

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

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

Vancouver Senate

AGENDA

THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, NOVEMBER 14, 2007

7:00 P.M.

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

1. Senate Membership -- Secretary Ms. Deborah Robinson

a. New Members (information)

Dr. Mary Bryson and Dr. Kelly Russell, faculty representatives of the Faculty of Graduate Studies

Mr. Andrei Ionescu, student representative of the Faculty of Dentistry

Mr. Ashish Mohan, student representative of the Faculty of Forestry

Ms. Judith Plessis, Director, Continuing Studies, replaces Ms. Jane Hutton

b. Declaration of Vacancy (information)

One representative of the Joint Faculties to replace resigning Senator Dr. Joy Johnson

2. Minutes of the Meeting of September 19, 2007-- President Stephen Toope

(approval) (circulated)

3. Business Arising from the Minutes -- President Stephen Toope

a. Oral Status Update on Senate Referral to Library Committee re: Macmillan Library (information) -- Ms. Lisa Collins

b. Oral Status Update on Academic Concession Policy from Academic Policy Committee -- Dr. Paul G. Harrison

4. Remarks from the Chair and Related Questions -- President Stephen Toope

5. Financial Statements 2006/2007 and Budget Outlook 2008/2009 -- Vice-President David

Farrar With Guest Presenters Vice-President Terry Sumner and Deputy Provost George Mackie (information) (Financial Statements circulated)

.../continued

6. Candidates for Degrees

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

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as approved by the Faculties and Schools, be granted the degree or diploma for which they were recommended, effective November 2007, and that a committee comprised of the Registrar, the appropriate dean(s) and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (2/3 majority required)

7. From the Board of Governors

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

Senate Meeting of September 19, 2007

Curriculum proposals from the Faculties of Arts, Commerce & Business Administration, Graduate Studies, Law, and Science.

Name change from the School of Occupational and Environmental Hygiene to the School of Environmental Health

Establishment of three new chairs: Sunny Hill Health Centre BC Leadership Chair in Child Development, UBC/Providence Health Care BC Leadership Chair in Addiction Research, and BC Leadership Chair in Advanced Forest Products Manufacturing Technology

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

(approval) (circulated)

- a. Examination Hardships Policy
- b. UBC-Renda Summer Program in Buddhist Studies
- c. Robert H. Lee Graduate School

9. Joint Reports from the Academic Policy Committee and Curriculum Committee -- Dr. Paul G. Harrison (approval) (circulated)

- a. Reorganization of the Department of Theatre, Film, & Creative Writing and related curriculum proposals
- b. Reorganization of the School of Social Work and Family Studies and related curriculum proposals

10. Admissions Committee -- Dr. James Berger

(approval) (circulated)

- a. Applicants Following the BC Secondary School Curriculum (re: Provincial Examinations)
- b. International Baccalaureate Transfer Credit

Admissions Committee, continued

- c. English Language Admission Standard Waiver
- 11. Agenda Committee -- Dean Michael Isaacson**
Senate Secretariat (information) (circulated)
- 12. Joint Report from the Agenda Committee and the Nominating Committee -- Dean Michael Isaacson**
Roles, Responsibilities, and Procedures of Senate Committees (information) (circulated)
- 13. Curriculum Committee -- Dr. Peter Marshall**
 - a. Curriculum proposals from the Faculty of Arts and the Faculty of Commerce & Business Administration (approval) (circulated)
 - b. New certificate programs (information) (circulated)
- 14. Nominating Committee -- Dr. Rhodri Windsor-Liscombe**
 - a. Adjustments to Senate Committees (approval) (circulated)
 - b. Vice-Chair of Senate (information) (circulated)
 - c. Senior Academic Administrative Appointment Policies (information) (circulated)
- 15. Student Awards Committee -- Dr. George Bluman**
New Awards (approval) (circulated)
- 16. Tributes Committee -- Dr. Sally Thorne**
Memorial Minute for Mr. Charles McKinnon Campbell Jr. (approval) (circulated)
- 17. Report from the Vice-President, Academic & Provost -- Dr. David Farrar**
Amendment to UBC Policy #21 on the Appointment of Deans and Principals (approval) (circulated)
- 18. Report from the Secretary to Senate -- Associate Secretary Ms. Lisa Collins**
Format Change for Graduation Ceremonies (information) (circulated)
- 19. Proposed Agenda Items**
- 20. Other Business**
- 21. Tributes Committee -- in camera -- Dr. Sally Thorne**
Candidates for Honorary Degrees (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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Vancouver Senate

MINUTES OF SEPTEMBER 19, 2007

Attendance

Present: President S. J. Toope (Chair), Mr. B. J. Silzer (Secretary), Mr. T. Ahmed, Dr. N. Banthia, Dr. J. D. Berger, Dr. G. Bluman, Dean M. A. Bobinski, Prof. C. Boyle, Mr. P. T. Brady, Dr. J. Brander, Dr. H. Burt, Dr. L. Chui, Dr. J. Dennison, Ms. D. Diao, Vice-President D. Farrar, Dr. C. Friedrichs, Ms. M. Friesen, Mr. C. L. Gorman, Dr. S. Grayston, Dr. L. Gunderson, Dr. P. G. Harrison, Associate Vice-President J. Hutton, Dean M. Isaacson, Ms. J. Khangura, Dr. B. S. Lalli, Mr. T. Leaver, Mr. A. Lee, Dr. M. MacEntee, Dr. P. L. Marshall, Dr. T. McDaniels, Dr. A. McEachern (Chancellor), Dr. W. McKee, Dr. D. McLean, Mr. W. McNulty, Principal L. Nasmith, Mr. R. Pan, Dean S. Peacock, Mr. L. Powell, Mr. G. Rawle, Ms. E. Rennie, Dean J. Saddler, Dr. J. Sarra, Ms. A. Shaikh, Mr. B. Simpson, Dr. R. Sparks, Dr. B. Stelck, Dean G. Stuart, Mr. R. Taddei, Acting Principal J. Thompson, Dr. S. Thorne, Dean R. Tierney, Mr. H. Tse, Dr. M. Upadhyaya, Dr. R. A. Yaworsky, Dr. J. Young.

By invitation: Dr. A. Buchan (Faculty of Medicine), Dr. R. Cavell (Faculty of Arts), Dr. C. Fabian (Faculty of Medicine), Vice-Provost and Associate Vice-President A. Kindler, Mr. B. Goodmurphy (Alma Mater Society), Mr. M. Weiss (English Language Institute).

Regrets: Dr. P. Adebar, Dr. B. Arneil, Mr. J. Aulakh, Ms. S. Brkanovic, Dr. E. Dean, Dr. W. Dunford, Dr. S. Farris, Dr. D. Fielding, Dean N. Gallini, Dr. D. Griffin, Dr. R. Harrison, Dr. R. Helsley, Dr. R. Irwin, Dean M. Isman, Dr. J. Johnson, Ms. W. King, Dr. S. B. Knight, Mr. D. K. Leung, Mr. R. Lowe, Dr. A. McAfee, Dean D. Muzyka, Dr. D. Paterson, Dr. P. Potter, Dean *pro tem.* A. Rose, Dean C. Shuler, Dean R. Sindelar, Ms. M. Tee, Mr. B. Toosi, Dr. P. Ward, Dr. D. Weary, Dr. R. Wilson, Dr. R. Windsor-Liscombe.

Recording Secretary: Ms. L. M. Collins.

Call to Order

Senate Membership

Mr. Silzer announced the following membership changes.

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

REPLACEMENT

Dr. Robert Sparks replaced resigning Senator Dr. Ian Franks as a representative of the Joint Faculties

Minutes of the Previous Meeting

<i>Dean Isaacson</i>	}	<i>That the minutes of the meeting of May 16, 2007 be adopted as circulated.</i>
<i>Dr. McKee</i>		

The Senate
acquiesced without
a vote.

Remarks from the Chair and Related Questions

CERTIFICATES OF APPRECIATION

President Toope presented certificates of appreciation to the following Senators who had completed their terms or had resigned:

- Dr. Lesley Bainbridge (in absentia);
- Dr. Ian Franks (in absentia);
- Associate Vice-President Jane Hutton;
- Dr. George Mackie.

NEW UBC VICE-PRESIDENTS

The President welcomed Dr. David Farrar, who had recently taken up his position as Vice-President, Academic & Provost and was attending his first meeting of the Senate. The President also

Remarks from the Chair and Related Questions, continued

noted the arrival on campus of Dr. Stephen Owen, who had been recently appointed Vice-President, External and Community Relations.

ADVOCACY FOR POST-SECONDARY EDUCATION

President Toope described a recent meeting he had attended at the invitation of Minister of Finance James Flaherty, where business leaders and members of various “think tanks” had come together to discuss the future of the Canadian economy. The President found it gratifying to observe that many CEOs were working to advance the case for post-secondary education as a way to produce thoughtful citizens and to support cultural, social, and economic innovation. The President described recent discussions with BC Minister of Finance Carole Taylor as open with respect to potential future investments in higher education. Although the President cautioned against false expectations, he felt that the tone was positive.

VICE-PRESIDENT, DEVELOPMENT AND ALUMNI ENGAGEMENT

President Toope reported that the search for a new Vice-President, Development and Alumni Engagement was proceeding satisfactorily, and that consultations were set to begin shortly. The President was pleased to report that approximately 1500 people had registered for a recent alumni weekend event, indicating progress toward increasing alumni connection to the University.

DEVELOPMENT UPDATE

The President was pleased to announce that, as of August 31, 2007, the University had received at total of \$55.5 million in gifts in this fiscal year, with another \$13.5 million in the final stages of confirmation. Many of these gifts had been secured through the hard work of deans, development officers, and department heads. The President gave a brief overview of recent donations in support of capital projects, leadership chairs, targeted areas of research, and student financial assistance. He was optimistic that there would soon be announcements about funding for the

Remarks from the Chair and Related Questions, continued

completion of the Museum of Anthropology Renewal Project, renovations for the Old Auditorium, as well as plans to create an alumni centre.

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 of 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;

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

New Awards;

Establishment of the Drug Research Institute.

Academic Policy Committee

Committee Chair Dr. Paul G. Harrison presented the Committee's reports.

