry: (enter deleted text as crossed-out , and new text in bold format) Selection Process The entering class for September 2008 is limited to 256 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria: 1. Academic criteria at the time of application, including: a. overall academic record, based on the average of all university-level courses attempted. Consideration is given to performance in courses at senior undergraduate and graduate levels, and to trends in grades from year to year, b. most recent 60 credits average, c. prerequisite average, based on the average of the prerequisites at the time of application, and d. MCAT scores. 2. Non-academic criteria, including: motivation, maturity, integrity, emotional stability, realistic self-appraisal, social concern and responsibility, reliability, creativity, scientific and intellectual curiosity, attitude toward continuing learning, problem solving and decision-making aptitude, ability to communicate verbally and in writing, leadership	Current URL from On-line Calendar: www.students.ubc.ca/calendar/index Current Calendar Entry: (page 343-346) (Cut and paste from the current web Calendar.) Selection Process The entering class for September 2008 is limited to 256 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria: 1. Academic criteria at the time of application, including: a. overall academic record, based on the average of all university-level courses attempted. Consideration is given to performance in courses at senior undergraduate and graduate levels, and to trends in grades from year to year, b. most recent 60 credits average, c. prerequisite average, based on the average of the prerequisites at the time of application, and d. MCAT scores. 2. Non-academic criteria, including: motivation, maturity, integrity, emotional stability, realistic self-appraisal, social concern and responsibility, reliability, creativity, scientific and intellectual curiosity, attitude toward continuing learning, problem solving and decision-making aptitude, ability to communicate verbally and in writing, leadership



<p>potential, capacity to understand and co-operate with others concern for human welfare. Evaluation of these non-academic criteria is based on:</p> <ul style="list-style-type: none">a. a non-academic autobiographical essay submitted by the applicant,b. additional essay by Aboriginal (First Nations, Métis, or Inuit) candidate, if applicable,c. a list of extracurricular activities prepared by the applicant,d. a report of non-academic experiences and a rural interest statement,e. three references, when requested,f. interview, if granted, andg. rural/remote suitability. <p>The interview is a critical component of the admission process. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates will be announced on the website.</p> <p>The selection of candidates for admission to the UBC Faculty of Medicine undergraduate distributed program is governed by guidelines established by the Senate of UBC, and is the responsibility of the Faculty of Medicine Admissions Selection Committee and the Associate Dean, Admissions. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC Faculty of Medicine undergraduate distributed program. The process is designed to choose well-rounded students who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. Similarly, selection processes of other Canadian medical schools reflect their own individual values, and are designed to select candidates who would most likely be successful in their respective programs.</p> <p>The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, marital, or economic status. The</p>	<p>potential, capacity to understand and co-operate with others concern for human welfare. Evaluation of these non-academic criteria is based on:</p> <ul style="list-style-type: none">a. a non-academic autobiographical essay submitted by the applicant,b. additional essay by Aboriginal (First Nations, Métis, or Inuit) candidate, if applicable,c. a list of extracurricular activities prepared by the applicant,d. a report of non-academic experiences and a rural interest statement,e. three references, when requested,f. panel interview, if granted, andg. rural/remote suitability. <p>The interview is a critical component of the admission process. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates will likely be scheduled for February 2008.</p> <p>The selection of candidates for admission to the UBC Faculty of Medicine undergraduate distributed program is governed by guidelines established by the Senate of UBC, and is the responsibility of the Faculty of Medicine Admissions Selection Committee and the Associate Dean, Admissions. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC Faculty of Medicine undergraduate distributed program. The process is designed to choose well-rounded students who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. Similarly, selection processes of other Canadian medical schools reflect their own individual values, and are designed to select candidates who would most likely be successful in their respective programs.</p> <p>The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, marital, or economic status. The</p>
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selection of candidates is made by consensus of the Admissions Selection Committee. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. Preference is given to residents of British Columbia. A maximum of ten positions may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help determine their suitability for education in the North. This information is used in the overall admissions process. With other non-academic criteria, references, interview scores and academic criteria, this information aids the Northern Medical Program (NMP) Admissions Subcommittee in recommending admission of students felt to be appropriate for having their M.D. Undergraduate education at the NMP.

The applicant will have the opportunity to indicate their site preferences at the time of interview. Members of the Admissions Selection Committee are not aware of an applicant's site preference during the selection discussions. Following an admissions decision, applicants offered admission are allocated to sites based on their preferences. The site choice of the accepted student is given priority, unless the available positions at that site have been filled, in which case he/she would be wait-listed for their preferred site (or sites, should the student be offered his/her third choice).

Application Procedure

Applicants are required to apply using the Faculty of Medicine's Online Admissions System. Applications will be available from June until the application deadline. Applications can be found at the M.D. Undergraduate Admissions [website](#). All inquiries should be addressed to MD Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a program of studies must be received by June 15 of the year for which admission is sought.

All British Columbia residents are required to pay an application fee of CAD \$105.00; out-of-province applicants are required to pay CAD \$155.00. An additional evaluation fee of CAD \$30.00 is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable

selection of candidates is made by consensus of the Admissions Selection Committee. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. Preference is given to residents of British Columbia. A maximum of ten positions may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help determine their suitability for education in the North. This information is used in the overall admissions process. With other non-academic criteria, references, interview scores and academic criteria, this information aids the Northern Medical Program (NMP) Admissions Subcommittee in recommending admission of students felt to be appropriate for having their M.D. Undergraduate education at the NMP.

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<p>and are not applicable to tuition.</p> <p>The Faculty of Medicine will interview a subset of applicants based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, typically scheduled in the Spring. After the interview, and after receiving further information about the three sites, applicants will determine where they would prefer to study. This information will be confidential until after admissions decisions are made. Please refer to the M.D. Undergraduate Admissions website.</p> <p>Notification will be issued to successful applicants by the end of May. Successful applicants are offered a position in the Faculty of Medicine.</p>	<p>and are not applicable to tuition.</p> <p>The Faculty of Medicine will interview a subset of approximately 650 applicants based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled in February. A three-member panel consisting of an academic, a clinician, and a community person, representing diverse geographic areas of BC, will conduct the interview. After the interview, and after receiving further information about the three sites, applicants will determine where they would prefer to study. This information will be confidential until after admissions decisions are made. Please refer to the M.D. Undergraduate Admissions website.</p> <p>Notification will be issued to successful applicants by the end of May. Successful applicants are offered a position in the Faculty of Medicine.</p> <p>Type of Action: Changes to information on Interview.</p> <p>Rationale: Proposed changes to format of interview for applicants to MD program.</p>
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Proposal: UBC Conditional Undergraduate Admission

A Program For Highly Qualified Applicants To Undergraduate Programs Who Do Not Quite Meet the UBC English Language Admission and Language Proficiency Index Standards

Currently, UBC admits to undergraduate degree programs only students who have met the English Language Admission Standard or who have had this requirement waived through Dean's discretion as part of the admission process. The current admissions process looks at compliance with the English Language Admission Standard ("ELAS"), and then, if qualified at academic qualifications. As such, many superior applicants are denied admission solely because they do not meet the required ELAS.

Even among students who are admitted to the University, English language proficiency often continues to be a challenge. In order to gain admission to the English department's course required to fulfill the University's English degree requirement, many students must first prove that they meet or surpass the Language Proficiency Index ("LPI") standard. This has resulted in students struggling for years to pass the LPI exam.

A Conditional Admission Program ("CAP") would encourage applications from academically-superior students without the English proficiency level required for admission to the University of British Columbia. Students who otherwise fully meet admission requirements admitted to CAP would begin their studies in the University of British Columbia Continuing Studies ("UBCCS") or an equivalent English language instruction provider (that includes ELAS and LPI testing to prove that its program graduates meet or surpass UBC ELAS and LPI standards) approved by the Vice-President Academic and Provost and, upon successful completion of prescribed terms of study in UBCCS's Intensive Academic English Program ("IAEP") and Writing Centre ("WC") or academically-equivalent pre-approved programs, would then proceed directly into degree programs without further proof of English proficiency. In 1999, Senate recognised successful completion of IAEP as equivalent to UBC's other English Language Admission Standards for undergraduate study.

A CAP at UBC would directly address Trek 2010 goals to ensure UBC attracts the best students from around the world, and enhance support services for international students at UBC.

Twenty-two Canadian universities currently offer conditional admission programs including five of the eleven English speaking G13 universities (see Appendices # 1 & #2). Benefits include:

- Increase Number of Outstanding International Students - Conditional Admission would help UBC achieve targets for international student recruitment. Many highly qualified applicants each year are not accepted at UBC because their English language proficiency scores fall marginally-short of current admission standards. The International Student Initiative ("ISI") could expand their activity beyond schools and colleges that use English as the language of instruction.
- Improve Likelihood of Academic Success - Completing the IAEP would help students acquire specific language, research, and study skills needed for UBC undergraduate programs and provide them with first hand knowledge of academic and cultural norms.
- Reduce International Student Support Workload - Requiring completion of the IAEP would reduce the need for faculty members to provide ESL support to individual students. ELI would not replace services provided by, for example, the Writing Centre and Faculty specific support services, but would complement them by reducing demand on faculty members, teaching assistants, and support services.

- Improve English Language Proficiency Admission Requirements – The CAP will increase the number and yield of academically-qualified applicants to UBC. Consequently, UBC may be able to raise its English language proficiency admission requirements. This would be attempted after increased student enrolment rates are verified.

This program will be reviewed by the ISI Steering Committee 5 years after adoption.

Who would be eligible?

1. Any student who is planning to pursue an undergraduate degree program at the University of British Columbia, and
2. Any student whose academic qualifications, other than English language proficiency, would have ranked them in the top 50% of students admitted to the undergraduate degree program they are applying to for the year prior to the date of their application, and
3. Any student whose English proficiency can reasonably be expected to be brought up to UBC's ELAS and LPI requirements in no more than one year (Appendix # 3).

Advantages of Guaranteed Offers

1. Students and parents would have the peace of mind of knowing that a place is waiting in the undergraduate degree program before the student arrives in Canada.
2. UBC would be eligible to receive many foreign government scholarships, which require conditional admission programs.
3. A single letter offering conditional admission to both UBCCS and a degree program would facilitate the process of securing a Study Permit.

Duration and Timing of UBCCS Study

Based on English language proficiency test results, students will be required to complete one, two, or three terms of the UBCCS program. Such students will be required to complete the prescribed terms of English language and orientation classes before being able to begin degree program study. Students accepted into the CAP may not use TOEFL/IELTS/CAEL or other English proficiency examinations to gain direct admission to degree programs. Even if a student presents an adequate score on one of these tests, they are still required to complete UBCCS program. Applicants accepted under the terms of the CAP would begin their UBCCS studies in January, May, or September. Entry into specific degree programs would depend on the starting dates of those programs following completion of the prescribed UBCCS program of study. Many UBC degree programs only begin in September, and graduates of UBCCS would have to wait until the following September to begin their degree studies. Students who fail to meet the English proficiency standard set for them within the prescribed time period will be denied admission to a degree program at UBC.

Fees

CAP Students would pay the following fees (2008):

Degree Program Application Fee + UBCCS Application Fee
 IAEP + WC Tuition for Fall, Winter, or Spring Terms - \$4,204
 IAEP + WC Tuition for Summer Term - \$3,817

Degree program tuition and UBC student fees would be charged beginning with the term the student starts the degree program.

Application and Offer Process

- | | |
|--------|---|
| Step 1 | Prospective student self-identifies eligibility for CAP based on published criteria |
| Step 2 | Prospective student applies to CAP |
| Step 3 | UBCCS forwards eligible applications to the undergraduate admissions office |
| Step 4 | Outstanding applicants receive UBC Conditional Offer; the Offer letter explains the conditions of the offer |
| Step 5 | UBC IAEP + WC Enrolment |
| Step 6 | ELI confirms that student has passed the IAEP + LPI |
| Step 7 | UBC Undergraduate Degree Program Enrolment |

Appendix 1:
Canadian Universities Offering Conditional Admission (July 2006)

G13 Universities

The University of Alberta
The University of Calgary
Dalhousie University
The University of Toronto
The University of Waterloo

BC Universities

Simon Fraser University
Thompson Rivers University
Trinity Western University
The University of Victoria

Other Canadian Universities

Athabasca University
The University of Manitoba
The University of Winnipeg
Atlantic Baptist University
Mount Allison University
Acadia University
Saint Mary's University
Carleton University
Lakehead University
Laurentian University
Trent University
Bishop's University
The University of Saskatchewan

Appendix 2: Admission Requirements of Selected Canadian Conditional Admission Programs (July 2006)

The University of Alberta

<http://www.registrar.ualberta.ca/calendar/Admission/UndergradPrograms/13.3.html>

Applicants with superior academic standing who do not meet the English language requirements but who have a TOEFL score between 530 and 577 (paper-based) or 197 and 233 (computer-based) and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program.

The University of Waterloo

<http://www.renison.uwaterloo.ca/english-language/conditional-admission/index.shtml>

In conjunction with the Faculty of Arts at the University of Waterloo, Renison College offers a limited entry program to qualified international students. These are students who have successfully completed at least one term of intensive English (English for Academic Success) at Renison and whose performance in class shows promise.

Such students are admitted to the Faculty of Arts with the following conditions:

- They must complete ESL 101R, ESL 102R, and ENGL 129R in their first two terms of enrolment.
- They must complete a minimum of two courses in their proposed major.
- They must maintain a minimum average of 65% in their courses.
- They will have a maximum of three terms in which to complete these conditions

To qualify for conditional admission, students must have completed at least one year of study at a recognized university and have a minimum GPA of 75% at that university.

It is expected that students will begin their full-time intensive English classes at Renison's English Language Institute in either fall or winter term so that they can begin taking their UW courses in May.

The University of Toronto

http://www.adm.utoronto.ca/adm/adm_other_req/adm_english_facility.htm

The University of Toronto is now in the second phase of a conditional admission pilot program. This was initiated by the Registrar of UTSC. During the pilot, conditional admission applies only to academically outstanding Chinese students. These students are first screened by the Principal (in Beijing), then referred to the Registrar. The Registrar runs them through a battery of language tests (aiming for the equivalent of an "old TOEFL" score over 550), and completes 30 minute interviews with each candidate. In 2005, UTSC conditionally admitted fifteen students most of whom finished Year 1 with an 'A'. In 2006, seventy-seven students were conditionally admitted. In 2007, the objective is 100. The University of Toronto also has the following system of discretionary scores:

Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE)

Internet-based Test:

Minimum Requirement

Total score of 100 + 22 on Writing section

Discretionary Range

Total score 89-99 +19 on Writing section

Computer-based Test:

Minimum Requirement

Total score of 250 + 5.0 on Essay

Discretionary Range

Total score 230-247 + 4.5 on Essay

Paper-based Test:

Minimum Requirement

Total score of 600 + 5.0 on TWE;

Discretionary Range

Total score 573-597 + 4.5 on TWE

If students score in the discretionary range indicated above, and are otherwise well qualified for admission, other academic evidence of English proficiency is automatically considered (for example, results in English courses) and students are advised whether English facility requirements have been satisfied. It is not necessary to request this special consideration. Letters of reference will NOT be used for this purpose.

Appendix 3: Minimum Entry Scores for CAP

Students would enter CAP at slightly lower language scores than those currently required. The following chart shows international tests, minimum scores UBC currently accepts and proposed CAP entry scores.¹

International Test (Acronym)	International Test (Full Name)	Minimum Entry Scores	Proposed CAP Entry Scores
CAE	Cambridge Certificate in Advanced English	B	C
CAEL	Canadian Academic English Language assessment	Overall 70	Overall 60 no sub-test below 50
	With Speaking Sub-Test	60	50
UBC CEL	UBC Certificate in English Language	600 level, 75%	500 level
CELP	Canadian English Language Proficiency Index Program CELPIT-A (Academic Reading and Writing) CELPIT-A (Academic Reading and Writing) CELL (Listening) CELTOP (Speaking)	4L	3H (High)
CPE	Cambridge Certificate of Proficiency in English	C	CAE A
IELTS	International English Language Testing System (Academic)	6.5 with no part less than 6.0	6 with no part less than 5.5
MELAB	Michigan English Language Assessment Battery	85	80
TOEFL	Test of English as a Foreign Language	55	52
	Either Paper-Based Test		
	With the TWE (Test of Written English)	4	3
	Or Computer-Based Test	22	20
	With Essay	4	3
	Or Internet-Based Test	Overall Score: 86 Reading: 21 Listening: 21 Writing: 20 Speaking: 20	Overall Score: 82 Reading: 20 Listening: 20 Writing: 19 Speaking: 19

CAP students would have assured entry to UBC undergraduate and graduate programs on successful completion of the IAEP + LPI. The definition of successful completion is a minimum of 75% coursework plus a score of 70 on the standardized CAEL test.

¹ Subject to periodic review and modification to accord with any University-approved changes in ELAS or LPI.



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

August 21, 2007

To: The Vancouver Senate

From: Agenda Committee

Subject: **REPORT ON THE ACTIVITIES OF THE VANCOUVER SENATE
2006/2007 Academic Year (for information)**

Introduction

The Vancouver Senate conducted a review of its activities during the 2004/2005 academic year. In its May 2005 report, the ad hoc Senate Committee that undertook the review observed a need to raise awareness of the Senate's role and activities within the University. To help address this need, the Senate Secretariat and the Senate Agenda Committee were asked to compile an annual report on the activities of the Vancouver Senate for the information of the University community. This is the second such annual report.

Background

The Vancouver Senate is established and vested with responsibilities related to the academic governance of the University under the *University Act*, R.S.B.C. 1996, c. 468. The Vancouver Senate is responsible for matters relating to the Vancouver campus, while the Okanagan Senate is responsible for UBC Okanagan and the Council of Senates considers matters relevant to the broader UBC system.

The Vancouver Senate has 90 members, including faculty members, student senators, convocation senators, representatives of affiliated theological colleges, and senior administrators of the University, including the President as Chair of the Senate, the Chancellor, the Vice-President Academic, the University Librarian, 12 Deans and two Principals. The Senate has 12 standing committees that perform much of the Senate's work. Committees deliver reports for information, discussion and/or approval. Some of these reports are annual reports on committee activities, some present routine matters for the approval of Senate, while others address more *ad hoc* matters for particular consideration or decision.

The Senate schedules nine meetings per academic year. During 2006/2007, the Senate met seven times from September 2006 through May 2007. Meetings of the Senate are generally open to the public, with a few matters being considered in closed session. The 2006/2007 year was the second year of a three-year Senate electoral term.

Regular Activities of Senate

Matters considered by the Vancouver Senate during the 2006/2007 year included the following:

The Curriculum Committee and/or Admissions Committees brought forward matters relating to admissions policy and over 950 curriculum changes, including new and revised degree and diploma programs and their related courses. New degrees included:

- Master of Science and Doctor of Philosophy in Cell and Developmental Biology;
- Master of Nursing;
- Master of Laws in Common Law; and
- Master of Digital Media -- offered at the Great Northern Way Campus in collaboration with UBC, Simon Fraser University, The Emily Carr Institute for Art + Design and the British Columbia Institute of Technology (see also under "Great Northern Way Campus" below).

In February 2006, the Admissions Committee presented for approval the enrolment targets by Faculty and program for the 2007/2008 academic year.

The Academic Building Needs Committee expressed the intent to expand its role to include an increased influence on project-specific development approvals as well as greater involvement in considering the impact of building projects on the academic enterprise.

The Student Awards Committee recommended for approval 132 new scholarships, bursaries, prizes, and awards representing over \$450,000 annually in support of UBC students. In addition to the above-mentioned awards, the Senate approved the establishment of the Pacific Graduate Century Scholarships, funded by the Province of British Columbia.

The Nominating Committee recommended appointments to Senate committees and to the Council of Senates. The Committee also undertook its annual review of the terms of reference of Senate committees and recommended several adjustments.

Based on recommendations from the Vice-President Academic & Provost, the Senate:

1. Approved and recommended for approval by the Board of Governors the establishment of one new centre and one new institute, and received information about one other new centre.
2. Approved and recommended for approval by the Board of Governors the establishment of six Chairs.

At the November and May meetings, the Associate Vice-President, Enrolment Services & Registrar presented for approval lists of candidates for degrees and diplomas. The Vancouver Senate granted a total of over 9,200 degrees and diplomas. The Associate Vice-President Enrolment Services & Registrar also submitted for information dates relating to the 2007/2008 Academic Year (January meeting).

In closed session, the Tributes Committee recommended a list of candidates for honorary degrees, which the Senate discussed and approved. The Tributes Committee also recommended 84 individuals for emeritus status, recommended approval of regalia colours for a new degree program, and prepared a short tribute known as a “memorial minute” for a former Senator who had recently passed away.

Under authority delegated by the Senate, the Committee on Appeals on Academic Standing and the Committee on Student Appeals on Academic Discipline heard 14 and four student appeals, respectively. The observations of the Committee on Appeals on Academic Standing led to the creation of an ad hoc committee to consider issues related to advising and cultural diversity (see also under “Establishment of Ad Hoc Committees” below).

The Senate received information about planned enhancements to communication and interaction between the Senate and the Board of Governors.

Annual reports were presented by the Committee on Student Appeals on Academic Discipline, the Committee on Appeals on Academic Standing, the Council of Senates Budget Committee, the University Librarian, and the Institute for the Scholarship of Teaching & Learning. At the October meeting, the Associate Vice-President, Finance presented for information the University's financial statements for the 2005/2006 fiscal year.

UBC Okanagan and the Vancouver Senate

With the Okanagan Senate and the Council of Senates well established and operational, the Vancouver Senate undertook less activity related to UBC Okanagan in comparison to the two previous years. A few transitional themes remain.

At the September meeting, the Senate accepted a joint Okanagan/Vancouver recommendation to increase each Senate's representation on the Council of

Senates from eight members to 13, while remaining consistent with the University Act.

College for Interdisciplinary Studies

Beginning at the September meeting, the Senate and its Academic Policy Committee participated in several discussions about the future of interdisciplinarity and the Faculty of Graduate Studies. These discussions culminated in a recommendation to establish and assign powers to a College for Interdisciplinary Studies. The College was established effective January 1, 2007. The Senate enlarged its membership to include the following representatives for the College: the College Principal, two elected faculty members, and one elected student member. As well, a twelfth Convocation Senator was added to the Senate at its February 2007 meeting.

Great Northern Way Campus

The Academic Policy Committee, the Curriculum Committee, and the Admissions Committee were all engaged in discussions about the emerging academic program at the Great Northern Way Campus, which is a collaborative effort between four BC post-secondary institutions. The Senate ultimately approved a model for academic governance and the administration of degree programs, as well as the first new program: the Master of Digital Media (MDM). These approvals are particularly notable because they coincided with approvals by the three other partner institutions – Simon Fraser University, the British Columbia Institute of Technology, and the Emily Carr Institute of Art + Design – in time for the MDM program to accept its first intake in September 2007.

Participation in U21 Global

The ad hoc Committee for the Review of U21 Global delivered its report at the January meeting. U21Global is a joint venture between Thomson Learning (a division of the Thomson Corporation) and 19 of the 20 universities in the international consortium known as Universitas 21. The Senate endorsed recommendations that the University make no further investments in U21 Global and withdraw its participation from this venture. The Senate forwarded these recommendations to the Board of Governors.

Academic Policy Development and Revision

Upon recommendation of the Academic Policy Committee, the Senate approved revised policies on Membership in the Faculty of Graduate Studies, Viewing Marked Examinations, and Academic Concession. Further recommendations to revise the policy on Academic Concession are expected during the 2007/2008 academic year. At the November meeting, the Academic Policy Committee

presented a new policy on Procedures for the Review of Administrative Units. The Senate requested changes to this draft policy prior to consideration for approval and discussion is expected to continue during the 2007/2008 academic year.

At the May meeting, the Teaching and Learning Committee presented for approval a new Policy on Student Evaluation of Teaching, following an extended period of consultation. The Senate approved this comprehensive policy, which includes guiding principles, a model for implementation, stipulations about access to and dissemination of results, and assignment of various responsibilities.

Term Modification for the Vancouver 2010 Winter Olympic Games

Upon recommendation of the Academic Policy Committee at the May meeting, the Senate modified the 2009/2010 Academic Year to extend the February 2010 midterm break for the period of the Vancouver 2010 Winter Olympic Games.

Establishment of Ad Hoc Committees

The Senate established two ad hoc Committees with reporting deadlines as follows:

1. Ad Hoc Committee on Writing and Communication Skills (report due December 2007); and
2. Ad Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body (report due April 2008).

Concluding Remarks

Overall, the Vancouver Senate had an active year, dealing with both routine and ad hoc business. The 2007/2008 academic year will be the last of a three-year Senate term, with the next Senate term beginning on September 1, 2008.

THE UNIVERSITY OF BRITISH COLUMBIA



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

5 September 2007

To: Senate
From: Senate Curriculum Committee

Re: **SEPTEMBER 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. Pursuant to section 26 (B) of the *Rules and Procedures of Senate*, the Committee has authorized faculties to offer the new courses outlined below in September 2007, subject to Senate's approval of this report.

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, Commerce & Business Administration, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Education, Commerce & Business Administration), Law, and Science.”