SCHOOL OF PUBLIC AND POPULATION HEALTH IN THE FACULTY OF MEDICINE

The Academic Policy Committee had considered and approved in principle a proposal from the Faculty of Medicine to establish a School of Population and Public Health. The proposed School was to focus on five broad theme areas, with the aim of creating new knowledge concerning the biological, psychological, social, occupational and environmental determinants of health into improved health and quality of life for all. The Committee was of the opinion that an indication

Academic Policy Committee, continued

of support from Senate at this time would facilitate the process of consultation with other academic units. A full proposal was expected be submitted to the Academic Policy Committee and the Senate in the following months.

<i>Dr. P. G. Harrison</i>	}	<i>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.</i>
<i>Dr. Burt</i>		

DISCUSSION

Dr. Harrison noted that the Committee was supportive of the proposal as a way to take better advantage of currently-distributed UBC expertise. He drew attention to the fact that the circulated document did not contain all of the details that would be required in order to grant a final approval on the establishment of the School, but that a full proposal was expected to be submitted within a relatively short time.

Dean Stuart described the domain of public and population health as being of great import at the national and international levels. He also noted that the University had also received signals from government about the need to better educate professionals in this area.

In response to a question from Dr. Brander about planned structural changes related to the establishment of the School, Dean Stuart reported that some of the details were yet to be worked out. The broad intent was to bring faculty members already engaged in this area together in a more synergistic, interdisciplinary way.

The motion was put
and carried.

Academic Policy Committee, continued

ACADEMIC CONCESSION POLICY

The Committee had circulated a proposal to revise the Calendar entry on Academic Concession, which had last been revised by the Senate in October 2006. The changes were intended to

1. Avoid a growing list of reasons for seeking academic concession that highlights some circumstances but not others that may be equally valid,
2. Ensure that students take responsibility for acknowledging personal circumstances that exist when classes start,
3. Further clarify the roles of the instructor and the dean/director, and
4. Expand the directions given to students on the supporting documentation required and the possible long-term implications of academic concession.

<i>Dr. P. G. Harrison</i>	}	<i>That the revised policy on Academic Concession be approved.</i>
<i>Dr. Yaworsky</i>		

DISCUSSION

With the consent of the assembly, Mr. Brendon Goodmurphy, Vice-President, Academic, Alma Mater Society (AMS), offered his comments on the proposal. Although he was of the opinion that some of the proposed changes were positive, he also expressed concerns as follows:

- The status of academic concession as either a privilege or a right. Mr. Goodmurphy stated the AMS had the policy that academic concession was a right, whereas the proposal described it as a privilege. He agreed that the granting of academic concession should not be automatic, but felt that the proposed language was unduly harsh. He requested that the policy be referred back to the Committee for clarification of this point.
- The statement that students might be asked to commit to an ongoing program of medical care. Mr. Goodmurphy expressed concern that the policy was not clear who could require that a student make such a commitment, and was uncertain that deans were qualified to make recommendations to students regarding personal health matters. Mr. Goodmurphy requested that the policy clarify the criteria that a dean might use to make decisions in such situations.
- The statement that students might be required to take a reduced course load. Following clarification from Dr. Harrison about the normal dialogue between a Faculty and the various student service units, e.g., the Student Health Service, involved with a given student's case, Mr. Goodmurphy expressed the opinion that the policy was not clear enough about how such decisions were to be made. Mr. Goodmurphy stated that he felt it was the student's right to make decisions about their course load and that he would be concerned about academic units imposing indefinite or permanent restrictions on registration.

Academic Policy Committee, continued

Given his concerns about the policy, Mr. Goodmurphy asked that the Senate refer the policy back to the Academic Policy Committee for further discussion.

There were questions from Senators about:

1. Whether the “privilege, not a right” language was necessary;
2. Whether the policy should be explicit about the need for decisions about course load restrictions to be made in consultation with other support services and not by deans alone; and
3. Whether the policy as written allowed sufficient flexibility for instructors and students to reach informal agreements on certain kinds of concession, e.g., the rescheduling of an examination during the same examination period. Dr. Harrison stated that Faculties may choose to more precisely define their processes in their own policies on academic concession.

MOTION TO REFER

*Dr. Yaworsky
Mr. Lee*

}

That the policy on Academic Concession be referred to the Academic Policy Committee to retain the significant improvements made over previous versions of the policy while also addressing issues raised today.

Discussion on Motion to Refer

Mr. Brady suggested that Senators consider amending the policy, rather than referring it back to the Committee.

In response to a question from Dr. MacEntee about student consultation, Dr. Harrison stated that, while the Student Senate Caucus had received a previous draft of the policy, students had not been consulted to any greater degree than other members of the academy. Student Senate Caucus Chair Mr. Ahmed stated that the version Student Senators had received did not contain the “right vs. privilege” language. He noted that consultation with Student Senators as individuals did not imply that all students had been consulted.

Dr. Friedrichs spoke in favour of referral, describing the concerns raised as significant. He added that it would be difficult for the Senate to ultimately determine whether academic concession was a right or a privilege. He suggested that Senators would feel more comfortable voting on the motion to approve after soliciting and reviewing submissions from interested parties.

Academic Policy Committee, continued

Dr. Bluman spoke in favour of the report as written.

Dr. Sarra spoke in favour of referral, citing a lack of clarity about rights vs. privileges.

The motion to refer
was put and carried.

In response to a question from President Toope, Dr. Harrison stated that the Committee could bring a report on the matter to the October 2007 meeting of the Senate, pending the availability of those who needed to be consulted.

Admissions Committee

Committee Chair Dr. Berger presented the Committee's reports.

FACULTY OF MEDICINE: DOCTOR OF MEDICINE INTERVIEW FORMAT

The Committee had circulated a proposal to change the format of interviews for applicants to the Faculty of Medicine for the Doctor of Medicine program, commencing September 2008, from a panel interview model to the Multiple Mini-Interview (MMI) model.

The MMI model was described as follows:

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.

Admissions Committee, continued

The advantages of the MMI model over the panel interview were listed as follows:

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.

The Admissions Committee had 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.

<i>Dr. Berger</i>	}	<i>That the Senate approve the proposed changes to the admissions interview format for the Doctor of Medicine program.</i>
<i>Dr. MacEntee</i>		

DISCUSSION

With the consent of the assembly, the Chair recognized Dr. Clifford Fabian, Associate Dean, MD Undergraduate Program, Faculty of Medicine.

In response to questions from Dr. Bluman, Dr. Fabian stated that the number of interviewees would range from 620 to 650 each year, and that interviewers would be selected and trained using a very structured process.

Dr. Lalli stated that it was more important to admit students who would best serve society, rather than worry about costs of the interview process. He expressed the opinion that there would be less bias in a group interview than in individual interviews. He also cited an apparent lack of flexibility in the proposed model. Dr. Fabian stated that the decision to propose the MMI model

Admissions Committee, continued

had been based on extensive literature describing its effectiveness. McMaster University had implemented the MMI model in 2001, and had found good predictability of success with most parts of the medical school curriculum. Responding to Dr. Lalli's concerns about flexibility, Dr. Fabian stated that interviews currently took place under a much less flexible five-day period than would the interviews under the proposed format. MMI interviews could take place over a number of days at a variety of sites.

Ms. Khangura asked whether it might be useful to specify the normal city location for interviews. Dr. Fabian replied that, which the first round of interviews would take place in Vancouver, future locations were uncertain. In response to questions from Ms. Khangura about the security of the questions, Dr. Fabian stated that interviews would draw from a huge bank of questions. Although some research had shown that scores were usually not significantly higher if applicants know the questions in advance, the Faculty planned to change the questions within and between interview periods to ensure fairness.

In response to questions about how much information will be made available to applicants, Dr. Fabian stated that the Faculty had not yet determined exactly how much transparency would be optimal. In response to questions about possible conflict of interest, Dr. Fabian stated that interviewers would check over their candidate lists to ensure the absence of any acquaintances. Should a candidate known to the interviewer present themselves at an interview station, the process allowed for the candidate to skip that particular station without penalty.

The motion was put
and carried.

CONDITIONAL ADMISSION PROGRAM FOR APPLICANTS WITHOUT THE REQUIRED PROFICIENCY IN ENGLISH

The Committee had circulated a proposal to establish a Conditional Admission Program for highly qualified applicants who do not meet the English Language Admission Standard (ELAS)

Admissions Committee, continued

or Language Proficiency Index (LPI). Applicants offered conditional admission would be expected to meet ELAS and LPI requirements within one year of study.

<i>Dr. Berger</i>	}	<i>That the Senate approve the Conditional Undergraduate Admission Program.</i>
<i>Associate Vice-</i>		
<i>President Hutton</i>		

DISCUSSION

With the consent of the assembly, the Chair recognized Dr. Anna Kindler, Vice-Provost and Associate Vice-President, Academic Affairs.

Dr. Berger pointed out that there were still some implementation issues to be resolved, particularly with respect to the role of Enrolment Services at various points in the process.

Dr. Lalli described the proposal as a wonderful idea. He stated that he was personally familiar with a brilliant applicant to a doctoral program who had fallen short on the TOEFL test by two marks, and that this kind of program would be perfect in such a circumstance.

In response to a question from a Student Senator, Associate Vice-President Kindler stated that students would remain in the Continuing Studies program for one to three terms, depending on individual needs. Students would enter degree studies at the beginning of a term, rather than in the middle.

In response to a question from Dr. P. G. Harrison, Associate Vice-President Kindler confirmed that a Calendar entry on the program would come to Senate for approval at a later date. There was general consensus that a Calendar entry would be required.

In response to a question from Dr. Gunderson about who would determine whether a given student could be reasonably expected to meet the required standard within one year, Dr. Kindler

Admissions Committee, continued

stated that applicants would need to meet the minimum entry scores listed in Appendix 3 of the report in order to be eligible for admission to the program.

The motion was put
and carried.

REVOCATION OF OFFERS OF ADMISSION BASED ON INTERIM GRADES

Dr. Berger gave an oral report on recent events relating to the revocation of offers of admission based on interim grades. He stated that conditional offers of admission based on interim grades have been subject to confirmation in August if the student's final grades met or exceeded a stated minimum. During the summer of 2007, the Vice-President, Academic & Provost *pro tem.* had made the decision that the revocation of such offers would be severely curtailed. Offers would only be revoked if the initial offer had been made based on incorrect information or if the student's grade average did not meet the published University minimum for admission.

Dr. Berger stated that, given the late receipt of BC provincial examination grades, students in previous years have sometimes found their offers revoked at a late date when there were few other options available. Dr. Berger stated that Dr. Isaacson, Dean of the Faculty of Applied Science, had expressed concern that the Senate ought to have approved a corresponding change in admissions policy prior to implementation, and that the University's actions were inconsistent with the letters of offer.