THE UNIVERSITY OF BRITISH COLUMBIA

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

15 June 2007

To: Senate Curriculum Committee
From: Arts Sub-Committee

Re: **ARTS CURRICULUM REPORT**

Attached please find the following proposal for your consideration:

- 1) The following new course:
 - a. **ASIC 200 (3)** Global Issues in the Arts and Sciences

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Arts and Science Department: NA Faculty Approval Date: May 2007</p> <p>Effective Session _Winter_ Term _1_ Year_2007-2008_ for Change</p>	<p>Date: December 12, 2007 Contact Person: Allen Sens / David Ng Phone: 822 6127 / 822 6264 Email: asens@politics.ubc.ca db@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: Faculty of Arts, Faculty of Science Arts and Science Interdisciplinary Courses</p> <p>ASIC 200 (3) Global Issues in the Arts and Sciences Selected global issues explored through the methodologies and perspectives of both the physical and life sciences and the humanities and social sciences. [3-0-0] Requisite: Second year standing in the Faculty of Arts or Faculty of Science.</p>	<p>Present Calendar Entry: NA</p> <p>Type of Action: New 3-credit second-year course</p> <p>Rationale: The rationale for this course is based on the growing salience of the global issues facing human society and the educational challenge these issues represent. Global issues (such as climate change, the spread of infectious disease, the use of genetically modified organisms, and water and food security, among many others) cannot be understood without literacy in both the arts and the sciences. And yet, UBC students are given few opportunities early in their undergraduate experience to develop their understanding of global issues in a way that promotes the necessary literacy in the physical and life sciences and the humanities and social sciences. This course will encourage an audience of students drawn from both the Faculty of Science and the Faculty of Arts to appreciate the need for new and innovative interdisciplinary approaches (bridging the Arts and Sciences) to solve the complex problems of the 21st century.</p> <p>This course is a joint initiative of the Faculty of Arts and the Faculty of Science.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

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

22 June 2007

To: Senate Curriculum Committee
From: Applied Faculties Sub-Committee

Re: **COMMERCE & BUSINESS ADMINISTRATION CURRICULUM
REPORT**

Attached please find the following proposals for your consideration:

- 1) The following new courses:
 - a. **BUSI 344** (3) Statistical and Computer Applications in Valuation
 - b. **BUSI 499** (6) Income Property Guided Case Study
 - c. **COHR 435** (1.5) Governance for the Family Business
 - d. **COMM 284** (3) Chinook Work Placement
 - e. **COMM 466** (6) New Venture Design



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Commerce Department: Real Estate Division Faculty Approval Date: Effective Session Winter Term 2 2006-2007	Date: September 12, 2006 Contact Person: John Bridal Phone: 604.786.9006 Email: john.bridal@sauder.ubc.ca
Proposed Calendar Entry: BUSI 344 (3) Statistical and Computer Applications in Valuation Explores creative, practical uses of statistical and computer applications in determining and analyzing real estate value. Through case studies and hands-on computer work (e.g., using SPSS, NCSS, Excel), students will learn the fundamentals of exploratory data analysis and appraisal valuation modeling (AVMs).	URL: http://students.ubc.ca/calendar/courses.cfm?code=BUSI Present Calendar entry None Type of Action: Add new course. Course Level: Undergraduate. Rationale: Add new course currently under development, to be offered January 2007 (WT2).
Proposed Calendar Entry: BUSI 499 (6) Income Property Guided Case Study Guides students through the income property appraisal process, focusing both on valuation techniques as well as general research and report writing skills. <i>Prerequisite:</i> All of BUSI 330, BUSI 331, BUSI 442, and BUSI 452.	URL: http://students.ubc.ca/calendar/courses.cfm?code=BUSI Present Calendar entry BUSI 499 (3-6) d Directed Studies in Real Estate An investigation and report on a topic to be agreed upon by a member of the faculty and a senior student. Type of Action: 1. Revise course name and description. Course Level: Undergraduate. Rationale: Reflect BUSI 499's current predominant use as "Guided Case Study" course, similar to the BUSI 497 course. Should an open-ended "Directed Studies" type course be needed, the following alternative course is already available: "BUSI 486 (3-9) d Special Topics in Business"



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Faculty Approval Date: March 13, 2007 Effective Session 2007W Term 1 Year 2007 for Change	Date: 1 March 2007 Contact Person: Dale Griffin Phone: 2-0156 Email: dale.griffin@sauder.ubc.ca
Proposed Calendar Entry: COHR 435 (1.5) Governance for the Family Business Governance tools commonly used to manage the interface between the family and the business. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]	URL: Present Calendar Entry: None. Type of Action: New Course Rationale: Introduce a new undergraduate course for the BCom program. The purpose of this course is to explore the governance tools which are commonly utilized to assist family businesses to manage the interface between the family and the business. This course will be of benefit to those who are members of a family with established business interests, will likely find themselves working for a family-owned firm, and/or might be associated with such organizations in a professional capacity through such roles as accountant, lawyer, banker, or consultant.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: Faculty Approval Date: July 21, 2006 Effective Session Summer 2005	Date: July 21, 2006 Contact Person: Ann Gilray Phone: 2-9518 Email: ann.gilray@sauder.ubc.ca
Proposed Calendar Entry: COMM 284 (3) Chinook Work Placement Approved and supervised work experience. This course will normally be taken in the summer prior to the final year of studies in the Chinook Diploma being completed at Chinook Partner Institutions. This component of the Chinook Diploma Program enables a student to apply acquired skills to management problems under direct faculty supervision. The course is restricted to students who are currently enrolled in the Chinook Diploma Program at Chinook Partner Institutions.	URL: Present Calendar Entry: Type of Action: New Course Rationale: To provide business education courses for the new Chinook Program. <i>(Internal Note: Course was to be approved for 04W but form was not put forward in error).</i>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: Faculty Approval Date: July 21, 2006 Effective Session __06W__ Term _1__ Year _2006/07__ for Change	Date: July 21, 2006 Contact Person: Ann Gilray Phone: 822-9518 Email: ann.gilray@sauder.ubc.ca
Proposed Calendar Entry: COMM 466 (6) New Venture Design Knowledge and practical experience related to the formation of an entrepreneurial enterprise based on the development of a new product or process. Students work in teams with students from the Faculty of Applied Science to produce a viable product prototype and the necessary business plan to ensure its success in the marketplace. Credit may only be obtained for one of COMM 466 and APSC 466.	URL: Present Calendar Entry: Type of Action: New course. Rationale: This course has been successfully offered as COMM 486M since 03W and has been oversubscribed each year.



THE UNIVERSITY OF BRITISH COLUMBIA

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

22 June 2007

To: Senate Curriculum Committee
From: Graduate Studies Sub-Committee

Re: **GRADUATE STUDIES CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

	Title	Action
Applied Science		
EECE 527 (3)	Advanced Computer Architecture	New Course
Arts		
ASIA 506 (3)	Topics In Chinese Linguistics And Sociolinguistics	New Course
ASIA 507 (3)	Topics In Chinese Applied Linguistics	New Course
ASIA 587 (3)	The Choson Dynasty	New Course
College for Interdisciplinary Studies		
IAR 508 (3)	The City and the National Imagination	New course
IAR 512 (3)	Multinational Firms and Policy Issues in Asia-Pacific	New course
Education		
CNPS 568 (3)	Applied Developmental Neuropsychology	Create new course (CNPS 568) for cross listing.
CNPS 569 (3)	Social Psychological Foundations in Applied Psychology Same as EPSE 569.	New course

CNPS 535 (3)	Perspectives on Adult Psychopathology in Counselling	New course
EPSE 507 (3)	Applied Child and Adolescent Psychopathology	New course
EPSE 531 (3)	Curriculum-Based Assessment and Intervention	New course
EPSE 568 (3)	Applied Developmental Neuropsychology	Revision of Existing Course.
EPSE 569 (3)	Social Psychological Foundations in Applied Psychology Same as CNPS 569.	New course
EPSE 589 (9)	Masters Internship in School Psychology	New course
EPSE 632 (3)	Systems Change in Schools	New course
EPSE 633 (3)	Community-Based Services	New course
EPSE 687 (3-12)D	Doctoral Practicum In School Psychology	New course
EPSE 688 (3/6)D	Supervision of School Psychology Practice.	New course
EPSE 689 (9)	Pre-Doctoral Internship in School Psychology	New course
CUST 570 (3)	Arts-Based Educational Research: A/r/tography	New Course
Graduate Studies		
IISGP	Individual Interdisciplinary Studies Graduate Program	Program name change, drop “individual”
Commerce		
MBA	Master of Business Administration	Allowance for two specializations per student
COMM 623	Qualitative Research Methods in Organizations.	New Course



UBC Curriculum Proposal Form Change to Course or Program

Faculty of Applied Science

Department: ELECTRICAL AND COMPUTER ENGINEERING Faculty Approval Date: <i>to be presented at Feb 15 Faculty Mtg.</i>	Contact Person: Dr. Andre Ivanov Phone: 2-6936 Email: ivanov@ece.ubc.ca
EECE Graduate New Course(s)	
Effective Date: January 2008 Proposed Calendar Entry: EECE 527 (3) ADVANCED COMPUTER ARCHITECTURE. Modern processor design with an emphasis on superscalar microarchitecture. Topics include: Quantitative principles, pipelining, memory hierarchy, multithreading, advanced instruction flow and data flow techniques.	URL: Present Calendar Entry: n/a Type of Action: New course. Rationale: There is no overlap in content of EECE 527 with existing courses in either the ECE or CS departments. Graduate level computer architecture courses are taught at most other top universities (e.g., Univ. of Toronto, MIT, Stanford, CMU, UIUC, Univ. of Wisconsin, Univ. of Michigan). Primarily EECE 527 would be taken by students to obtain credit for MASc, MEng, or PhD degrees in the ECE department. Graduate students in ECE with a focus on computer engineering will find this course highly valuable. Category 1 Document ID#: EECE GR001

Faculty of Arts

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 506 (3) TOPICS IN CHINESE LINGUISTICS AND SOCIOLINGUISTICS Pre-requisite: CHIN 413	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: There are at present no ASIA courses at the graduate level devoted to research on



	<p>the Chinese language, even though there are more than 2000 students taking our Chinese language courses. ASIA 506 & ASIA 507 would, then, add more balance to our department's graduate-level course offerings. These two courses would offer our graduate students, most of whom become language teaching professionals after graduation, the necessary training they need to be competitive in their future job application process.</p>
<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change</p>	<p>Date: November 30, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: ASIA 507 (3) TOPICS IN CHINESE APPLIED LINGUISTICS Pre -requisite: ASIA 506</p>	<p>URL: n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: There are at present no ASIA courses at the graduate level devoted to research on the Chinese language, even though there are more than 2000 students taking our Chinese language courses. ASIA 506 & ASIA 507 would, then, add more balance to our department's graduate-level course offerings. These two courses would offer our graduate students, most of whom become language teaching professionals after graduation, the necessary training they need to be competitive in their future job application process.</p>
<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change</p>	<p>Date: November 30, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca</p>
	<p>URL:</p>



<p>Proposed Calendar Entry:</p> <p>ASIA 587 (3) THE CHOSON DYNASTY *Credit will not be granted for both ASIA 487 and ASIA 587</p>	<p>n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>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.</p>
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College for Interdisciplinary Studies

<p>Faculty: College for Interdisciplinary Studies Department: Institute of Asian Research Faculty Approval Date: May 11, 2007</p> <p>Effective Session: Winter, Term: 1 Year 2007-2008 for Change</p>	<p>Date: October 6, 2006 Contact Person: Abidin Kusno Phone: 2-3805 Email: akusno@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>IAR 508 (3) The City and the National Imagination</p> <p>Examines relations between the idea of the nation and its embodiment in the spaces of the city through visual, spatial and architectural representations.</p>	<p>Type of Action: New Course</p> <p>Rationale: This course is currently offered as IAR 515 C (Special Topics). The change is requested to establish it as a formal course aimed at students in the Institute of Asian Research's Master of Arts-Asia Pacific Policy Studies (MAPPS) program and the graduate programs in the</p>



	<p>humanities and social sciences departments across campus.</p> <p>The theme of this course is broad and the approach adopted is interdisciplinary. It seeks to expose students to concepts of nation, nationalism and national identity and explore their historical and contemporary influences on visual cultures, the built environment and urban politics within local and global contexts.</p> <p>While this course pays particular attention to the Asian world, the theoretical concerns underpinning the course are broad enough to include participants interested in any part of the world. There are varieties of case studies and readings are drawn from different disciplines.</p>
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<p>Faculty: College for Interdisciplinary Studies Department: Institute of Asian Research Faculty Approval Date: May 11, 2007</p> <p>Effective Session: Winter, Term: 1 Year 2007/2008 for Change</p>	<p>Date: October 4, 2006 Contact Person: Masao Nakamura Phone: 822-8434 Email: nakamura@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>IAR 512 (3) Multinational Firms and Policy Issues in Asia-Pacific</p>	<p>Type of Action: New course</p> <p>Rationale: This is currently offered as IAR 515G (Special topics). The change is requested to establish it as a formal course primarily aimed at students in the Master of Arts-Asia Pacific Policy Studies (MAPPS) Program at the Institute of Asian Research.</p> <p>Multinational firms play an important role in the developing economies of the Asia-Pacific region in various ways. The conditions of these economies in environment, technology, employment, international trade and tax revenues are often dependent on the behaviour of foreign multinational firms and the host government policies regulating them. (For example, local policies on foreign ownership restrictions are known to influence the level of technology transfer, economic growth and</p>



	<p>local employment.)</p> <p>This course aims to familiarize the students with (1) real policy issues, (2) the standard methods to analyze multinational firms' behaviour in various contexts, and (3) developing countries' policy options to deal with multinational firms. The course is interdisciplinary by design and cultural, historical and institutional factors in firm behaviour and policy decisions will be emphasized. The interdisciplinary aspect of this course is particularly appropriated for students in the MAPPS program which is an interdisciplinary policy program.</p> <p>Students are expected to choose relevant topics of policy interest for their individual research projects. Case studies focusing on real policy problems in Asia are particularly encouraged. They are expected to present their findings later in the course. This course is expected to expose the students (particularly those in the MAPPS program) to real policy problems involving multinational firms facing the governments of the developing countries in the Asia-Pacific region.</p>
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Faculty of Education



<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007 Effective Session: Winter Term: 1 Year for Change: 2007-2008</p>	<p>Date: November 23, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 568 (3) Applied Developmental Neuropsychology Same as CNPS 568</p> <p>CNPS 568 (3) Applied Developmental Neuropsychology Same as EPSE 568</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=EPSE</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • EPSE 568 (3) Special Education of Children with Neuropsychological Dysfunctions <i>Prerequisite:</i> One of EPSE 312, EPSE 317. <p>Type of Action: Revision of Existing Course. Create new course (CNPS 568) for cross listing.</p> <p>Rationale: The change in title reflects more contemporary perspectives on individuals with neuropsychological difficulties. The course now takes a developmental approach to accommodate the study of neuropsychological function and dysfunction across the lifespan and not just children in special education. The course was originally used in the preparation of special educators. It is anticipated that the revision will provide broader appeal of the course to other graduate programs in the department, including school psychology, counselling psychology and special education but also students outside of our department. Thus the emphasis in the course has been modified to include a range of applied topics in neuropsychology, including but not limited to special education of students with neuropsychological dysfunctions. The proposed change in title will meet the needs for graduate level coursework in “Biological Bases of Behavior” for the Counselling Psychology and the School Psychology programs in their program accreditation documents. For this reason a change to include “psychology” in the title was also needed.</p> <p>The request for cross listing is based largely on historical factors in the department. While there</p>



is one department ECPS. There are two categories of courses numbers and descriptions: EPSE and CNPS as the ECPS department is comprised of two former departments. Given this is a required course for both School Psychology (which uses EPSE numbers) and CNPS (which uses CNPS) numbers the request is made to cross list the course across the two areas.



Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007 Effective Session <u>Winter</u> Term <u>1</u> Year <u>2007-2008</u> for Change	Date: February 2, 2007 Contact Person: Laurie Ford/Marla Buchanan Phone: 2-0091; 2-8539 Email: laurie.ford@ubc.ca; marla.buchanan@ubc.ca
Proposed Calendar Entry: CNPS 569 (3) Social Psychological Foundations in Applied Psychology Same as EPSE 569. EPSE 569 (3) Social Psychological Foundations in Applied Psychology Same as CNPS 569.	URL: <ul style="list-style-type: none">• Not Applicable Present Calendar Entry: <ul style="list-style-type: none">• Not Applicable Type of Action: New Course Rationale: Social psychology is a foundation for much of the work conducted by individuals working as both psychologists and educators. The course takes an applied focus to the study of social psychology. In this course a broad range of theoretical topics will be covered and the relevance and application of concepts as foundational for professional psychology will be highlighted.. The course will meet the needs for coursework in social foundations for the Counselling Psychology and the School Psychology programs in their program accreditation documents.



<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007</p> <p>Effective Session ____ Term _1_ Year __2007-2008_ for Change</p>	<p>Date: November 14, 2006 Contact Person: Laurie Ford/Lynn Miller Phone: 2-0091; 2-8539 Email: laurie.ford@ubc.ca; lynn.miller@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CNPS 535 (3). Perspectives on Adult Psychopathology in Counselling</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course Rationale: Given the diversity of health and mental health needs of a diverse society, counselors and other mental health professionals working with adult clients, need preparation in understanding atypical behavior including biological and psychological aspects of mental health disorders from a socio-cultural perspective. The course will meet the needs for coursework in “Individual Difference and Psychopathology” for the Counselling Psychology and the School Psychology programs in their program accreditation documents.</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 507 (3). Applied Child and Adolescent Psychopathology</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course Rationale: Given the social, emotional, behavior and learning needs of children and youth in schools and larger society today there is a significant increase in the need for training in child and adolescent psychopathology. The course takes an applied focus to the area of child and adolescent psychopathology. The course will meet the needs for coursework in “Individual Difference and Psychopathology” for the Counselling Psychology and the School Psychology programs in their program accreditation documents.</p>



Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007 Effective Session: Winter Term 1 Year for Change: 2007-2008	Date: November 23, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 531 (3) Curriculum-Based Assessment and Intervention	URL: <ul style="list-style-type: none">• Not Applicable Present Calendar Entry: <ul style="list-style-type: none">• Not Applicable Type of Action: New Course Rationale: Changes in the profession of school psychology as well as changes within our own program to address a systems level approach to service provision in school settings have resulted in our reworking a number of courses in our assessment and intervention sequence to reflect contemporary directions in the field. EPSE 531: Curriculum-Based Assessment and Intervention teaches a specific problem-solving process for linking assessment to teacher-implemented intervention. Curriculum-Based Assessment is a long-established set of standardized procedures used to inform instruction, screen students at risk for learning problems, and assess student performance on long and short-term goals across a variety of academic skill areas (e.g., reading, spelling, written expression, and math). Emphasis is placed on the use of formative measures of academic progress to evaluate student response to teacher-implemented interventions. The term “curriculum” is used because it measures student progress through the regular education curriculum used by teachers in schools. The term “intervention” is used because the focus is on linking formative assessment to the development and evaluation of teacher-implemented interventions.



<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007 Effective Session: Winter Term: 1 Year for Change: 2007-2008</p>	<p>Date: November 23, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 568 (3) Applied Developmental Neuropsychology Same as CNPS 568</p> <p>CNPS 568 (3) Applied Developmental Neuropsychology Same as EPSE 568</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=EPSE</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • EPSE 568 (3) Special Education of Children with Neuropsychological Dysfunctions <i>Prerequisite:</i> One of EPSE 312, EPSE 317. <p>Type of Action: Revision of Existing Course. Create new course (CNPS 568) for cross listing.</p> <p>Rationale: The change in title reflects more contemporary perspectives on individuals with neuropsychological difficulties. The course now takes a developmental approach to accommodate the study of neuropsychological function and dysfunction across the lifespan and not just children in special education. The course was originally used in the preparation of special educators. It is anticipated that the revision will provide broader appeal of the course to other graduate programs in the department, including school psychology, counselling psychology and special education but also students outside of our department. Thus the emphasis in the course has been modified to include a range of applied topics in neuropsychology, including but not limited to special education of students with neuropsychological dysfunctions. The proposed change in title will meet the needs for graduate level coursework in “Biological Bases of Behavior” for the Counselling Psychology and the School Psychology programs in their program accreditation documents. For this reason a change to include “psychology” in the title was also needed.</p> <p>The request for cross listing is based largely on historical factors in the department. While there</p>



is one department ECPS. There are two categories of courses numbers and descriptions: EPSE and CNPS as the ECPS department is comprised of two former departments. Given this is a required course for both School Psychology (which uses EPSE numbers) and CNPS (which uses CNPS) numbers the request is made to cross list the course across the two areas.



<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007</p> <p>Effective Session <u>Winter</u> Term <u>1</u> Year <u>2007-2008</u> for Change</p>	<p>Date: February 2, 2007 Contact Person: Laurie Ford/Marla Buchanan Phone: 2-0091; 2-8539 Email: laurie.ford@ubc.ca; marla.buchanan@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CNPS 569 (3) Social Psychological Foundations in Applied Psychology Same as EPSE 569.</p> <p>EPSE 569 (3) Social Psychological Foundations in Applied Psychology Same as CNPS 569.</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course Rationale: Social psychology is a foundation for much of the work conducted by individuals working as both psychologists and educators. The course takes an applied focus to the study of social psychology. In this course a broad range of theoretical topics will be covered and the relevance and application of concepts as foundational for professional psychology will be highlighted.. The course will meet the needs for coursework in social foundations for the Counselling Psychology and the School Psychology programs in their program accreditation documents.</p>
<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007</p> <p>Effective Session: Winter Term: 1 Year for Change: 2007-2008</p>	<p>Date: November 23, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 589 (9) Masters Internship in School Psychology Prerequisite: Admission to the School Psychology Program Pass/Fail</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course Rationale: There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special</p>



	<p>Education. The School Psychology program has historically used “EPSE 598 Field Experiences” as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 589 Masters Internship in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the unique focus of this year-long intensive internship, a separate course number is needed to reflect its distinction from other masters and doctoral level field experiences. Further, upon completion of their program, the separate number documenting specifically a masters level internship on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist).</p>
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<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007</p> <p>Effective Session: Winter Term: 1 Year for Change: 2007-2008</p>	<p>Date: November 23, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 632 (3) Systems Change in Schools</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course</p> <p>Rationale: Changes to the Ph.D. program in School-</p>



	<p>Psychology the past several years as a part of our effort to add a focus on systems level change and intervention (curriculum changes approved by Senate Fall 2006) resulted in 2 core courses being added to the Ph.D. program (EPSE 632: Systems Change in Schools and EPSE 633: Community-Based Services). These courses reflect the program mission and focus of the PhD program in School Psychology and serve as the only two required foundation seminars for the doctoral program in school psychology.</p>
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<p>Proposed Calendar Entry:</p> <p>EPSE 633 (3) Community-Based Services</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course</p> <p>Rationale: Changes to the Ph.D. program in School-Psychology the past several years as a part of our effort to add a focus on systems level change and intervention (curriculum changes approved by Senate Fall 2006) resulted in 2 core courses being added to the Ph.D. program (EPSE 632: Systems Change in Schools and EPSE 633: Community-Based Services). These courses reflect the program mission and focus of the PhD program in School Psychology and serve as the only two required foundation seminars for the doctoral program in school psychology.</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 687 (3-12)D Doctoral Practicum In School Psychology Prerequisite: Admission to the School Psychology PhD Program Pass/Fail</p>	<p>URL:</p> <ul style="list-style-type: none"> • Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • Not Applicable <p>Type of Action: New Course</p> <p>Rationale: There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special Education. The School Psychology program has historically used “EPSE 598 Field Experiences” as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to</p>



	<p>differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 687 Doctoral Practicum in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the increased enrollment of students in our PhD program, a separate course number is needed to reflect the distinction between the masters and doctoral practicum experiences. Further, upon completion of their program, the separate number documenting specifically a doctoral level practicum experience on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist).</p>
<p>Faculty: Education Department: ECPS Faculty Approval Date: May 10, 2007 Effective Session: Winter Term: 2 Year: 2007-2008 for Change</p>	<p>Date: March 10, 2007 Contact Person: Laurie Ford Phone: 2-0091 Email: laurie.ford@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 688 (3/6)D Supervision of School Psychology Practice. Practicum. Instruction and practice in the supervision of school psychology . Prerequisite: Admission to the School Psychology PhD program. Pass/Fail</p>	<p>URL: Not Applicable</p> <p>Present Calendar Entry: Not Applicable</p> <p>Type of Action: New Course</p> <p>Rationale: Changes to the Ph.D. program in School Psychology the past several years as the result of our movement toward program accreditation by the American Psychological Association and the Canadian Psychological Association (curriculum changes approved by Senate Fall 2006) resulted in our need to differentiate our field practicum experiences at both the masters (EPSE 561c) and Doctoral (EPSE 688) levels. The</p>



	<p>course, EPSE 688 Supervision of School Psychology Practice, outlined in this proposal has been offered for 5 years as EPSE 561c. Given the increased enrollment of students in our PhD program and our movement to separate practicum at both the masters and doctoral levels, we need a separate course number to reflect the distinction between the masters and doctoral practicum experiences.</p>
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<p>Proposed Calendar Entry:</p> <p>EPSE 689 (9) Pre-Doctoral Internship in School Psychology</p> <p>Prerequisite: Admission to the School Psychology PhD Program Pass/Fail</p>	<p>URL:</p> <ul style="list-style-type: none">• Not Applicable <p>Present Calendar Entry:</p> <ul style="list-style-type: none">• Not Applicable <p>Type of Action: New Course</p> <p>Rationale: There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special Education. The School Psychology program has historically used “EPSE 598 Field Experiences” as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 689 Pre-Doctoral Internship in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the unique focus of this year-long intensive internship, a separate course number to reflect the its distinction from other masters and doctoral level field experiences is needed. Further, upon completion of their program, the separate number documenting specifically a pre-doctoral level internship on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist). The title “Pre-Doctoral” is used as this is the title recognized by credentialing organizations including the Canadian Psychological Association and the American Psychological Association for internships occurring before the doctoral degree is conferred.</p>
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Faculty: Education Department: Curriculum Studies Faculty Approval Date: January 31, 2007 Effective Session <u>Fall</u> Term <u>1</u> Year <u>2007</u> for Change	Date: October 15, 2006 Contact Person: Anthony Clarke Phone: 604-822-2003 Email: anthony.clarke@ubc.ca
Proposed Calendar Entry: CUST 570 (3): Arts-Based Educational Research: A/r/tography	URL: Present Calendar Entry: Type of Action: New Course Rationale: This is a new course. The course has been offered three times before under special topics course designations. There is growing interest in the Faculty and the Department for offering this course. Approximately a dozen theses and dissertations have already used this work as a basis for their research. It would be beneficial to regularize the course. NOTE: A/r/tography is a form of arts based educational research. Sample references include: Irwin, Rita L. & de Cosson, Alex. (Eds.). (2004). <i>A/r/tography: Rendering self through arts-based living inquiry</i> . Vancouver, BC: Pacific Educational Press. Springgay, Stephanie, Irwin, Rita L. & Wilson Kind, Sylvia. (2005). A/r/tography as living inquiry through art and text. <i>Qualitative Inquiry</i> , 11(6), 897-912.