The Admissions Committee had discussed the matter and agreed that some policy changes should be considered by the Committee and then brought to the Senate for final approval. Dr. Berger stated that, because the current Calendar was silent on this aspect of offer revocation, the decision to stop revoking offers had not violated a published policy or regulation.

Dr. Berger stated that a working group on the use of provincial examinations as admission requirements for BC students had recently completed its work and submitted a report to the

Admissions Committee, continued

Admissions Committee. The Committee was of the opinion that questions about provincial examinations and offers based on interim grades were related and ought to be considered together. Dr. Berger anticipated that the Committee would be ready to report the Senate on provincial examinations within the following two months.

Dean Isaacson expressed his appreciation to Dr. Berger for agreeing to bring his concerns to the attention of the Senate. Dean Isaacson stated that he hoped for a thorough assessment of the issue by the Admissions Committee and looked forward to the eventual Senate report. He added that, although the Calendar may be silent on certain issues, the ultimate decision-making authority on admissions issues had been assigned to the Senate under the *University Act*. He stated that the sudden change to past practice on admissions offers had resulted in harm being done to some students in the Faculty of Applied Science.

As a related issue, Dean Isaacson reported that the Nominating Committee and the Agenda Committee were working together with the Secretariat to propose that a set of operating procedures be developed for each Senate Committee to more explicitly define committee roles and responsibilities.

Agenda Committee

Committee Chair Dean Isaacson presented the report on behalf of the Committee.

VANCOUVER SENATE ANNUAL REPORT 2006/2007

Please see also 'Appendix A: Vancouver Senate Annual Report 2006/2007.'

The Committee had circulated for information the previous year's Vancouver Senate Annual Report. Dean Isaacson noted that this report would be published in UBC Reports, as had happened during the previous year. Dean Isaacson reported that, in the previous year, the Senate Secretariat did not have a budget sufficient to provide for the publication of the Annual Report. He was pleased to report that the President, in consultation with the appropriate Vice-Presidents, had

Agenda Committee, continued

approved a notable budget increase for the operation of the Senate Secretariat, which supports the Vancouver Senate, the Okanagan Senate, and the Council of Senates.

Curriculum Committee

Please see also 'Appendix B: Curriculum Summary.'

Committee Chair Dr. Marshall presented the curriculum proposals for approval.

<i>Dr. Marshall</i>	}	<i>That the 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.</i>
<i>Ms. Friesen</i>		

Carried.

Nominating Committee

Committee member Dean Isaacson presented the report.

ADJUSTMENTS TO SENATE COMMITTEES

The Committee had circulated the following proposed Committee membership adjustments.

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 *pro tem.* Leslie Bainbridge
5. Council of Senates Vancouver Representative Committee Four
Add Ms. Aidha Shaikh to fill vacancy

<i>Dean Isaacson</i>	}	<i>That Senate approve the revisions to the membership of Committees of Senate.</i>
<i>Mr. Gorman</i>		

Nominating Committee, continued

Carried.

SENATE RATIFICATION OF NOMINATING COMMITTEE APPOINTMENTS TO THE AD-HOC COMMITTEE ON ACADEMIC ADVISING ISSUES RELATING TO A CULTURALLY-DIVERSE STUDENT BODY.

*Dean Isaacson
Mr. Pan*

} *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.*

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

- 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.

The motion was put
and carried.

Tributes Committee

Committee Chair Dr. Thorne presented the reports.

POLICY ON EMERITUS STATUS FOR CLINICAL FACULTY

The Committee had circulated the following proposed policy change.

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.

Recommendation: 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 Clinical or equivalent Honorary or Adjunct appointments in other Faculties, may be eligible for emeritus/emerita status at the time of retirement from active University service 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 at the Department and Faculty levels according to established university procedures for the equivalent level, and c) demonstrate service that is strongly identified with the University of British Columbia and deemed worthy of continuing recognition.

<i>Dr. Thorne</i>	}	<i>That the Senate approve the change to the Senate policy on Emeritus/Emerita Status as recommended by the Tributes Committee.</i>
<i>Associate Vice-</i>		
<i>President Hutton</i>		

DISCUSSION

In response to a question from Mr. Brady about the phrase “may be eligible,” Dr. Thorne confirmed that recommendation for emeritus status would not be automatic. Although it was not the

Tributes Committee, continued

intent of the Committee to deny the status to any qualified individual, Dr. Thorne expressed the opinion that it was important not to give the impression that such appointments were guaranteed.

The motion was put
and carried.

CANDIDATE FOR EMERITUS STATUS

<i>Dr. Thorne</i>	}	<i>That Senate approve Dr. Michael Vernier for emeritus status with the rank of Clinical Associate Professor Emeritus of Health Care and Epidemiology.</i>
<i>Dr. Dennison</i>		

Carried.

REGALIA COLOURS FOR THE MASTER OF NURSING (NURSE PRACTITIONER)

The Senate Tributes Committee recommended 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.

<i>Dr. Thorne</i>	}	<i>That the Senate approve the regalia for the Master of Nursing (Nurse Practitioner), as recommended by the Tributes Committee.</i>
<i>Dean Isaacson</i>		

Carried.

MEMORIAL MINUTES

Dr. Thorne read out the following memorial minutes prepared by the Tributes Committee in honour of former Senators who had recently passed away. Dr. Thorne acknowledged the presence of Senator Dr. Helen Burt, wife of the late Dr. R. Grant Ingram.

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 Depart-

Tributes Committee, continued

ment 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 B.Sc. and M.Sc. 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. 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. 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.

Tributes Committee, continued

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.

<i>Dr. Thorne</i>	}	<i>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.</i>
<i>Dr. Dennison</i>		

Carried.

PROCEDURES AND CRITERIA FOR GRANTING HONORARY DEGREES

Please see also 'Appendix C: Procedures and Criteria for Granting Honorary Degrees.'

The Committee had circulated the report of the President's Advisory Committee on Honorary Degrees, as it had been submitted to President Toope in July 2007. Since that time, the President had accepted the recommendations regarding procedures and criteria for granting honorary degrees. The report, also endorsed by the Tributes Committee, was thus presented to Senate for information.

President Toope remarked on the inconsistency in the number and types of nominations and the kinds of supporting materials submitted by nominators in past years, and encouraged Senates to consider bringing forward complete nomination packages for candidates whom the University would be proud to honour.

Reports from the Vice-President, Academic & Provost

Vice-President Farrar presented the reports.

NAME CHANGE FROM THE SCHOOL OF OCCUPATIONAL & ENVIRONMENTAL HYGIENE TO THE SCHOOL OF ENVIRONMENTAL HEALTH

Vice-President Farrar presented the proposal for a change in name. The proposal described the change as based on three main reasons:

1. For the past year the School had been actively working to increase the pool of graduate student applicants to its M.Sc. and Ph.D. programs. 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.
2. The School has evolved as a focal point for collaborative efforts within UBC regarding occupational and environmental health, and is recognized within Canada and internationally for environmental and occupational health research, education, and practice.
3. Most similar programs at other institutions have removed the term “hygiene” from their names.

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

*Vice-President
Farrar
A/Principal
Thompson*

*} That the Senate approve the change in name
from School of Occupational and
Environmental Hygiene to School of
Environmental Health, effective September 19,
2007.*

Carried.

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

SUNNY HILL HEALTH CENTRE BC LEADERSHIP CHAIR IN CHILD DEVELOPMENT

<i>Vice-President Farrar A/Principal Thompson</i>	}	<i>That the Senate approve the establishment of the Sunny Hill Health Centre BC Leadership Chair in Child Development, made possible by endowment funding from the BC Children's Hospital/Sunny Hill Foundation and the BC provincial government's Leading Edge Endowment Award.</i>
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Carried.

UBC/PROVIDENCE HEALTH CARE BC LEADERSHIP CHAIR IN ADDICTION RESEARCH

<i>Vice-President Farrar Mr. Rawle</i>	}	<i>That the Senate approve the establishment of the University of British Columbia/Providence Health Care British Columbia Leadership Chair in Addiction Research, made possible by endowment funding from the St. Paul's Hospital Foundation and the BC provincial government's Leading Edge Endowment Fund.</i>
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Carried.

BC LEADERSHIP CHAIR IN ADVANCED FOREST PRODUCTS MANUFACTURING TECHNOLOGY

<i>Vice-President Farrar Dean Saddler</i>	}	<i>That the 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.</i>
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Carried.

Other Business

CONGRESS OF THE HUMANITIES & SOCIAL SCIENCES

Upon the recommendation of Vice-President Farrar and with the consent of the assembly, the Chair recognized guest speaker Dr. Richard Cavell. Dr. Cavell gave a brief presentation about the upcoming Congress of the Humanities & Social Sciences.

The 2008 Congress of the Humanities and Social Sciences was described as Canada's largest multi-disciplinary academic meeting. This major national event – a congress of about 70 conferences – was to be held May 31st to June 8th, 2008. This event was expected to attract over 8,000 delegates, with approximately 3,000 of them on campus at any given time.

UBC was to host the Congress in co-operation with the Canadian Federation of the Humanities and Social Sciences, an umbrella organization of 66 scholarly associations and 69 universities and colleges and comprising more than 50,000 scholars, students and practitioners across Canada. UBC had hosted Congress three times before – in 1948, 1965 and in 1983.

Congress 2008 was expected to attract international, national and local media attention, enhancing the reputation of UBC, the Federation, the City of Vancouver, and the Province of British Columbia.

Dr. Cavell stated that Classroom Services had been very helpful by identifying 217 classrooms across campus for use by Congress participants. In order to make those classrooms available, some regularly scheduled class meetings had to be shifted to the evening. Classroom Services also planned to approach Faculties about the possibility of access to restricted spaces for use during the Congress.

Dr. Cavell reported that the Congress website (<http://www.fedcan.ca/congress2008/>) would be accessible after September 27.

Other Business, continued

MACMILLAN LIBRARY CLOSURE

In response to concerns raised by Student Senators about the recent decision to close the Macmillan Library, the Senate referred the matter to the Library Committee with the request that the Committee report on this matter at the next regular meeting of the Senate.

Tributes Committee -- in camera

CANDIDATE FOR HONORARY DEGREE

Upon recommendation of the Tributes Committee, the Senate approved one candidate for an honorary degree. The name of that candidate will be publicly announced at such time as the candidate accepts the University's invitation to attend a future ceremony to accept the degree.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, October 17, 2007 at 7:00 p.m.