Faculty of Graduate Studies

Faculty: Graduate Studies Department: N/A Faculty Approval Date: 2 June 2007 Effective Session: Winter Term: 1 Year: 2007-2008 for Change	Date: 1 June 2007 Contact Person: Joyce Tom Phone: 2-6965 Email: joyce.tom@ubc.ca
Proposed Calendar Entry: Interdisciplinary Studies Graduate Program	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1401 Present Calendar Entry: Individual Interdisciplinary Studies Graduate Program



	<p>Type of Action: Change in Program Name</p> <p>Rationale: To better reflect the nature of the program.</p>
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Faculty of Commerce and Business Administration



<p>Faculty: Commerce Dept.: MBA Programs Faculty Approval Date: 13 March 2007 Effective Session: Winter 07/08</p>	<p>Date: 10 April 2007 Contact Person: Dale Griffin Phone: 2-1456 Email: dale.griffin@sauder.ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>Specializations are available as part of the post-core. Each student in the M.B.A. program may choose one or two of the specializations offered or opt to do a general program of study. Specializations require in-depth study in a specific area of management. Requirements vary between specializations; however, each consists of a set of required modules. Available specializations vary from year to year; a list of current specializations and requirements may be obtained from the M.B.A. Programs Office. Due to scheduling constraints, students seeking more than one specialization may need to take additional courses beyond the usual completion time for the degree.</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,506,1267</p> <p>Present Calendar Entry:</p> <p>Specializations are available as part of the post-core. Each student in the M.B.A. program may choose one of the specializations offered or opt to do a general program of study. Specializations require in-depth study in a specific area of management. Requirements vary between specializations; however, each consists of a set of required modules. Available specializations vary from year to year; a list of current specializations and requirements may be obtained from the M.B.A. Programs Office.</p> <p>Type of Action:</p> <p>We propose to lift the restriction that constrains MBA students to earn at most a single specialization, and allow students to earn up to two specializations. Students are not guaranteed that all combinations of two specializations will be attainable within the normal course of the degree.</p> <p>Rationale:</p> <p>The MBA student society has indicated that many students wish to have the opportunity to earn two specializations during the MBA program. As well, we have two interdisciplinary specializations, <u>Sustainability and Business</u> and <u>International Business</u>, which are likely to be poorly subscribed unless students are able to earn a functional specialization (e.g., Marketing, Finance, Human Resources, Supply Chain or Strategy) at the same time. Thus, the proposed change would both increase the flexibility of our course offerings in the eyes of students and support important interdisciplinary initiatives within the MBA. Note that the requirements for particular specializations are unchanged</p>



Faculty: Sauder School of Business Faculty Approval Date: March 13, 2007 Effective Session 2007W Term 1 Year 2007 for Change	Date: 1 March 2007 Contact Person: Dale Griffin Phone: 2-0156 Email: dale.griffin@sauder.ubc.ca
Proposed Calendar Entry: COMM 623 (3.0) Qualitative Research Methods in Organizations.	URL: Present Calendar Entry: None. Type of Action: New Course Rationale: Introduce a new PhD course on qualitative research methods in organizational behavior.



THE UNIVERSITY OF BRITISH COLUMBIA

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

10 June 2007

To: Senate Curriculum Committee
From: Applied Faculties Sub-Committee

Re: **LAW CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

- 1) The following new courses:
 - a. **LAW 321** (2-4) d Law of Armed Conflict
 - b. **LAW 372** (2-4) d Topics in Social Justice
 - c. **LAW 386** (2-4) d Sustainable Development Law
 - d. **LAW 451** (2-4) d Law of the Olympic Games



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Law Department: Faculty Approval Date: 15 Mar. 07 Effective Session W Term 1 Year 2007 for Change	Date: 13 Apr 07 Contact Person: Joost Blom Phone: 2-4564 Email: blom@law.ubc.ca
Proposed Calendar Entry: LAW 321 (2-4)d Law of Armed Conflict The legal basis for armed conflict or military operations; the rights and obligations of combatants and civilians in a region of armed conflict; war crimes. [2-0] or [3-0]	URL: http://www.students.ubc.ca/calendar/courses.cf?code=LAW Present Calendar Entry: n/a Type of Action: New course Rationale: A seminar on this topic has been offered for some years. In 2006-07 it was a section of LAW 343 Topics in Public Law. The Law Faculty policy is to create a new course entry whenever a subject has been offered under "Topics in ..." for a few years and is likely to be offered regularly in future. The subject of the proposed course is an important one, especially in the current international context. [Supporting documentation is marked LAW 321.]
Proposed Calendar Entry: LAW 372 (2-4)d Topics in Social Justice Not offered each year, consult Faculty. [2-0] or [3-0]	URL: http://www.students.ubc.ca/calendar/courses.cf?code=LAW Present Calendar Entry: n/a Type of Action: New course. Rationale: While the Faculty of Law has a number of "Topics in" courses, it does not have such a course that focuses specifically on social justice aspects of legal studies. This new course would enable development of a more explicit social justice stream in our curriculum. [Supporting documentation is marked LAW 372.]



	<p>Owing to an oversight this course passed Law Faculty Council as proposed LAW 311. The number had to be revised subsequently as 311 had been used for a new course passed last year.</p>
<p>Proposed Calendar Entry:</p> <p>Law 386 (2-4)d Sustainable Development Law The linkages, intersections, and tensions between the legal regulation of the environment and competing social and economic priorities. [2-0] or [3-0]</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=LAW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This material was previously taught as Law 391: Topics in Environmental Law – Sustainable Development Law.</p> <p>This course has been filled in the past and has been offered regularly for the last three years under the “Topics in” umbrella. It has been successful from both an instructor and learner point of view.</p> <p>As a routine housekeeping matter, we are proposing that the course be given its own number and name, as part of the series of optional upper year courses in the LL.B. program. We are doing this because we wish to offer this successful course regularly.</p> <p>Please note that we wish to keep Law 391 Topics in Environmental Law operating for other faculty to use in the future with a new sub-title as a way of fostering new course offerings in this area of legal studies.</p> <p>[Supporting documentation is marked LAW 386.]</p>
<p>Proposed Calendar Entry:</p> <p>LAW 451 (2-4) d Law of the Olympic Games Legal aspects of the Olympic Movement, with particular emphasis on sport, cultural, and environmental and social sustainability values of the Olympic Games in the modern era. [2-0] or [3-0]</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=LAW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale:</p>



Since 2004, one of the sections of LAW 343 (2-4)d, Topics in Public Law, taught as a 4 credit seminar, has been devoted to the Law of the Olympic Games . It is expected that the course will be offered for the foreseeable future and so it deserves a distinct course entry, in accordance with Law Faculty policy that “Topics in...” offerings that achieve ongoing status should receive their own course entry. The proposed course is the first such course offered in any university setting. At least until 2010, the course will be delivered with the support of VANOC, the Organizing Committee for the 2010 Olympic Winter Games.

The proposed course will focus on subjects such as the Olympic Games Bid Process, employment law and labour market issues such as the role of collective bargaining; affirmative action relating to minority groups in the training and hiring of construction and operational workers; the use of volunteers; eligibility of athletes for competition; fairness of competition (drug use and testing); the use of intellectual property, such as trademarks, broadcast and internet rights; environmental issues in the construction and operation of the Game venues and infrastructure; consensus building and conflict resolution in the construction, financing and operation of the Games, including the relationships among local, regional, provincial and federal and First Nations governments; the financing and operation of Olympic Games-related cultural festivals and other community activities; the economic and social impact of the Games; the relationship of prior and subsequent Games and their host organizations; the relationship of Games-related adjudication and appeals processes and the domestic judicial system; the role of the Olympic Games in international relations and the global peace process, and so forth.

The early years of the course’s development have led to a much fuller treatment of the cultural, environmental and social goals and impacts of the Games than was possible at the outset, as information became available from the real life development of the 2010 Olympiad. These real life impacts are now



examined with current available data to gain greater understanding through comparative analysis from an urban planning perspective with other “mega events”, such as the World Cups of Soccer, Super Bowls, World Fairs, and so forth.

The Olympic Games thus provide a useful case study of how a mega event, (in this case “the Greatest Show on Earth”), can be a mechanism to advance critical societal values, by organizing the largest gathering of the world’s athletes, entertainers, corporate sponsors, and media. The Olympics also showcases the capacity of the host city/region/country to organize such an event, and to display the economic and legal systems that support an enterprise of this magnitude.

This course has been tried and tested under LAW 343, Topics in Public Law, attracting students in its development phase not only from this faculty, but also from the graduate level sports management program in the UBC School of Human Kinetics, and from the management programs of BCIT and Simon Fraser. Students in the earlier sessions of the course have been engaged by 2010 Games organizers to do critical historical and comparative research about the history of sustainable impacts of prior Games and other mega events. It is anticipated that this opportunity for rigorous practical research will grow in the next few years as we approach the build up and operations of the Games and the effort to enhance the positive impacts of the Games in the post 2010 period.

In the coming term (Fall 2007), and thereafter, the course will be supported (by personal attendance at classes and access to data) by senior management of VANOC, the Organizing Committee of the 2010 Winter Olympic Games, as well as 2010 Legacies Now, the provincial entity responsible to develop and maintain the best possible longer term impacts/ legacies of the Games for the Province.

In this way, the course should provide a unique opportunity for our students to be ‘involved’ in



	<p>the Games through their research and scholarship. In addition, the course offers a critical case study in sustainable development that should be of interest to students and faculty alike who are involved in the study of environmental, aboriginal, business, public finance, municipal, cultural and intellectual property law, because the 2010 Games provides a Vancouver-based field of play for these legal and economic systems to operate on the World Stage.</p> <p>The course can be offered by the instructor in any one of three formats, i.e., seminar (15 students), course (70), or workshop (15), depending on the wishes of the law school administration and the level of student demand. There is no need to increase the law faculty's financial or law library resources in any significant way.</p> <p>[Supporting documentation is marked LAW 451.]</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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

11 June 2007

To: Senate Curriculum Committee
From: Science Sub-Committee

Re: **FACULTY OF SCIENCE CURRICULUM REPORT**

The following proposals are for your consideration:

Course	Title	Action
ASIC 200 (3)	Global Issues in the Arts and Sciences	New Course (proposal also coming forward from Arts)
BIOL 426 (3)	Mammalogy	New Course
BIOL 427 (3)	Ornithology and Herpetology	Change in Title, Description, and Pre-Requisites
EOSC 212 (3)	Topics in the Earth and Planetary Sciences	Change in Title, Description, and Pre-Requisites
EOSC 256 (3)	Earthquakes	New Course
EOSC 453 (3)	Physics of the Earth and Other Planets	Change in Title and Description
GEOG 443 (3)	Student Directed Seminars in Physical Geography	New Course
MATH 190 (4)	Calculus Survey	New Course
PHYS 408 (4)	Optics	Change in Title, Description, and Pre-Requisites
STAT 100 (3)	Statistical Thinking	New Course



**The University of British Columbia
Faculty of Science**

**Curriculum Committee Report
Undergraduate Courses
CATEGORY ONE**

Spring 2007

Curriculum Committee

W. Ramey	Chair
D. Godin	Anesthesia, Pharmacology and Therapeutics
G. Brayer	Biochemistry and Molecular Biology
T. Crawford	Botany
G. Bates	Chemistry
G. Tsiknis	Computer Science
R. Stull	Earth and Ocean Sciences
M. Church	Geography
G. Spiegelman	Integrated Sciences
R. Anstee	Mathematics
W. Bingle	Microbiology and Immunology
T. Tiedje	Physics and Astronomy
S. Osborne	Physiology
B. Gorzalka	Psychology
B. Clarke	Statistics
B. Harris	Zoology
A. Sihota	SUS Representative
D. Brandman	SUS Representative
P. Jolliffe	Faculty of Land and Food Systems
S. Nashon	Faculty of Education, Curriculum Studies
I. Cavers	Dean's Office

MARCH 1, 2007

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: Feb. 28, 2007 Email: wramey@interchange.ubc.ca
ARTS AND SCIENCES INTERDISCIPLINARY COURSES	
Effective Date for Change: 07W Proposed Calendar Entry: ASCI 200 (3) Global Issues in the Arts and Sciences. Selected global issues explored through the methodologies and perspectives of both the physical and life sciences and the humanities and social sciences. [3-0-0] Prerequisite: Second-year standing.	Present Calendar Entry: None. Action: New course. Rationale: The rationale for this course is based on the growing salience of the global issues facing human society and the educational challenge these issues represent. Global issues (such as climate change, the spread of infectious disease, the use of genetically modified organisms, and water and food security, among many others) cannot be understood without literacy in both the Arts and the Sciences. And yet, UBC students are given few opportunities early in their undergraduate experience to develop their understanding of global issues in a way that promotes the necessary literacy in the physical and life sciences and the humanities and social sciences. This course will encourage an audience of students drawn from both the Faculty of Science and the Faculty of Arts to appreciate the need for new and innovative interdisciplinary approaches (bridging the Arts and Sciences) to solve the complex problems of the 21 st century. This course is a joint initiative of the Faculty of Arts and the Faculty of Science. Supporting Documents: SCI-06-2-ATSC 200