APPENDIX A: VANCOUVER SENATE ANNUAL REPORT 2006/2007

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

Appendix A, continued

- 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,

Appendix A, continued

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.

Appendix A, continued

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.

APPENDIX B: CURRICULUM SUMMARY

Faculty of Arts

The following new course:

- a. ASIC 200 (3) Global Issues in the Arts and Sciences

Faculty of Commerce & Business Administration

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

Faculty of Graduate Studies (and graduate programs administered by the disciplinary Faculties)

APPLIED SCIENCE

EECE 527 (3) Advanced Computer Architecture

ARTS

ASIA 506 (3) Topics In Chinese Linguistics And Sociolinguistics

ASIA 507 (3) Topics In Chinese Applied Linguistics

ASIA 587 (3) The Choson Dynasty New Course

COLLEGE FOR INTERDISCIPLINARY STUDIES

IAR 508 (3) The City and the National Imagination

IAR 512 (3) Multinational Firms and Policy Issues in Asia-Pacific

EDUCATION

CNPS 568 (3) Applied Developmental Neuropsychology

CNPS 569 (3) Social Psychological Foundations in Applied Psychology

CNPS 535 (3) Perspectives on Adult Psychopathology in Counselling

EPSE 507 (3) Applied Child and Adolescent Psychopathology

EPSE 531 (3) Curriculum-Based Assessment and Intervention

EPSE 568 (3) Applied Developmental Neuropsychology

EPSE 569 (3) Social Psychological Foundations in Applied Psychology

EPSE 589 (9) Masters Internship in School Psychology

EPSE 632 (3) Systems Change in Schools

EPSE 633 (3) Community-Based Services

EPSE 687 (3-12)D Doctoral Practicum In School Psychology

EPSE 688 (3/6)D Supervision of School Psychology Practice.

EPSE 689 (9) Pre-Doctoral Internship in School Psychology

CUST 570 (3) Arts-Based Educational Research: A/r/tography

Appendix B, continued

GRADUATE STUDIES

IISGP Individual Interdisciplinary Studies Graduate Program

Program name change, drop “individual”

COMMERCE & BUSINESS ADMINISTRATION

MBA Master of Business Administration: Allowance for two specializations per student

COMM 623 Qualitative Research Methods in Organizations

FACULTY OF LAW

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

FACULTY OF SCIENCE

The following new and changed courses:

ASIC 200 (3) Global Issues in the Arts and Sciences

BIOL 426 (3) Mammalogy

BIOL 427 (3) Ornithology and Herpetology

EOSC 212 (3) Topics in the Earth and Planetary Sciences

EOSC 256 (3) Earthquakes

EOSC 453 (3) Physics of the Earth and Other Planets

GEOG 443 (3) Student Directed Seminars in Physical Geography

MATH 190 (4) Calculus Survey

PHYS 408 (4) Optics

STAT 100 (3) Statistical Thinking

APPENDIX C: PROCEDURES AND CRITERIA FOR GRANTING HONORARY DEGREES

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.

Appendix C, continued

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.)

** 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.*

- **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 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 bio-

Appendix C, continued

graphical 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

Appendix C, continued

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.

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 2, 2007

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: **Examination Hardships (approval) and the UBC-Renda Summer Program in Buddhist Studies (approval)**

- a) Approval of the proposed policy on Examination Hardships (approval)
(circulated)

The Academic Policy Committee has reviewed and approved the proposed revision to the policy on Examination Hardship. The previous policy has been modified and now articulates timelines for students to notify instructors of examination hardships for both Summer and Winter sessions.

Motion: That Senate approve the revised policy on Examination Hardships.

- b) Approval of UBC-Renda Summer Program in Buddhist Studies (approval)
(circulated)

The Academic Policy Committee has reviewed and approved the Faculty of Arts recommendations regarding the UBC-Renda Summer Program in Buddhist Studies within the Department of Asian Studies.

Motion: That Senate approve the establishment of the UBC-Renda Summer Program in Buddhist Studies, whereas UBC, through its Department of Asian Studies, enters into an affiliation agreement with People's University of China (Jhongguo Renmin Daxue or "Renda") in Beijing to sponsor a joint Summer Program in Buddhist Studies.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

**CHANGE TO ACADEMIC REGULATIONS****Category: N/A**

Faculty: All Unit/Dept.: All Faculty Approval Date: N/A Effective Session: 08S	Date: 25 September 2007 Contact Person: Ac.Pol. Cmte Phone 2-9952 Email: chris.eaton@ubc.ca
Proposed Calendar Entries: Examination Hardships An examination hardship is defined as three or more final examinations scheduled within a 24-hour period. A student facing an examination hardship shall be given a new examination date for the second examination causing hardship by the respective instructor or department/ faculty . The student must notify the instructor of the second examination no later than one month prior to the examination date for courses in the Winter Session, or no later than two weeks prior to the examination date for courses in the Summer Session.	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=3,41,91,0 Present Calendar Entry: Examination Hardships An examination hardship is defined as three or more examinations scheduled within a 24-hour period. A student facing an examination hardship shall be given an examination date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date. Type of Action: Update to apply policy to the Summer Session as well as the Winter. Clarify that the policy applies to final examinations. Clarify that not all faculties are departmentalized. Rationale: The current policy's timelines are only reasonable given the Winter Session's preponderance of formal examinations scheduled months in advance, and courses typically being scheduled for 3 month blocks. NB: <ul style="list-style-type: none">• The wording of this policy is already permissive enough to incorporate both formally and "informally" scheduled final examinations.• The policy was always intended – and is generally only interpreted - to apply to final examinations.

MEMORANDUM

To: David Farrar, VP Academic and Provost

cc: Anna Kindler, Vice-Provost and Associate VP Academic Affairs
Craig Klafter, AVP International
Christopher Eaton, Academic Governance Officer, Senate and Curriculum Services

From: Nancy Gallini, Dean, Faculty of Arts

Date: October 4, 2007 (*revised version to replace memo dated September 26, 2007*)

Re: UBC-Renda Summer Program in Buddhist Studies

I wish to draw to your attention that the Faculty of Arts met on September 25, 2007 and endorsed the establishment of a UBC-Renda Summer Program in Buddhist Studies. By copy to Christopher Eaton, we are forwarding this proposal directly to Senate for approval at its meeting on November 14.

Proposed Senate Motion:

That the Senate approve the establishment of a UBC-Renda Summer Program in Buddhist Studies, whereby UBC-Asian Studies enters into a collaboration with People's University of China (Jhongguo Renmin Daxue or "Renda") in Beijing to sponsor a joint Summer Program in Buddhist Studies.

Background and Rationale:
[please see next six pages]

UBC-REND A SUMMER PROGRAM IN BUDDHIST STUDIES

We propose to enter into a collaboration with People's University of China (Jhongguo Renmin Daxue or "Renda") in Beijing to sponsor a joint Summer Program in Buddhist Studies. The program would be substantially funded by the Tzu-chi Buddhist Compassion Society based in Hualien Taiwan and with its Canadian headquarters here in Vancouver. UBC's role in the joint UBC-Renda Summer Program in Buddhist Studies is to ensure the academic integrity of the Program by recruiting faculty members to teach its courses, by approving the curriculum, by providing on-site daily guidance when the Summer Program is in session, and by recruiting and vetting students for admission to the Program.

ABOUT RENDA

Renda is generally regarded as having overall the highest-rated programs in the humanities and social sciences among all universities in China.

Renda already has its own separate program leading to the degree Master in Buddhist Studies (MBS). Their program is the leading one of its kind in China, and is the only nationally sponsored institute in Buddhism and religious studies in China. It requires eighteen months to complete, including twelve months of on-campus course work and six months off-campus for preparation and writing of a thesis. This program is taught in Chinese, resembles a seminary, and is intended exclusively for Chinese students.

PROPOSAL

We propose to enter into a collaboration with Renda to offer a joint **UBC-Renda Summer Program in Buddhist Studies** leading to an optional twelve-unit certificate in Buddhist Studies. This academic program will offer each summer six-to-eight three-unit 400-level seminar-style courses delivered in English and taught by internationally renowned instructors recruited by UBC but hired by Renda. UBC Asian Studies will designate a Director with responsibility for approving the curriculum, recruiting faculty members to teach the Summer Program courses, recruiting and vetting students for admission to the Program, and providing on-site daily guidance when the Summer Program is in session.

The students in this program will come from around the non-Chinese world, and it is expected that most of these students will participate in the Summer Program on Tzu-chi scholarships. These scholarships will be awarded by Tzu-chi based on the recommendations of scholars in the world's leading post-secondary Buddhist studies centres and vetted by UBC.

All units and certificates will be awarded by Renda, which will also provide the facilities including classrooms, dormitories, library access, and so on as the host institution. Instructors in the program will be temporary employees of Renda and not UBC. UBC students, like students from other universities in the program, will earn Renda units that are then transferable (under advisement) to their home universities.

In addition to the six-to-eight seminars taught by international scholars, the summer program also offers its students the opportunity to participate in the following optional activities:

(a) Weekly graduate student workshops, in which students in the Summer Program are invited to present their own papers before their Chinese peers in Renda's MBS Program along with invited graduate students from other major Chinese universities in Beijing.

(b) Occasional visits to renowned local historical sites, especially Buddhist temples;

(c) A one-week field excursion to sites with significance for Chinese Buddhism and Chinese culture in general.

BENEFITS OF THIS SUMMER PROGRAM TO UBC AND ITS STUDENTS

1. It will significantly further UBC's international reputation as a world center for Buddhist studies and Chinese studies, while also strengthening our relationship with the Tzu-chi foundation, an enthusiastic supporter of Asian Studies' program in Buddhism studies.
2. Tzu-chi has pledged three full fellowships for UBC students for the first year of the summer program's operation, and we expect this level of funding to continue on an annual basis.
3. The program brings us into partnership with Renda, China's top-ranked university for the humanities and social sciences, and thus a natural and most desirable partner for UBC.
4. A Tzu-chi funded joint center on Buddhist Studies between UBC and Renda will be the first such institution in the world. The Tzu-chi foundation has pledged \$60,000 per year in support of the summer program. UBC Asian Studies has a history of working well together with the Tzu-chi foundation through the foundation's previous commitment of \$30,000 per year (for 5 consecutive years) to the UBC Tzu-chi Buddhist Forum series of conferences and lectures.
5. For each student in the summer program, UBC Asian Studies will receive a \$500 administration fee directly from Tzu Chi, to be used in support of Buddhist studies within the Department, such as to support a post-doctoral fellowship, a lecture series, and so on.
6. UBC's participation in the program has the potential to contribute to improved cross-Strait relations between China and Taiwan.

MODEL CURRICULUM FOR UBC-REDA SUMMER PROGRAM IN BUDDHIST STUDIES

(1) Readings in Buddhist Texts (Sanskrit/Tibetan/Chinese)

Selections from Buddhist texts representing major Buddhist traditions from the past as well as the present. The emphasis is on doctrinal issues. Methodological issues involved in interpreting Buddhist texts are also discussed, and students are introduced to the use of specialized research tools for the study of Buddhism such as dictionaries, concordances, indices and databases.

(2) Issues in Buddhist Hagio-biography

An introduction to Buddhist bio/hagiographical literature. This seminar examines the basic nature of Buddhist hagiographies, and compares Chinese monastic and secular/official biographies with their Western counterparts. Methods of interpreting monastic biographies are introduced, with the emphasis on close reading.

(3) Issues in Buddhism and contemporary Society: Adaptations and Innovations

This seminar addresses Buddhism's multiple roles in modern societies. It examines: 1) the international nature of Buddhism as a world religion and its possible role in bridging Western and Asian spiritual worlds; 2) Buddhism and relief efforts in local and global levels. 3) Buddhism and the potential creation and enhancement of harmony between culturally and ethnically diverse societies; and 4) Buddhism and the re-establishment of family values and other contributions to fundamental human relationships.

(4) Buddhist Sacred Sites: Places for Practices

Buddhist sacred sites are places connected with the Buddha, with various bodhisattvas and deities, and leading religious figures celebrated for their role in the development of the religion. Sacred space is an essential component of any religious tradition and is especially significant for a trans-cultural religion such as Buddhism, which originated in India and spread through the whole of East Asia via Central Asia. This seminar examines: 1) the ways legends and local histories represent the perceived sacrality of a site; 2) the role that relics and images (including paintings and statues) played in creating, recreating and sustaining the Buddhist sites under investigation.

(5) Topics in Buddhism and Technology

Many technologies developed along with the spread of Buddhism across a major part of the Eurasian continent. The lives of any number of major scientific-minded monks highlight the presence of religious (especially ritual) elements in almost every major scientific and technical invention in medieval Asia. This seminar addresses: 1) the compatibility of Buddhist philosophy and technological invention; and 2) Buddhist monks' engagement in the invention, innovation

and/or spread of technologies central to human civilization, including woodblock printing, mechanical clocks and gunpowder.

(6) Issues in Sectarian Buddhism

This seminar examines the growth of denominations in Buddhism's institutional development, and the international expansion of these denominations both within and outside Asia.

(7) Issues in Buddhist Relic-veneration: Cross-cultural Perspectives

Buddhism is the only other world religion comparable to Christianity in the emphasis given to relics and their veneration and devotionism generally. Buddhist relics conveyed the Buddha - not merely his teaching, but nothing less than his physical presence - to every corner of Asia and helped Buddhism to become domiciled in different locations and widely divergent cultures. These relics served to establish an intricate network of patronage, alliance, and gift giving with far-reaching political, social, economic, and cultural significance.

(8) Issues in State-sangha Relations: Multi-disciplinary Approaches

The Buddhist community (sangha) interacted with the state in remarkably intense and complex ways. This seminar challenges conventional interpretations of church-state relations in the Buddhist world and offers a picture of dynamism and complexity: the Buddhist church collaborated and competed with secular authority on the one hand, and Buddhist leaders interacted among themselves on the other. This seminar also discusses various factors, both monastic and political, that informed and transformed the complex Sangha-state relationships, including kinship ties, economic and commercial expansion, and the tension between rival countries within a Buddhist cultural arena.

**LETTER OF ENDORSEMENT FROM
JHONGGUO RENMIN DAXUE or “RENDA” (PEOPLE’S UNIVERSITY OF CHINA)***

July 31, 2007

Dear Colleagues of the University of British Columbia:

After a thorough discussion, the executive board of the Faculty of Philosophy at People’s University of China has unanimously voted to collaborate with the University of British Columbia in establishing a summer program on Buddhism Studies at People’s University of China, Beijing, China. During the period of the program, People’s University of China will provide the program participants with necessary facilities, including electronically equipped classrooms and access to library resources and internet. Students may receive course credits and certificates of completion upon fulfillment of all requirements.

To facilitate the smooth implementation of the above plan, we suggest that an official meeting on the university level be held as soon as possible, with the aim that an agreement on cooperation can be signed between our two universities.

Sincerely yours,

Fenglei Zhang,
Deputy Dean, Faculty of Philosophy
People’s University of China
Beijing, China (Official Seal added)

* Translation prepared by Prof. Jinhua Chen. Original available on request

ABOUT THE UBC DIRECTOR OF THE JOINT PROGRAM

ASSOCIATE PROFESSOR JINHUA CHEN
Canada Research Chair in East Asian Buddhism

Jinhua Chen studied at Beijing University and the Graduate School of the Chinese Academy of Social Sciences before coming to Canada in 1992. Chen earned his PhD from McMaster University in 1997, conducted his post-doctoral research at Kyoto University (1997–2000), and taught at the University of Virginia for one year before joining the Asian Studies Department at UBC in 2001 as government-funded Canada Research Chair in East Asian Buddhism. Chen's prestigious CRC appointment has since been renewed for another five-year term commencing 2006.

Chen's research involves in-depth study and analysis of: circumstances leading to the rise of Chan Buddhism in China; historical contexts of specific Esoteric Buddhist scriptures and related documents; and other aspects of the church/state relationship in medieval China.

PUBLICATIONS:

(I) Sole-authored Books

1. 1999: Making and Remaking History: A Study of Tiantai Sectarian Historiography. *Studia Philologica Buddhica Monograph Series no. 14*, Tokyo: The International Institute for Buddhist Studies in Tokyo, 202 pages.

2. 2002: Monks and Monarchs, Kinship and Kingship: Tanqian in Sui Buddhism and Politics. Kyoto: Italian School of East Asian Studies, 310 pages.

3. 2007: Philosopher, Practitioner, Politician: The Many Lives of Fazang (643-712) *Series Sinica Leidensia*, Leiden: Brill Academic Publisher, 2007.

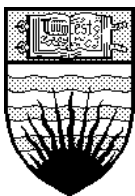
4. In press: Legend and Legitimation: The Formation of Tendai Esoteric Buddhism in Japan. *Mélanges Chinois et Bouddhiques*, vol. 30 (publication scheduled in 2008). Brussels: Institut Belge des Hautes Etudes Chinoises. (ca. 400 pages)

(II) Books Co-edited

(1) Buddhism and Peace: With a Focus on the Issues of Violence, Wars and Self-sacrifice. Co-edited with James Benn. Hua-lien (Taiwan): Tzu-chi University Press, 2006.

(2) Engaged Buddhism, Its History, Doctrines and Practices: Essays in Memory of Master Yin-shun (1906-2005). Co-edited with Mu-chu Hsu and Lori Meeks. Hua-lien (Taiwan): Tzu-chi University Press, 2006.

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 1, 2007

To: Senate

From: Academic Policy Committee

Re: **Consent to the use of "School" by the Faculty of Commerce & Business
Administration for the "Robert H Lee Graduate School"**

The Academic Policy Committee has reviewed the Faculty of Commerce & Business Administration's request to use the title "school" to describe its graduate offerings without the creation of an administrative structure associated with that title. This request is made in part to acknowledge the generous donation and support of Chancellor Emeritus Lee to the Faculty and our University.

This proposal has broad support from faculty and students in the Faculty, and the name has been approved by the Board of Governors following University policies. The designation of graduate programs with their own identity is not without precedent in Canada and internationally. The Segal Graduate School at Simon Fraser University and the Rotman School of Management at the University of Toronto are two existing graduate business program-only entities in Canada. Similarly, the Stanford Graduate School of Business recently created a separate business campus to recognize a gift from Nike founder Phil Knight.

As noted by the Board of Governors in their approval of the naming, "the creation of the Robert H. Lee Graduate School will enhance the visibility and reputation of the Sauder School and the University." The \$15 million commitment from Dr Lee will allow the Faculty to expand and upgrade the physical facilities that house the graduate programs, including the construction of new classrooms and "breakout" rooms, the creation of enhanced group and individual study spaces, and improvements in the application of information technology throughout the curriculum. The ability to separately identify the Faculty's graduate programs will also serve to provide greater public awareness and recognition of the graduate programs in business at UBC Vancouver.

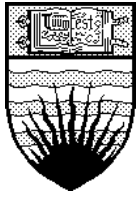
As such, the Committee is pleased to recommend that Senate resolve as follows:

"That Senate consent to the use of the title "school" by the Faculty of Commerce & Business Administration in the marketing and other informal descriptions of its graduate programs as the "Robert H Lee Graduate School" without the creation of the administrative structures associated with a formal academic unit with that title."

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



November 1, 2007

ACADEMIC POLICY & CURRICULUM COMMITTEES

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 & Curriculum Committee
Re: Reorganization of the Department of Theatre, Film, & Creative Writing

Our two committees have reviewed the material prepared by the Faculty of Arts for the reorganization of Creative Writing at UBC. The attached documents set out the rationale for this request.

We are pleased to recommend that Senate approves as follows:

That the study of Creative Writing be established as an independent interdisciplinary program within the Faculty of Arts;

That all programs or components of programs offered by the Creative Writing division in the Department of Theatre, Film, & Creative Writing be transferred to the Faculty of Arts (Independent Interdisciplinary Program in Creative Writing) as set out in the attached curriculum report and associated category 2 changes to be considered by the Curriculum Committee; and

That the Department of Theatre, Film, & Creative Writing be renamed the Department of Theatre & Film.

NB: Faculty Appointments in Creative Writing will formally remain with the Department of Theatre & Film for the purposes of considerations of promotion & tenure and other aspects of the collective agreement between UBC and the Faculty Association.

THE UNIVERSITY OF BRITISH COLUMBIA

**Provost and Vice President Academic**

6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

MEMORANDUM

October 22, 2007

To: Senate Academic Policy Committee, for 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 'DH Farrar'.