BIOLOGY

<p>Effective Date for Change: 07W Proposed Calendar Entry: BIOL 426 (3) Mammalogy. Natural history, behavioral ecology and conservation of terrestrial mammals. The laboratory includes classification, life histories, and ecology, with particular attention to species from British Columbia. Prerequisite: BIOL 204. [2-3-0]</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: Material formerly taught in BIOL 427 has now been expanded and divided into BIOL 426 and BIOL 427. Offering independent courses allows more adequate treatment of the topics and offers more choice, thus better serving UBC's undergraduate students. Supporting Documents: SCI-06-2-BIOL 426</p>
<p>Effective Date for Change: 07W Proposed Calendar Entry: BIOL 427 (3) Ornithology and Herpetology. Ecology, evolution, behavior, and conservation of birds, amphibians, and reptiles. Laboratories and field projects will focus on identification, systematics, and natural history, with particular attention to species from British Columbia. Prerequisites: BIOL 121. [2-3-0]</p>	<p>Present Calendar Entry: BIOL 417 (3) Terrestrial Vertebrate Zoology. The natural history, behavioral ecology and conservation of terrestrial vertebrates (and marine mammals). The laboratory includes classification, life histories, and ecology, with particular attention to species from British Columbia. Prerequisite: BIOL 204. [2-3-0] Action: Revise title and description. Change prerequisites. Rationale: To avoid duplication of material with the proposed BIOL 426, BIOL 427 should become restricted to birds, amphibians and reptiles. This will enable more thorough coverage of those groups. The prerequisite of BIOL 121 better reflects the knowledge students should bring to the course. Supporting Documents: SCI-06-2-BIOL 427</p>

EARTH AND OCEAN SCIENCES

<p>Effective Date for Change: 07W</p> <p>Proposed Calendar Entry: EOSC 212 (3) Topics in the Earth and Planetary Sciences. Cutting edge problems in earth, ocean, atmospheric and planetary sciences. Topics will be introduced through discussions of the current literature. Prerequisite: Second-year standing in science or engineering. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>EOSC 212 (3) Imaging the Earth. Use of imaging techniques at scales that range from ... CHEM 121. [3-0-0] Action: Update title and description to form a new course. Make prerequisites less restrictive. Rationale: This course and EOSC 211 form the core of our EOSC undergraduate honors programs in Year 2. EOSC 212 is an important link between our introductory courses and our more quantitative, upper division courses. This course exposes students to a wide range of current research in the Earth and planetary sciences, and it illustrates the role that geophysical techniques and theory (taught in upper-division EOSC courses) have played in recent scientific discoveries. Students learn to research, present, and debate ideas from scientific articles. Supporting Documents: SCI-06-2-EOSC 212</p>
<p>Effective Date for Change: 07W</p> <p>Proposed Calendar Entry:</p> <p>EOSC 256 (3) Earthquakes. Characteristics, types, plate tectonics, faults, earth stresses and strains, seismic waves, magnitude scales, instrumentation, hazard mapping, prediction and forecasting. Prerequisites: Either (a) One of MATH 101, MATH 103, MATH 105, MATH 121 and one of PHYS 101, PHYS 107 or (b) all of Science One. [3-0-0]</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will become a science-student entry course into the Geophysics Honours program, and will be an elective course in the EOSC Majors and Honours programs. It will combine quantitative analysis and mathematical methods with qualitative understanding, to make a course that is exciting and challenging. A goal is to draw more students into geophysics -- a field that is so heavily math based that many students have been scared away in the past. Because UBC sits in a very active earthquake zone, the course should also appeal to a broad range of science students who want to learn more about their local geophysical environment. Supporting Documents: SCI-06-2-EOSC 256</p>

<p>Effective Date for Change: 07W</p> <p>Proposed Calendar Entry: EOSC 453 (3) Physics of the Earth and Other Planets.</p> <p>Identification and quantitative analysis of diverse physical problems in the earth, ocean, atmospheric and planetary sciences.</p> <p>Prerequisite: One of PHYS 312, MATH 316, MATH 257. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>EOSC 453 (3) Advanced Physics of the Earth. Quantitative methods for determining the physical properties and structure of the earth. Basic inversion interpretation techniques for gravity; magnetic, seismic, paleomagnetic, radiometric methods. Thermal evolution of the earth.</p> <p>Prerequisites: One of PHYS 312, MATH 316, MATH 257. [3-0-0]</p> <p>Action: Update title and description to form a new course.</p> <p>Rationale: Updated course reflects strengths of new young professor, including emphasis on current and future problems that comprise the study of Physics of the Earth. Reduced emphasis on geophysical methods. The title and description changes also reflect the fact that other planets (particularly, terrestrial planets) will be studied in this class.</p> <p>Supporting Documents: SCI-06-2-EOSC 453</p>
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GEOGRAPHY

Effective Date for Change: 07W

Proposed Calendar Entry:

GEOG 443 (3) Student Directed Seminars 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 given for GEOG 442 and GEOG 443.

Prerequisite: Third-year standing in Physical Geography.

Present Calendar Entry:

None.

Action: New course.

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.

Supporting Documents: SCI-06-2-GEOG 443

MATHEMATICS

Effective Date for Change: 07W

Proposed Calendar Entry:

MATH 190 (4) Calculus Survey.

Functions, derivatives, integrals, curve sketching growth functions, volume calculations. Only for credit in the Faculty of Forestry. Students with credit for

MATH 100, 102, 104, 120, 190, 184, cannot in the same term or later terms obtain credit for MATH 190.

Prerequisites: Principles of Mathematics 12 and registration in the BSF or BSCN programs. [3-0-2]

Present Calendar Entry:

None.

Action: New course.

Rationale: This course was offered as a pilot this year under the auspices of FRST 449C, a directed studies courses. The change is required to establish it as a formal course offered to students enrolled in the BSF and BSCN programs.

Forestry students take a very broad range of courses and there is only a limited amount of time to develop theory in these courses. The course aims at obtaining student understanding of functions (a crucial critical thinking skill) and an introduction to derivatives, integrals and word problems. The course is to be taught with three hours lecture, two hours tutorial where the tutorial is an intensive hands-on approach. Given that this is only a one term course, the coverage of differentiation and integration is very modest; we think this will provide excellent background if students wish to pursue more Mathematics such as MATH 100, 101.

It is thought that students would benefit most from these particular topics (functions, differentiation, integration) in their later work where they may well be interacting with others using sophisticated Mathematics and some understanding of what is going on will be useful. Other possible courses (e.g. MATH 335) are not seen to be as useful for these students.

The students will be from Forest Resource Management and Natural Resource Conservation who currently require 3 credits of MATH.

Supporting Documents: SCI-06-2-MATH 190

PHYSICS AND ASTRONOMY

Effective Date for Change: 07W

Proposed Calendar Entry:

PHYS 408 (4) OPTICS. Topics in optical physics including matrix optics, interference, coherence, polarization, Fresnel relations, optical coatings, waves in dielectric media, Gaussian beams, waveguides, optical cavities, lasers, Fourier optics and diffraction.

Prerequisite: PHYS 301

Co-requisite: MATH 215 [3-3-0]

Present Calendar Entry:

~~PHYS 408 (2) FLUID FLOW Subsonic flow of ...~~

~~PHYS 206. [3-0-0]~~

Action: Replace PHYS 408 Fluid Flow with a new course PHYS 408 Optics.

Rationale: The existing course PHYS 408 Fluid Flow has not been offered for many years.

The new course PHYS 408 Optics is replacing the former PHYS 308 Optics with a more rigorous treatment of optics.

New faculty members would like to reorganize and expand the former PHYS 308 following a more modern and rigorous treatment of optics. This new approach requires a higher level of electromagnetic theory preparation and more lecture time to adequately cover the new material. Therefore the new course has a prerequisite of PHYS 301 Electricity and Magnetism and three lectures per week compared to the former PHYS 308 which had 2 lectures per week

In recognition of the 300 level physics prerequisite and the fact that the majors students will be taking this course in their fourth year, this course has a 400 number.

Supporting Documents: SCI-06-2-PHYS 408

STATISTICS

Effective Date for Change: 07W

Proposed Calendar Entry:

STAT 100 (3) Statistical Thinking.

Explores the development and use of statistical thinking in the modern world. The aim is to develop statistical literacy and demonstrate applications of statistics in research and society.

Prerequisite: Principles of Mathematics 12.

Students who obtain credit for any of STAT 306, 307, 308, 344 cannot in the same or later term gain credit for STAT 100.

[3-0-1]

Present Calendar Entry:

None.

Action: New course.

Rationale: At present there is no 100-level Statistics course, and the proposed course would promote statistical literacy amongst the UG population, while also providing an insight into the relevance of Statistics in a wide range of application areas.

Traditional introductory courses are focused on commonly used techniques, and as such do not usually provide statistical literacy in the broad sense, nor do they allow real insight into applied statistical research. The proposed course would help address these issues. STAT 4xx courses with potential overlap with STAT 100 have STAT 306 as pre- or co-requisite.

Supporting Documents: SCI-06-2-STAT 100

THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2007

Memo to: Vancouver Senate

From: Nominating Committee

Re: Adjustments to Senate Committees (approval)

a) Adjustments to Senate Committee (approval)

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

1. Academic Building Needs

Add Mr. Dean Leung to replace Dr. Ian Franks

2. Agenda Committee

Add Principal Louise Nasmith to replace Principal *Pro Tem*. Leslie Bainbridge

3. Library Committee

Add Dr. Nemkumar Banthia to fill vacancy

4. Tributes Committee

Add Principal Louise Nasmith to replace Principal Leslie Bainbridge

5. Council of Senates Vancouver Representative Committee Four

Add Ms. Aidha Shaikh to fill vacancy

b) Ratification of Nominating Committee Appointments to the Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body.

***Motion:** That Senate ratify the decision of the Nominating Committee to appoint the following persons to the Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body and adjust the Committee's composition as set out below:*

- Dr. Elizabeth Dean, Senator, Faculty of Medicine
- Dr. Paul Harrison, Senator, Faculty of Science
- Dr. Ronald Yaworsky, Senator, Convocation
- Dr. Robert Tierney, Senator, Dean of Education
- Dr. Timothy McDaniels, Senator, College for Interdisciplinary Studies (School of Community and Regional Planning)
- Dr. George Bluman, Senator, Faculty of Science
- Ms. Janet Mee, Director, Access & Diversity Office
- Mr. Brendon Goodmurphy, Vice-President Academic, UBC Alma Mater Society; Student, Faculty of Arts
- Ms. Mackie Chase, Director, UBC Centre for Intercultural Communication

The Nominating Committee notes that the composition of the Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body was originally established as seven Senators and two non-members of Senate. The Committee requests leave of Senate to amend that composition to be six Senators and three non-members of Senate to allow for the inclusion of Ms. Chase, an acknowledged expert in the area of the committee's remit, without making the Committee too large.

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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September 7, 2007

To: Senate
From: Tributes Committee

Subject: Policy on Emeritus Status for Clinical Faculty (approval)

Please find attached a proposal to revise the current Senate policy on Emeritus Status with respect to the eligibility of clinical faculty. The proposed policy creates some explicit limits on such appointments in the Faculty of Medicine and also permits the possibility of comparable cases being made for exceptional cases of adjunct or honorary professors in other Faculties.

Motion: That the Senate policy on Emeritus Status, as approved by the Senate on February 22, 2006, be amended such that the following sentence:

Individuals holding Clinical appointments in the Faculty of Medicine must have had 15 years of continuous service to qualify.

is replaced by the following:

Individuals holding Clinical appointments in the Faculty of Medicine, and those holding equivalent Honorary or Adjunct appointments in other Faculties, may be eligible for emeritus status at the time of retirement if they are recommended by their Deans and Departments and meet the following criteria: a) at least 15 years of continuous service, and b) hold the rank of Clinical Associate Professor or Clinical Professor or demonstrate a scholarly record that has been reviewed according to established university procedures at the equivalent level, and c) demonstrate service that is strongly identified with the University of British Columbia and deemed worthy of continuing recognition.

Respectfully submitted,

Sally Thorne, Chair,
Senate Tributes Committee

Background to the Issue of Clinical Emeritus Appointments

Over the last two years, the Senate Tributes Committee re-examined the university's policy on emeritus status, having been prompted by two distinct requests:

1. to reconsider the existing policy on emeritus status for longstanding members of the faculty who resign prior to the normal age of retirement (conferred, but not until following the 65th birthday);
2. to consider the conditions under which emeritus status might be revoked in order to respond to a specific case presented to the committee by an academic unit.

As a result of extensive consultation and deliberation, both in the Tributes Committee and on the floor of Senate, we were able to achieve a new policy and to deal with the case at hand. However, additional issues related to emeritus status arose – in particular, the issue of emeritus status for Clinical Faculty within the Faculty of Medicine (a specific exception within the previous policy that we did not address within the last round of revisions).

Clinical Faculty: Clinical Faculty are non-term, non-salaried appointees (although they may be paid an honorarium or salary in relation to their specific duties with the university). We have taken the wording for the proposed modification and the procedural note that accompanies it from that developed by the Faculty of Medicine in its own documents pertaining to the Appointment, Reappointment and Promotion of Clinical Faculty¹.

The current university HR policy aligns Clinical Faculty in some respects with what are termed Adjunct Faculty in other academic units, although specified policies and criteria exist pertaining to Clinical Faculty as a distinct category within Medicine, Dentistry and Nursing. The Faculty of Medicine has a longstanding tradition of relying heavily on

¹ UBC Faculty of Medicine, Department of Family Practice,
Academic Ranks, Appointment, Reappointment and Promotion for Clinical Faculty
Approved January 24, 2006
<http://www.familypractice.ubc.ca/documents/DFP-ARPPProceduresJanuary242006.pdf>

Emeritus Appointments

A clinical emeritus appointment is an honourable recognition of long service and contributions to the Faculty of Medicine and it is not automatic. Where a Clinical Faculty member has reached his/her 65th birthday, and where the Clinical Faculty member has completed 15 continuous years of service, and where the Faculty member's service is strongly identified with the University of British Columbia and deemed worthy of continuing recognition, a recommendation for awarding the title of Clinical Professor or Clinical Associate Professor or Clinical Assistant Professor Emeritus may be made by the Dean to the Tributes Committee and ultimately to Senate on the recommendation of the Head/Director. Each case will be decided on its individual merit. Initiation of this process may be by the appropriate Program Director, or (where applicable) Division Head, or teaching hospital Department Head and would require approval of the Departmental Committee on Clinical Appointments and Promotions.

An Emeritus appointment is an honourable recognition of long service and contribution to the Faculty of Medicine but is not automatic.

faculty whose primary clinical practice and salary are derived from elsewhere. Over time, it has developed a set of procedures whereby Clinical Faculty are managed in as comparable a manner as possible to regular faculty with respect to rigorous review of teaching/scholarship/service, and there are explicit formal review procedures in place related to promotion through the ranks.

Current Issues: As the Senate Tributes Committee wrestled with the complexities inherent in this matter, we found ourselves to be in agreement about the basic principles for proposing changes: 1) the significance of the emeritus designation as an honorific in recognition of significant service to the university be preserved; 2) the procedures whereby individuals who have substantive university involvement over a considerable period of time but are not in salaried faculty appointments be comparably rigorous with those required of regular faculty members; 3) that “clinical” (adjunct/honorary) faculty from Faculties other than Medicine could theoretically be eligible if the cases met a similar standard of review and contribution; and 4) that the principles that currently apply with regard to how suitable cases are identified and put forward by Deans and considered by the Senate Tributes Committee be preserved. In order to accomplish this, we concluded that it was appropriate to explore the possibility of limiting emeritus status to those individuals who held the rank of Clinical Associate or Full Professor under the current Faculty of Medicine contract, or who, in other departments and rank categories, had clearly demonstrated a level of academic achievement that would be equivalent to that of Associate Professor at this university.

Recommendation: We concluded that an appropriate approach was to propose a modification to the current listing under Criteria for Emeritus/Emerita Status as it pertains to Clinical appointments in the Faculty of Medicine. It is our hope that this modification will accomplish several outcomes:

1. Provide support for the Faculty of Medicine in limiting expectations related to emeritus status in the current context of rapid provincial expansion;
2. Make explicit that emeritus status is reserved for cases in which a substantive and significant contribution to the university teaching and scholarly mandates is apparent;
3. Remove the exclusivity of the option so that comparable cases in other disciplines could be considered should they develop comparable mechanisms for appointment, reappointment and promotion;
4. Provide a rank standard against which the university can continue to reserve emeritus status for exceptional and strong cases.

Current Vancouver Senate Policy: Emeritus Status

<http://www.students.ubc.ca/senate/policies.cfm?ID=14>

The recommendations in the following report were accepted by the Vancouver Senate at its meeting of February 22, 2006.

Emeritus/Emerita Status

Emeritus/emerita status is a recognition conferred upon individuals who are retired from UBC (i.e., UBC Vancouver) but permitted to retain as an honorary title the rank held at retirement as set out in the following criteria.

Criteria for Emeritus/Emerita Status

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

- Have a combined age at retirement plus years of full-time service to the University of 70 or more, and
- Have held a full-time Tenure, Tenure-track, Grant Tenure or Grant Tenure-track position at the rank of Assistant, Associate or Full Professor or Instructor. In addition, Librarians and Program Directors must have held a Confirmed appointment.

Individuals holding Clinical appointments in the Faculty of Medicine must have had 15 years of continuous service to qualify.

A retiring Chancellor is automatically granted emeritus/emerita status.

Senate, at its discretion, may decide under exceptional circumstances, not to recommend emeritus/emerita status or to revoke emeritus/emerita status from an individual.

Procedures

- In June and December of each year, Faculty Relations forwards a list to the Senate Tributes Committee via Senate & Curriculum Services of retiring faculty members who meet the combined age and service requirement. It also forwards a list containing a) those "resigning" faculty members who have been recommended by Deans and/or Departments as retiring from UBC and otherwise meet the eligibility requirements, and b) those individuals holding clinical appointments who meet the criteria for emeritus/emerita status. The Tributes Committee considers the list for approval and then forwards the list to Senate for final approval. The Registrar and Secretary to Senate notifies faculty members of their emeritus/emerita status by letter following the Senate meeting.
- Individuals who meet the eligibility criteria and were not so recommended at the time of resignation may make subsequent application for consideration to Faculty Relations.
- Emeritus/emerita rank will be determined by the rank at retirement. In the event that an individual holds two ranks at the time of retirement (eg Professor and Dean) the individual may express a preference as to which of the two ranks will constitute the emeritus/emerita title.
- Appeals will be decided by the Vice-President Academic and Provost.

THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2007

To: Senate
From: Tributes Committee
Subject: Candidate for Emeritus Status (approval)

The Tributes Committee recommends the approval of the following motion:

Motion: That Senate approve Dr. Michael Vernier for emeritus status with the rank of Clinical Associate Professor Emeritus of Health Care and Epidemiology.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2007

Memo to: Senate

From: Tributes Committee

Re: Regalia Colours for Master of Nursing (Nurse Practitioner) (approval)

The Senate Tributes Committee recommends to Senate the approval of the following regalia, i.e., hood colour, for the Master of Nursing (Nurse Practitioner):

Fully lined scarlet with blue and white cord.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Tel: (604) 822-8141
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September 7, 2007

To: Senate
From: Tributes Committee
Subject: Memorial Minutes (approval)

The Tributes Committee has prepared memorial minutes for the following individuals:

Dr. Robert Mills Clark
Dr. R. Grant Ingram
Dr. William Robert Wyman, O.C.

Motion: *The Tributes Committee moves that the Memorial Minutes for Dr. Robert M. Clark, Dr. R. Grant Ingram and Dr. W. Robert Wyman be entered into the Minutes of Senate and that a copy of the memorial minutes be sent to the families of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

MEMORIAL MINUTES

Dr. Robert Mills Clark

Born in Vancouver, Dr. Clark earned a Bachelor of Commerce (1941) and Bachelor of Arts (Honours) Economics (1942), both at UBC and in 1946, he completed his Ph.D. at Harvard University. Dr. Clark was a member of Department of Economics from 1946 to 1985 and especially enjoyed teaching government finance. Throughout his 40 year career at the university, he published numerous texts on finance and economic security and also served on three provincial commissions of inquiry on public finance issues.

Actively involved in the administration of the university, Dr. Clark was appointed as University Planner in 1966 was served as a member of both the Senate and Board of Governors. He also dedicated his time and efforts to the Vancouver School of Theology, Regent College and the Vancouver Board of Trade. He was awarded the Confederation Medal by the federal government in 1991 for outstanding service to the people of Canada. In retirement, Dr. Clark remained actively engaged in civic affairs and remained passionate about contributing to a just and united Canada and to the betterment of society.

Dr. R. Grant Ingram

Dr. Grant Ingram came to the University of British Columbia in 1997 as the founding Principal of St. John's College. He also served as Associate Dean (Strategic Planning and Research) and Dean *pro tem.* in the Faculty of Science and most recently, as the Principal for the College for Interdisciplinary Studies. Before joining the UBC community, he had been Chair of the Institute of Oceanography and Professor in the Department of Atmospheric and Oceanic Sciences at McGill University. He obtained his PhD in the joint program of the Massachusetts Institute of Technology and Woods Hole Oceanographic Institution, and his BSc and MSc from McGill.

Dr. Ingram was named 2006 Fellow of the Oceanography Society for "insightful studies of physical processes and physical/biological coupling in extreme polar regions and for untiring service to the oceanographic community." In the same year, he was also distinguished as a Fellow of the Canadian Meteorological and Oceanographic Society for his "leadership in linking physical and biological oceanography, and his wide-ranging service and research contributions to Arctic oceanography." His scholarly expertise was especially germane, given the current international focus on climate change.

Dr. Ingram enriched the lives of many UBC students and was an outstanding teacher and mentor. His scholarly contributions to the world of earth and ocean sciences, along with truly remarkable and selfless administrative services to the university are accomplishments that bring tremendous pride to all those who have known him.

Dr. William Robert Wyman, O.C.

Dr. Wyman graduated with a Bachelor of Commerce from UBC in 1956 and was awarded an honorary Doctor of Laws in 1987. He went on to serve as Chairman of Finning International and Suncore Inc. and as Chairman and CEO of B.C. Hydro.

Dr. Wyman was a prominent advocate for corporate social responsibility and was widely respected throughout the investment community for the leadership of Pemberton Securities and RBC Dominion Securities Inc. During his tenure as Chair of Suncore Energy's Board of Directors, he encouraged the company to establish a foundation that has since donated millions of dollars to Canadian charities.

Dr. Wyman played a vital role in fostering the relationship between the university and the broader community. As Chancellor of UBC, he spent close to two decades working to ensure the future of post-secondary education and research as a trustee of the Killam Estate Trust. In 2002, he was presented with the Queen's Golden Jubilee Medal and in 2004, was appointed to the Order of Canada. Both awards were made in recognition of the significant contributions he made to his community and Canada.

THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2007

Memo to: Senate

From: Tributes Committee

Re: Procedures and Criteria for Granting Honorary Degrees (information)

Please find attached the report of the President's Advisory Committee on Honorary Degrees, as it was submitted to President Toope in July 2007. Since that time, the President has accepted the recommendations regarding procedures and criteria for granting honorary degrees. The report, endorsed by the Tributes Committee, is now presented to Senate for information.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

To: **President Stephen Toope**

From: **President's Advisory Committee on Honorary Degrees**

Re: **Procedures and Criteria relating to the awarding of Honorary Degrees at UBC**

Date: **May 18, 2007**

PROCEDURES AND CRITERIA RELATING TO THE AWARDING OF HONORARY DEGREES AT UBC

PREAMBLE

Since the creation of UBC Okanagan in 2005, and considering the authority of UBC's two Senates - the Vancouver Senate and the Okanagan Senate - to confer honorary degrees, it was deemed desirable to review the procedures relating to such degrees. Such a review also provides a useful opportunity to revise the current criteria so as to ensure that UBC honorary degrees at both campuses are granted under standards that are consistent with those of the best universities in the world; and to address any procedural matters that have been identified over the last few years.

Accordingly, a President's Advisory Committee has been established to review UBC's approach to identifying candidates for honorary degrees and their presentation for approval by each of the Senates. The terms of reference of the Committee indicate that it should give attention to the following matters:

- the criteria for awarding honorary degrees;
- the procedures for soliciting nominations;
- the format of the nomination dossiers and related materials;
- guiding principles and procedures for use by Senate committees in assessing the dossiers and making recommendations;
- the nature and extent of any relationship between the practices at UBCO and UBCV;
- communications between Ceremonies, Public Affairs, the Secretariat to the Senates, the relevant Committees, and the President;
- staff support for the above activities;
- the budgetary impact of any recommendations that are made.

Consistent with the above terms of reference, the present advisory committee has not attended to aspects relating to honorary degrees that arise beyond the approval of the two Senates (i.e. subsequent communications with recipients; the format of convocation ceremonies; etc.)

The Committee membership is:

- Michael Isaacson
- Jane Hutton
- Sally Thorne

The Director of Ceremonies and the Assistant Registrar, Senate & Curriculum Services are advisory to the Committee.

The Committee met with President Toope, and thereafter formulated a set of guidelines as provided in this report.