Re: Reorganization of the Department of Theatre, Film, and Creative Writing

Recommendation:

I recommend that the Senate Academic Policy Committee consider the proposal to establish Creative Writing as an independent interdisciplinary program within the Faculty of Arts, and the renaming of the Department of Theatre, Film, and Creative Writing as the Department of Theatre and Film, effective December 1, 2007, and forward its recommendation to approve to Senate at its meeting of November 14, 2007.

This proposal was approved by the Faculty of Arts at its meeting on September 25, 2007.

The Summary, Background and Rationale, dated October 3, 2007, forwarded by Dr. Nancy Gallini, Dean, Faculty of Arts, are attached.

Attachment: Memorandum dated October 18, 2007, from Nancy Gallini, Dean of Arts, to David Farrar, Provost, regarding: Proposed unit reorganization – Department of Theatre, Film, and Creative Writing

THE UNIVERSITY OF BRITISH COLUMBIA



MEMORANDUM

Faculty of Arts
Office of the Dean
1866 Main Mall
Vancouver, BC Canada V6T 1Z1

Tel: 604-822-3828
Fax: 604-822-6096

OFFICE OF THE VP ACADEMIC AND PROVOST	
OCT 19 2007	
ACTION	FYI:
respond _____	advise _____
draft _____	other _____

To: David Farrar, VP Academic and Provost

From: Nancy Gallini, Dean, Faculty of Arts

Date: October 18, 2007 *(revised version to replace memo dated October 3, 2007)*

Re: **Proposed unit reorganization—*Department of Theatre, Film, and Creative Writing***

The Faculty of Arts met on September 25, 2007 and voted in favour of the following proposal. I hope you could present this to Senate at the meeting on November 14.

Proposal to establish a “Department of Theatre and Film” and a “Creative Writing Program”

Proposed Senate Motion:

That the Senate approve the establishment of Creative Writing as an independent interdisciplinary program within the Faculty of Arts, and the renaming of the Department of Theatre, Film, and Creative Writing as the Department of Theatre and Film.

Background and Rationale:

This is to propose that UBC (Vancouver) Creative Writing be established as an independent interdisciplinary program within the Faculty of Arts, effective for the 2008 / 2009 academic year.

The present UBC Department of Theatre, Film, and Creative Writing (TFCW) was created in 1995. This proposal further develops that initiative by establishing the Creative Writing curriculum and faculty as an Independent Interdisciplinary Program and renaming the Department accordingly. Under the proposed administrative configuration the Department of Theatre and Film will offer the following presently existing degree programs: BA in Theatre; BA in Drama; BFA in Theatre Design and Production; BFA in Acting; MA, MFA, and PhD in Theatre; BA and MA in Film Studies; BFA and MFA in Film Production, and Diploma in Film and Television Production. The Creative Writing Program will offer the presently existing BFA and MFA in Creative Writing, the Diploma in Applied Creative Non-Fiction, and joint MFA degrees with Film and Theatre.

The reconfigured Department of Theatre and Film, with sixteen full-time tenure-track faculty members, will meet UBC's published requirements for departmental status within the Faculty of Arts. The renamed department will be better able to carry on its degree programs and production activities within a more coherent and efficient administrative structure and integrate academic and production elements more fully across the two closely related disciplines of Theatre and Film.

The reconfigured Creative Writing Program will meet all the UBC requirements for independent interdisciplinary program status within the Faculty of Arts. Current Creative Writing faculty members will thus hold joint appointments in Creative Writing and Theatre and Film; their reappointment, promotion, and tenure processes will be conducted in accordance with the UBC Policy on Joint Appointments. The Department of Theatre and Film will be designated the "home department" for current fulltime tenured/tenure-track faculty. (There exist several precedents for this arrangement in the Faculty of Arts, such as faculty with joint appointments in the interdisciplinary Women's and Gender Studies Program and the interdisciplinary First Nations Studies Program.) Future appointments, if they are joint appointments in Creative Writing, will be made in accordance with the UBC Policy on Joint Appointments.

The separation into two independent units will strengthen the effectiveness and governance of the programs, will heighten the recognition of each within and external to the university, and will encourage the development of new initiatives.

While philosophical and academic links among the three programs exist and will continue to develop, external reviews and an internal review in past years support an administrative reconfiguration. The UBC Creative Writing Program is recognized as Canada's foremost academic creative writing unit. With a relatively large graduate enrollment and unique needs, the Creative Writing Program is best supported as an autonomous program. The Theatre and Film programs have historical roots at UBC dating from 1915 and have trained many of the top professionals in the Canadian theatre, film, and television industries, as well as sustaining high-level academic training and leading-edge scholarship in these disciplines. Separation establishes the Department of Theatre and Film and the Creative Writing Program as distinct units within the Faculty of Arts and affords each discipline an appropriate individual brand at the university and in the outside world.

This re-structuring will be cost neutral; any expenses will be absorbed within the Faculty's present funding allocation to the department and program. The Faculty of Arts supports this proposal, and it is anticipated that the Faculty of Graduate Studies will agree that the separation will better serve graduate students.

The creation of both the Department of Theatre and Film and the Creative Writing Program is viewed by all faculty in the Theatre, Film, and Creative Writing Department as a crucial next step to effectively advance the academic vision of the creative and performing arts at UBC.

Summary:

Faculty in the Department of Theatre, Film and Creative Writing recognize that a division of the Department into two independent units would enhance effective governance, heighten recognition of the units within and outside the University, and encourage the development of new academic initiatives. Creative Writing faculty have voted unanimously to become an independent unit separate from Theatre & Film. Theatre & Film faculty have voted overwhelmingly to support Creative Writing's aspirations. The Department of Theatre, Film and Creative Writing recommends to the Faculty of Arts that Creative Writing be established as an independent interdisciplinary program within the Faculty of Arts. The Theatre and Film faculty support the realignment of their programs within the Department after the disengagement of Creative Writing. It is further recommended that the Department of Theatre, Film and Creative Writing be renamed the Department of Theatre and Film.



UBC Curriculum Proposal Form Change to Course or Program

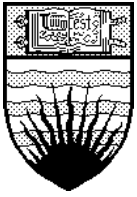
Category: (1)

Faculty: Arts Department: Theatre, Film, and Creative Writing Faculty Approval Date: Effective Session <u>Winter</u> Term <u>1</u> Year <u>2008</u> for Change	Date: May 15 2007 Contact Person: Jerry Wasserman, Linda Svendsen, (Robert Gardiner) Phone: 2 8607 Email: jerrywas@interchange.ubc.ca , svensend@interchange.ubc.ca , (rag3@interchange.ubc.ca)
	Rationale: The Creative Writing Program becomes an independent interdisciplinary Program within the Faculty of Arts, and the present Department of Theatre, Film, and Creative Writing is re-named "Department of Theatre and Film." The Creative Writing program is presently a distinct Program within the Department of Theatre, Film, and Creative Writing, having separate budgets, endowments, degree programs, courses, and administrative and secretarial staff. Creative Writing offers a BFA, an MFA, a Diploma and two "joint" MFA degrees (with Theatre and Film). Creative Writing courses are nearly all taught by the workshop method; admission to the degree programs and to each senior course is competitive and based on a writing submission. The majority of students are in the CW MFA programs. The Creative Writing Program has close interdisciplinary relationships with the School of Archival and Information Studies, the School of Music, Department of English, the Film and Theatre programs, and some interdisciplinary relationship with the School of Journalism. Students in all these areas participate in Creative Writing courses and may count those courses toward various degrees. The present Departmental structure has made developing interdisciplinary curricula with these units an unwieldy process, and has tended to prevent additional development with these and other programs. The transformation of Creative Writing into an independent program will not draw upon the teaching resources of these other programs and departments any more than at present. Nor will these other units have any



	<p>representation within Creative Writing's governing structure.</p> <p>The name "Department of Theatre, Film, and Creative Writing" is not found at any other University, and gives a false impression. This has been a significant impediment to marketing and branding for both the Theatre and Creative Writing Programs, which are widely renowned as independent Programs but have little or no identity as a "Department with Three Names."</p> <p>Given these considerations—and the fact that according to Senate policy, Creative Writing is too small to exist as a separate department (minimum 15 faculty required)—Creative Writing would be far more appropriately identified as an independent interdisciplinary program, similar to Women's Studies or First Nation's Studies. This will clarify the relationships between Creative Writing curriculum and other disciplines in Arts, and allow stronger relationships to develop (as well as clarify the relationships among Creative Writing, Theatre, and Film).</p> <p>There are no immediate or predicted financial consequences of this change. Creative Writing faculty would be cross-appointed to a "home" Department (Theatre and Film). No new courses are required; appropriate curriculum for interdisciplinary courses already exists. No new staff, faculty, or facilities are required.</p> <p>All faculty and staff in the Department see this as a very innovative, beneficial and forward-looking change</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



November 1, 2007

ACADEMIC POLICY & CURRICULUM COMMITTEES

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 & Curriculum Committee

Re: Reorganization of the School of Social Work & Family Studies

Our two committees have reviewed the material prepared by the Faculty of Arts for the reorganization of Social Work & Family Studies at UBC. The attached documents set out the rationale for this request.

We are pleased to recommend that Senate approves and recommends to the Board of Governors as follows:

That a School of Social Work be re-established in the Faculty of Arts;

That the Bachelor and Master of Social Work, and the Doctor of Philosophy in Social Work & Family Studies programs be transferred to the School of Social Work from the School of Social Work & Family Studies as set out in the attached curriculum report and associated category 2 changes to be considered by the Curriculum Committee;

That the Major and Minor in Family Studies in the Bachelor of Arts and the Master of Arts in Family Studies be transferred to the Department of Sociology from the School of Social Work & Family Studies as set out in the attached curriculum report and associated category 2 changes to be considered by the Curriculum Committee;

That Senate recommend to the Board of Governors that all faculty members in the discipline of social work with current appointments in the the School of Social Work & Family Studies have their appointments transferred to the School of Social Work;

That Senate recommend to the Board of Governors that all faculty members in the discipline of family studies with current appointments in the School of Social Work & Family Studies have their appointments transferred to the Department of Sociology; and

That the School of Social Work & Family Studies be dis-established.

THE UNIVERSITY OF BRITISH COLUMBIA



Provost and Vice President Academic

6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

MEMORANDUM

October 22, 2007

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

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in dark ink, appearing to read 'D. H. Farrar'.

Re: Reorganization - School of Social Work and Family Studies

Recommendation:

I recommend that the Senate Academic Policy Committee consider the proposal to merge the Department of Sociology and Family Studies, and rename the School of Social Work and Family Studies to the School of Social Work, effective December 1, 2007, and forward its recommendation to approve the reorganization of these units to Senate at its meeting of November 14, 2007.

This proposal was approved by the Faculty of Arts at its meeting on September 25, 2007.

The Summary, Background and Rationale, dated October 3, 2007, forwarded by Dr. Nancy Gallini, Dean, Faculty of Arts, are attached.

Attachment: Memorandum dated October 3, 2007, from Nancy Gallini, Dean of Arts, to David Farrar, Provost, regarding: Proposed unit reorganization – School of Social Work and Family Studies

THE UNIVERSITY OF BRITISH COLUMBIA



MEMORANDUM

Faculty of Arts
Office of the Dean
1866 Main Mall
Vancouver, BC Canada V6T 1Z1
Tel: 604-822-3828
Fax: 604-822-6096

To: David Farrar, VP Academic and Provost

From: Nancy Gallini, Dean, Faculty of Arts

A handwritten signature in purple ink, reading 'Nancy Gallini'.

Date: October 3, 2007 (*revised version to replace memo dated September 26, 2007*)

Re: **Proposed unit reorganization—*School of Social Work and Family Studies***

The Faculty of Arts met on September 25, 2007 and voted in favour of the following proposal. I hope you could present this to Senate at its next meeting on October 17.

Proposal for the merging of Sociology and Family Studies, and the establishment of the School of Social Work.

Proposed Senate Motion:

That the Senate approve the renaming of the School of Social Work and Family Studies to the School of Social Work.

Background and Rationale:

In the fall of 2006 the School of Social Work and Family Studies underwent the normal periodic review conducted within the Faculty of Arts. The lead recommendation of that External Review Committee was that the association between Social Work and Family Studies be dissolved. Furthermore, the External Review Committee suggested that we merge Family Studies into Sociology. Subsequent to the report's distribution, faculty members in Family Studies, Social Work, and Sociology have considered and recommended the option of merging Family Studies with Sociology. Graduate and undergraduate students have been consulted throughout the past four months (and this process continues). The proposed change has the full support of the Dean of Arts, the Director of the School of Social Work and Family Studies, and the Head of the Department of Sociology.

To effect this change a number of curriculum proposals are presented to the Faculty of Arts, the Faculty of Graduate Studies, and the UBCV Senate.

The key changes are as follows:

- *The BA and MA in Family Studies are suspended.*
- *The FMST minor continues.*
- *Some FMST courses remain (to support the minor and to support students who are currently majoring in FMST).*

- *Some FMST courses shift to Sociology.*
- *Some revisions to the Sociology curriculum occur as a result of the proposed merger.*

Summary:

The External Review Report (March, 2007) of the School of Social Work and Family Studies recommended “that the association between Social Work and Family Studies be dissolved” and that “a dialogue begin regarding the possible merger of Family Studies as a part of the Department of Sociology.” The Department of Sociology has voted unanimously to welcome those colleagues from Family Studies wanting to move. Family Studies faculty have, in a majority vote, expressed their interest in joining Sociology. The Council of the School of Social Work and Family Studies supports and has approved the transition of Family Studies to Sociology and wishes to convey its sincere best wishes to its colleagues in their future home in the Faculty of Arts. It is further recommended that the School of Social Work and Family Studies be renamed the School of Social Work.

The merging of Sociology and Family Studies

In the fall of 2006 the School of Social Work and Family Studies underwent the normal periodic review conducted within the Faculty of Arts. The lead recommendation of that External Review Committee was “that the association between Social Work and Family Studies be dissolved.” Furthermore, the External Review Committee suggested that we “merge Family Studies into Sociology.” Subsequent to the report’s distribution faculty members in Family Studies, Social Work, and Sociology have considered and recommended the option of merging Family Studies with Sociology. Graduate and undergraduate students have been consulted throughout the past four months (and this process continues). The proposed change has the full support of the Dean of Arts, the Director of the School of Social Work and Family Studies, and the Head of the Department of Sociology.

To effect this change the following curriculum material will be presented to the Faculty of Arts, the Faculty of Graduate Studies, and the UBCV Senate. The key changes are as follows.

The BA and MA in Family Studies are suspended.

The FMST minor continues.

Some FMST courses remain (to support the minor and to support students who are currently majoring in FMST).

Some FMST courses shift to Sociology.

Some revisions to the Sociology curriculum occur as a result of the proposed merger.

The curriculum changes can be usefully thought of as comprising five components:

1. Family Studies Calendar change – the new rubric for Family Studies (e.g., Minor)
2. Family Studies course changes – for FMST courses remaining in calendar
3. Family Studies courses migrating to Sociology (i.e., renaming courses)
4. Sociology Calendar change – a new rubric for Sociology
5. Sociology course changes – FMST course additions and new courses

Please contact Neil Guppy (Head, Sociology) with questions or suggestions.

Neil.guppy@ubc.ca (2-3670)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: ARTS Department: Sociology Faculty Approval Date:</p> <p>Effective Session __W08__ Term __1__ Year __Sept 08__ for Change</p>	<p>Date: July 26, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca</p>
<p>Proposed Calendar Entry: <i>(changes in italics or strike through)</i></p> <p><u>The Faculty of Arts</u> > <u>Bachelor of Arts</u> > <u>Sociology</u></p> <p>The Department of Sociology offers programs of study that lead to the Doctor of Philosophy, Master of Arts, and Bachelor of Arts. For information on graduate programs, see <u>Sociology</u> in the Graduate Studies section. <i>The Department also collaborates with Anthropology, Canadian Studies, Critical Studies in Sexuality, Ethnic and Intercultural Studies, Family Studies, Health and Society, International Relations, Modern European Studies, Science Studies, Urban Studies, and Women's and Gender Studies. For details about current offerings, consult the Course Schedule on the <u>Student Service Centre</u>.</i></p> <p>Undergraduate Courses</p> <p>SOCI 100 is the prerequisite for most 300- and 400-level Sociology courses.</p> <p>Major in Sociology</p> <p>The program requires that students complete:</p> <ul style="list-style-type: none"> ▪ SOCI 100 ▪ <i>SOCI 217 plus 3 credits from Sociology courses at the 200-level</i> 	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,110</p> <p>Present Calendar Entry:</p> <p><u>The Faculty of Arts</u> > <u>Bachelor of Arts</u> > <u>Sociology</u></p> <p>The Department of Sociology offers programs of study that lead to the Doctor of Philosophy, Master of Arts, and Bachelor of Arts. For information on graduate programs, see <u>Sociology</u> in the Graduate Studies section.</p> <p>Undergraduate Courses</p> <p>SOCI 100 is the prerequisite for most 300- and 400-level Sociology courses.</p> <p>Major in Sociology</p> <p>The program requires that students complete:</p> <ul style="list-style-type: none"> ▪ SOCI 100 ▪ 6 credits from Sociology courses at the 200-level ▪ SOCI 310 ▪ SOCI 328 ▪ 6 credits from SOCI 350, 400, 414 ▪ 3 credits from SOCI 380, 381, 382, 383; and ▪ a minimum of 12 additional 300-



<ul style="list-style-type: none">▪ SOCI 310▪ SOCI 328▪ 6 credits from SOCI 350, 400, 414, 415▪ 3 credits from SOCI 380, 381, 382, 383; and▪ a minimum of 12 additional 300- and 400-level Sociology credits. <p>Honours in Sociology</p> <p>Outstanding students registered in the third year of the Sociology Major program may apply for admission to the Honours program for their fourth year. A standing of 75% or better in SOCI 100, a minimum overall average of 68% or better in all 200-level courses, an average of 80% or better in all 300- and 400-level Sociology courses and an overall average of 75% or better in all 300- and 400-level courses are required for admission to the Honours program. In preparation for the fourth year of study in the Honours program, students are encouraged to arrange for an Honours thesis supervisor by the end of the third year or during the summer preceding the fourth year. The formal application process normally occurs at the beginning of the fourth year. Interested students should consult the Sociology Honours Advisor or the departmental undergraduate studies secretary.</p> <p>The program requires that students complete:</p> <ul style="list-style-type: none">▪ SOCI 100▪ <i>SOCI 217 plus 3 credits from Sociology courses at the 200-level</i>▪ SOCI 310▪ SOCI 328▪ 6 credits from SOCI 350, 400, 414, 415	<p>and 400-level Sociology credits.</p> <p>Honours in Sociology</p> <p>Outstanding students registered in the third year of the Sociology Major program may apply for admission to the Honours program for their fourth year. A standing of 75% or better in SOCI 100, a minimum overall average of 68% or better in all 200-level courses, an average of 80% or better in all 300- and 400-level Sociology courses and an overall average of 75% or better in all 300- and 400-level courses are required for admission to the Honours program. In preparation for the fourth year of study in the Honours program, students are encouraged to arrange for an Honours thesis supervisor by the end of the third year or during the summer preceding the fourth year. The formal application process normally occurs at the beginning of the fourth year. Interested students should consult the Sociology Honours Advisor or the departmental undergraduate studies secretary.</p> <p>The program requires that students complete:</p> <ul style="list-style-type: none">▪ SOCI 100▪ 6 credits from Sociology courses at the 200-level▪ SOCI 310▪ SOCI 328▪ 6 credits from SOCI 350, 400, 414▪ 3 credits from SOCI 380, 381, 382, 383▪ SOCI 449▪ a minimum of 24 additional 300- and 400-level Sociology credits, of which at least 6 credits must be at the 400 level; and▪ at least 6 additional 300- and 400-
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<ul style="list-style-type: none">▪ 3 credits from SOCI 380, 381, 382, 383▪ SOCI 449▪ a minimum of 24 additional 300- and 400-level Sociology credits, of which at least 6 credits must be at the 400 level; and▪ at least 6 additional 300- and 400-level credits from another discipline. <p>Minor in Sociology</p> <p><i>Students who are enrolled in a Major program other than Sociology, and who obtain at least 30 credits and no more than 42 credits in Sociology, with at least 18 of these credits in courses numbered 300 or above, qualify to graduate with a Minor in Sociology.</i></p> <p><i>The program requires that students complete</i></p> <ul style="list-style-type: none">▪ SOCI 100 (6)▪ SOCI 217 (3)▪ 3 credits from SOCI 350, 400, 414, or 415	<p>level credits from another discipline.</p> <p>Minor in Sociology</p> <p>The program requires that students complete:</p> <ul style="list-style-type: none">▪ SOCI 100▪ 3 credits from Sociology courses at the 200-level▪ 3 credits from SOCI 350, 400, 414▪ 3 credits from SOCI 380, 381, 382, 383; and▪ a minimum of 15 additional 300- and 400-level Sociology credits. <p>Type of Action: Program revision</p> <p>Rationale: For each of the five substantive changes, the rationales are noted separately:</p> <ol style="list-style-type: none">1. Added material on Department collaborations. This is standard for Arts Departments and was not included when Sociology became a stand-alone Department. This notes the major programs with which the Department regularly collaborates.2. Sociology 217, Research Methods is added as a 200 level course, prerequisite to upper level methods and statistics courses. This course is required in the Major, Honours, and the Minor. It provides better laddering of research methods training within the Department and it incorporates an existing feature of the Family Studies program into the Sociology curriculum (FMST had such an introductory methods course).3. Sociology 415, a new theory course (Theories of Family and
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	<p>Kinship) is added to the list of courses satisfying the theory requirement (in the major, honours, and the minor). This too is a result of the proposed merging with Family Studies.</p> <ol style="list-style-type: none">4. For the Minor: Sociology 217 is used as the required methods course for the minor, rather than the upper level courses currently specified.5. For the Minor: The flexibility students have in pursuing the minor is adjusted by listing a minimum of 15 upper level credits (giving the option of three 200 level and 18 upper level or 6 200 level and 15 upper level).
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Family Studies / Sociology Faculty Approval Date: Effective Session _08W__ Term _1__ Year _Sept. 2008__ for Change	Date: July 26, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: <u>The Faculty of Arts</u> > <u>Bachelor of Arts</u> > <u>Family Studies</u> In 2007 Family Studies merged with the Department of Sociology. Admission to the Family Studies BA & MA programs has been suspended. As a result of this merger, undergraduate students interested in the study of the family may pursue a major in Sociology with a concentration in family or a Family Studies Minor. This latter academic program offers a multidisciplinary exploration of issues pertaining to the family, including issues of child and human development, from perspectives inherent to the social sciences. More details are available from the Undergraduate Advisor in Sociology who has responsibility for Family Studies advising. To pursue graduate work in this area students are encouraged to enroll in either a graduate program in Sociology or an interdisciplinary program offered through the College of Interdisciplinary Studies. Undergraduate students who entered the major in Family Studies prior to July 1, 2007 should follow the program described in the 2006/07 calendar or the calendar for the year in which they declared the major. For the next two years the	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,73 Present Calendar Entry: <u>The Faculty of Arts</u> > <u>Bachelor of Arts</u> > <u>Family Studies</u> The School of Social Work and Family Studies offers students in the Faculty of Arts the Family Studies Major, an academic program in social science leading to the Bachelor of Arts. See the <u>School of Social Work and Family Studies</u> . The School also offers a Master of Arts program in Family Studies, a Bachelor of Social Work, a Master of Social Work, and a Ph.D. in Social Work and Family Studies. For information on graduate programs in Family Studies, see <u>Family Studies</u> in the Graduate Studies section. Major in Family Studies The Family Studies Program (Bachelor of Arts) offers a life-course perspective to understanding families and other intimate relationships as they develop over time. This incorporates both the study of family dynamics in diverse contexts and the predictable ways families change. The program takes a research-based multidisciplinary approach that extends from the individual to interactional processes to cultural influences. Rooted in the curiosity-driven inquiry of the liberal