GUIDELINES

- **Committee membership.** The responsibility for soliciting nominations and bringing forward recommendations should continue to be undertaken, separately, by the Tributes Committee of the Vancouver Senate and the Policies and Procedures Committee of the Okanagan Senate. The President and Chancellor should both be voting members of both committees with respect to honorary degree considerations, and should normally be present for deliberations on such matters. The Chairs of the two Committees should confer occasionally so as to ensure a suitable coordination of the activities of the two committees.
- **Committee Support.** As a shift to current practice, and recognizing that the solicitation, assessment and approval of nominations are responsibilities of the Senates, it is proposed that the Senate Secretariat provide support to the relevant Senate Committees up to and including the approval of recommendations by the two Senates. Thereafter, the cases are handed to the Ceremonies Office for the purposes of contacting nominees through to their participation in ceremonies. Because of the background, knowledge and expertise on these matters that resides in the Ceremonies Office, the Director of Ceremonies should continue to participate in the deliberations of the committees, at least for a transition period of a few years. As well the Associate Secretary of the Senates* should participate in the deliberations of the committees. (The Director of Ceremonies is currently a member of the Tributes Committee of the Vancouver Senate only, and the Associate Secretary of the Senates is not a member of either committee. The Committees may wish to review their membership in this regard.)
- **Number of degrees.** The number of honorary degrees ultimately awarded each year is related to the number of invitations that are approved by the Senates, the proportion of individuals who accept invitations, and the number of postponed acceptances that are brought forward from a previous year. In the last few years, the number of honorary degrees conferred at the Vancouver campus has been approximately 12 per year (10 in May and 2 in November); and it has been 1-2 at the Okanagan campus. It is recommended that the number of nominations that are approved each year by the Senates should be such that the number

* It is intended that this additional title of the Assistant Registrar Enrolment Services will be brought forward shortly from the relevant Senate committees as a recommendation to the Secretary and the Chair of the Senates.

awarded each year is unlikely to exceed 10 at the Vancouver campus and 1 at the Okanagan campus.

- **Nomination form.** There will be a single nomination form that will include an indication of the Senate to which the nomination should be directed. The form will be modernized and made readily available through the Senates' web-sites. Nominations will need to conform more closely to specified format requirements than in the past. Specifically, the nomination will need to be limited to a prescribed length, and must include 2 - 5 letters from distinguished referees. There will also be a minimum amount of required information, without which a nomination will not be considered. A nomination should describe how the nominee fits the stated criteria, and the connection with UBC if any. It is preferred that the nomination includes a full curriculum vitae, but as minimum should include a summary curriculum vitae, or a biographical sketch of the nominee. (It is entirely appropriate to provide references to web-sites containing this information.)
- **Choice of campus.** The nominee may choose to accept, defer or decline a degree at a particular campus, but it is not possible for the nominee to choose to receive the degree at the other campus. Those deferring acceptance may normally do so for no more than two years. However, the period of deferral may be extended by the Ceremonies Office, in consultation with the relevant committee chair, if considered appropriate.
- **Master list of nominees.** The Secretariat is requested to maintain, and make available to committee members, a single updated list of nominee names that includes the following: current nominations submitted to both committees; intended campus; nominations from previous years that remain active (with an indication of the final year of consideration); nominations recommended by either committee; and past degree recipients. For each name there should be an indication of the basis of the nomination (the sphere of contribution and the affiliation with UBC if any), and any special notes. If the same name has been nominated independently for the two campuses, the Committee chairs will confer in order to select the committee that initially considers the nomination.
- **Solicitation of nominations.** The Committees will proactively solicit nominations from Senators, Deans, Heads and Directors, and the campus and alumni communities. Any individual, including the President, the Chancellor and committee members, may nominate candidates for an honorary degree at either campus, by the stated deadline and following the appropriate format. In exceptional circumstances, nominations may be brought to the Committee on an urgent basis through the Office of the President, or may emerge through committee discussion and consensus. The Secretariat is available to provide advice on the submission of nominations.
- **Schedule.** The deadline for nominations each year should be approximately September 15. Each Committee will likely meet twice following the deadline: once to develop a short-list of the nominations and to determine any additional information that may be required; and a second time to finalize the list of recommended nominees to be taken to the respective Senate. The committee recommendations are brought forward to the November or December Senate meetings.

- **Adjudication.** All current nominees and nominees brought forward from previous years should be considered by the committees, and either (i) included in the recommendations taken to the Senate, (ii) removed from future consideration, or (iii) retained for future consideration for up to three cycles in total. The adjudication process should be modernized and handled through web-sites and/or e-mails to the extent possible. Thus, the nomination packages should be available to committee members through a web-site with password access. (As well, committee members may review hard copies of nominations in the Secretariat offices.) The master list of nominees, as described above, will be e-mailed or made available electronically in a secure way, in confidence, to committee members.
- **Recommendation to Senate.** The committee report brought to each Senate should include a list of recommended names, with a brief justification for each. The report is considered by each Senate in camera. The committees should not recommend names to Senate on a provisional basis, nor should the committees present candidates in any rank order.
- **Parchment.** For standard degree parchments, the campus is to be identified through the phrase “the Vancouver Senate of the University of British Columbia ...” or “the Okanagan Senate of the University of British Columbia ...”, as appropriate. Honorary degree parchments are entirely in Latin and do not make reference to the Senates, the campus or the city. The Committee is of the view that it is appropriate to make some reference to the campus, and suggest replacing the phrase “Signed at the Annual Congregation” by “Signed at the Okanagan Annual Congregation” or signed at the “Vancouver Annual Congregation”, as appropriate.
- **Criteria.** The criteria are identical for both campuses. The stated criteria are as follows:

The award of an Honorary Degree is recognition by the University of British Columbia of distinguished achievement or of outstanding service. The criteria for the award of an Honorary Degree are excellence, eminence, and accomplishment. Nominees must be exceptionally distinguished: scholars, creative artists, public servants, persons prominent in the community and the professions, and others who have made significant contributions locally, nationally or globally.

Honorary degrees are not normally awarded to those who currently hold political office, including Senators, nor to current or former UBC faculty members, nor those whose contributions may be considered to be no longer of current interest or at previous levels of significance. In approving candidates for Honorary Degrees, the Senates strive for diversity of background, disciplines, and spheres of contribution. A nomination that may possibly be controversial will need to pass the test: “is UBC willing to deal with any and all possible consequences?”

Because former faculty members will no longer normally be eligible for Honorary Degrees, but should sometimes be recognized in some way, the two Senate Committees should confer and consult on the possible establishment of a new recognition, such as “Distinguished

Emeritus Professor". It is recognized that corresponding policies on this matter may be distinct at the two campuses.

- **Public announcement.** Committee members should hold lists of nominees in strict confidence in perpetuity. Senators are reminded that all names brought to the Senates are strictly confidential, except for those names that are publicly announced, and then only after a public announcement is made. The Ceremonies Office is responsible for the public announcement of those nominees who have accepted nominations for the coming Congregation ceremonies. This announcement should be made with notable publicity in coordination with the Public Affairs Office, and should include photographs, a press release, and articles in UBC Reports and the University's web-site.

RECOMMENDATION

President Toope is invited to approve the report as presented herein and to forward it to the relevant Committees of the Senates, for their endorsement and transmittal for information to the September 2007 meetings of the Senates. (In case of possible changes introduced by either committee, coordination between the two committees and the President will be needed to ensure that the identical report is brought forward to the two Senates.)



MEMORANDUM

Provost and Vice President Academic

6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

September 7, 2007

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

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in black ink, appearing to read 'DXI' followed by a long horizontal stroke.

Re: **Change of Name from School of Occupational and Environmental Hygiene to School of Environmental Health**

Recommendation:

I recommend that Senate approve the change of name from School of Occupational and Environmental Hygiene to **School of Environmental Health, effective September 19, 2007.**

Rationale:

The proposal to change the name is based on the following three main reasons:

1. For the past year the School has been actively working to increase the pool of graduate student applicants to its MSc and PhD programs. This has taken the form of working with the graduate recruitment initiative of the Faculty of Graduate Studies, consultation with its own students and alumni, internal discussions amongst School faculty and outreach sessions with prospective students. A recurring theme in these efforts has been unfamiliarity with the meaning of the term “hygiene” and that this is a barrier to student recruitment. The proposed change in name more accurately reflects the mission and activities of the School while at the same time it resonates with prospective students.
2. The School has evolved as a focal point for collaborative efforts within UBC regarding occupational and environmental health, and is recognised within Canada and internationally for environmental and occupational health research, education, and practice. These collaborative efforts have been recognized for example, by the Michael Smith Foundation for Health Research (MSCHR) through its funding of the Centre for Health and Environment Research that is based at the School and the CIHR-MSFHR-funded Bridge Strategic Training Program that is housed, in part, at the School. In addition, School faculty have played a leading role in the establishment of the BC Environmental and Occupational Health Research Network which is supported by the MSFHR.
3. Most similar programs at other institutions have removed the term “hygiene” from their names. For example at the University of Toronto the similar unit is named the “Gage Environmental and Occupational Health Unit.”

The College for Interdisciplinary Studies strongly supports the change in name. The College consulted widely with all units that work in closely related areas or with whom the School has jointly appointed or associate faculty.



MEMORANDUM

Vice President Academic and Provost

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August 16, 2007

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

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

A handwritten signature in blue ink that reads "George A. Mackie".

Re: **Sunny Hill Health Centre B.C. Leadership Chair in Child Development**

Recommendation:

I recommend that Senate approve the establishment of the Sunny Hill Health Centre B.C. Leadership Chair in Child Development, made possible by endowment funding from the B.C. Children's Hospital/Sunny Hill Foundation and the B.C. provincial government's Leading Edge Endowment Fund.

Rationale:

The B.C. Leadership Chairs were designed "to attract world class faculty to strengthen the province's capacity for innovative research and promote B.C. as a centre for cutting-edge research, enhancing economic development positioning the province as a leader in the knowledge-based economy." The Chair for Child Development was specifically and separately defined relative to chairs allocated in other research areas. Its purpose is to create new knowledge in how lived experience translates into developmental differences in children.

The holder of the Chair will take a leadership role in early child development that supports the building of a critical mass of investigators at UBC and the Child and Family Research Institute, and contributes to interdisciplinary research collaborations that draw on the growing body of knowledge in neurosciences, immunology, endocrinology, behavioural and social sciences, and habilitation/rehabilitation. This unprecedented integration of individual-level assessment and population-based research will create new knowledge in child development.

The Sunny Hill Health Centre B.C. Leadership Chair in Child Development will be located within the Human Early Learning Partnership in the College for Interdisciplinary Studies, with a joint appointment to be established in the Department of Pediatrics in the Faculty of Medicine.



MEMORANDUM

Provost and Vice President Academic

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September 7, 2007

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

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in dark ink, appearing to read 'D. H. Farrar', followed by a horizontal line.

**Re: University of British Columbia / Providence Health Care
British Columbia Leadership Chair in Addiction Research**

Recommendation:

I recommend that Senate approve the establishment of the British Columbia Leadership Chair in Addiction Research, made possible by endowment funding from the St. Paul's Hospital Foundation and the B.C. provincial government's Leading Edge Endowment Fund.

Rationale:

The B.C. Leadership Chairs were designed "to attract world class faculty to strengthen the province's capacity for innovative research and promote B.C. as a centre for cutting-edge research, enhancing economic development positioning the province as a leader in the knowledge-based economy." The Chair for Addiction Research was specifically and separately defined relative to chairs allocated in other research areas. Its purpose is to create new knowledge to improve the health of addicted populations.

The holder of the Chair will lead a research program to develop and evaluate new treatment approaches for addiction and conditions of co-morbidity, including mental health and HIV/AIDS, working with experts in fields encompassing genomics, neuroscience, pharmacology, psychology, clinical trials, epidemiology, behavioral science and anthropology, making B.C. a world centre for innovative addiction treatment science.

The B.C. Leadership Chair in Addiction Research will be located within the Centre for Health Evaluation and Outcome Sciences at St. Paul's Hospital and be closely aligned with the B.C. Centre for Excellence in HIV/AIDS also located at St. Paul's Hospital. The position holds joint appointments with the Department of Psychiatry, Faculty of Medicine and the Department of Psychiatry at Providence Health Care, and the Providence Health Care Research Institute.



MEMORANDUM

Provost and Vice President Academic

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September 5, 2007

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

From: David H. Farrar
Provost and Vice President Academic

Re: BC Leadership Chair in Advanced Forest Products Manufacturing Technology

Recommendation:

I recommend that Senate approve the establishment of the BC Leadership Chair in Advanced Forest Products Manufacturing Technology, made possible by funding from the Canadian Forest Service, FPInnovations, Tolko Industries, Viance, the UBC Centre for Advanced Wood Processing Endowment, and the provincial government's Leading Edge Endowment Fund.

Rationale:

The B.C. Leadership Chairs were designed "to attract world class faculty to strengthen the province's capacity for innovative research and promote B.C. as a centre for cutting-edge research, enhancing economic development positioning the province as a leader in the knowledge-based economy." The Chair in Advanced Forest Products Manufacturing Technology will establish an interdisciplinary research program integrating universities, research institutes and industry to focus on the creation of the knowledge and technology needed to develop new bio-composite materials and substantially improve the properties of lumber and wood based panels. State-of-the-art information technologies will be employed in the research program and innovative solutions will be shared for the benefit of the BC forest sector, broadly defined.

The Chair in Advanced Forest Products Manufacturing Technology will be a prominent campus leader. The Chairholder will bridge forestry, materials science and wood products processing, taking the Centre for Advanced Wood Processing in a new direction and assisting applied scientists and engineers to improve the quality of the products produced by the province's wood products processing industries. The Chair will be critical to enhancing the competitiveness and sustainability of the BC Forest Sector, and the economic health and development of regional British Columbia, particularly where affected by the mountain pine beetle epidemic.

The Chair will reside in the Department of Wood Science, Faculty of Forestry.