Courses required to complete the BA in Family Studies will continue to be offered (or courses equivalent to them). For advice on courses and degree completion please contact the Undergraduate Advisor in Sociology.

MA students who were admitted to the graduate program in Family Studies prior to July 1, 2007 should follow the program described in the 2006/07 calendar or the calendar for the year in which they began their MA. For the next two years the courses required to complete the MA in Family Studies will continue to be offered (or courses equivalent to them). For advice on courses and degree completion please contact the Graduate Advisor in Sociology.

Minor in Family Studies

Family Studies (Minor, Faculty of Arts) offers a life-course perspective to understanding families and other intimate relationships as they develop over time. This incorporates both the study of family dynamics in diverse contexts and the predictable ways families change.

The Minor comprises at least 30 credits from Family Studies and Sociology courses which must include 18 credits numbered 300 or above. The credits must include FMST 210, 238 and SOCI 200, 415. The remaining 18 credits required for the Minor may be selected from Family Studies courses and the following Sociology courses: SOCI 320, 322, 324, 342, 364, 440, and 444.

Preparation for Certification in Family Life Education

Family Studies also provides an approved program of training for the Certificate in Family Life Education (CFLE) from the National Council on Family Relations. Students interested in this program should contact the Undergraduate Advisor in Sociology for details on the appropriate

arts, the program provides theoretical foundations and research skills for understanding relationships and families, while valuing the application of social science knowledge gained from the study of families.

First and Second Years

During the first two years of study, students should complete the general requirements of the Faculty of Arts including English composition, science, literature, and language, as well as introductory courses in Family Studies. Introductory Family Studies courses include:

- FMST 200 Contemporary Family Relationships
- FMST 210 Family Context of Human Development
- FMST 238 Family Resource Management
- STAT 203 Statistical Methods

Third and Fourth Years

During the third and fourth years of the Bachelor of Arts Family Studies Major program, students are required to complete:

- FMST 323 Family Research Methods
- FMST 420 Family Theories

The remaining 24 credits required to complete a Major in Family Studies may be selected from any Family Studies (FMST) courses. Students must earn a mark of 55% or better in all of their Family Studies courses.

Minor in Family Studies

Students take at least 30 credits from Family Studies courses which must include 18 credits numbered 300 or above. The



<p>choice of courses and the practicum (FMST 415).</p>	<p>credits must include FMST 200, 210, 238, and 420. Note: FMST minors do not require FMST 323 as a prerequisite to FMST 420.</p> <p>The remaining 21 credits required for the Minor may be selected from Family Studies courses.</p> <p>Preparation for Certification in Family Life Education</p> <p>The Family Studies program is an approved program for providing training for the Certificate in Family Life Education (CFLE) from the National Council on Family Relations. Students interested in this program should contact the Family Studies Undergraduate Coordinator for details on the appropriate choice of courses and the practicum (FMST 415).</p> <p>Type of Action: Replace</p> <p>Rationale: In the fall of 2006 the School of Social Work and Family Studies underwent the normal periodic review conducted within the Faculty of Arts. The lead recommendation of that External Review Committee was "that the association between Social Work and Family Studies be dissolved." Furthermore, the External Review Committee suggested that we "merge Family Studies into Sociology." Subsequent to the report's distribution faculty members in Family Studies, Social Work, and Sociology have considered and recommended the option of merging Family Studies with Sociology.</p> <p>There are several reasons to be confident that this integration of Sociology and Family Studies will work. These are as follows:</p> <ol style="list-style-type: none">1. Size: Both Sociology (15.5 FTE Faculty) and Family Studies (7 FTE Faculty) are relatively small units at the moment. Integrating Family
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	<p>Studies with Sociology will create a larger unit with greater critical mass.</p> <ol style="list-style-type: none">2. Breadth: in many North American Sociology Departments a focus on the family is an important scholarly strength. This has not developed in the Sociology Department at UBC because such a focus would have been redundant with Family Studies. The proposed integration would further broaden the intellectual scope of the Sociology Department.3. Shared scholarly values: in meetings between colleagues in Family Studies and Sociology, and with the exchange of documents (e.g., CVs, strategic plans), many overlaps in intellectual approaches have been identified. This is true both in teaching issues and in research expertise and interest. <p>Given the merger of these two units, closing both the BA and MA in Family Studies ensures we do not create program duplication. Both undergraduate and graduate students will continue to have intellectual paths for completing studies of the family. One path will be to major in Sociology with a concentration in family sociology. A second path, open to all Arts BA majors (as well as other Faculties permitting minors in Arts), is to enroll in the interdisciplinary minor program in Family Studies. This second path continues to provide courses for the many students across campus that have been interested in this area. A significant number of Family Studies courses will be retained to support this interdisciplinary focus on the family (which is complemented by courses in other Departments, including both anthropology and history). At the graduate level scholarly study of the family is available in many academic units, including both</p>
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	<p>Sociology and the Individual Interdisciplinary Studies Graduate Program.</p> <p>The material now being considered has been drafted by colleagues from both Family Studies and Sociology, and the material has been approved in a joint meeting of the two units.</p>
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Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

November 2, 2007

Memo to: Vancouver Senate

From: Admissions Committee

Re: **Calendar Changes on Admission Items**

- a. Change to admission requirements for applicants following the British Columbia secondary school curriculum commencing October 2007 (approval) (circulated)

The Admissions Committee has reviewed and approved the recommendation of the task force established by the Provost that BC Grade 12 applicants are not required to write final examinations offered by the BC Ministry of Education (BC Provincial Examinations) other than those required for graduation. This course of action was identified as “Option C” in the Subcommittee’s report.

Motion: *That Senate approve the changes to the admission statement for applicants following the British Columbia secondary school curriculum; and*

That the Committee be directed to monitor the implementation of this policy change and report back to the Senate on this matter not later than the May 2008 meeting of the Senate.

- b. Change to calendar entry on International Baccalaureate (IB) Transfer Credit (approval) (circulated)

The Admissions Committee has reviewed and approved the proposed calendar entry on International Baccalaureate transfer credit for equivalent first-year courses at UBC.

Motion: *That Senate approve the revised calendar entry on International Baccalaureate transfer credit.*

- c. Change to calendar entry on the English Language Admission Standard waiver (approval) (circulated)

The Admission Committee has reviewed and approved the proposed calendar entry on the English Language Admission Standard waiver.

Motion: *That Senate approve the revised calendar entry on the English Language Admission Standard waiver.*

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee



Calendar Change Proposal Form – *R e v i s e d*

Faculty: Faculty Approval Date: Effective Session: Immediately	Date: October 9, 2007 Faculty Contact Person: Phone: Email:
Current URL from Web Calendar: http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0 Proposed Calendar Entry: The admission average will be calculated on English 12 and the three additional approved examinable Grade 12 courses or the equivalent. A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. Applicants who, because of administrative difficulties in their school or because they have a physical, sensory, or specific learning disability, cannot present the courses as required, may be excused a specific admissions course requirement. Supporting documentation sent by the principal of the school concerned is required. All courses must be completed by June. Students are not required to write final examinations offered by the BC Ministry of Education (BC Provincial Examinations) other than those required for graduation. If a student elects to write an optional BC Provincial Examination, the examination result will be used only if it increases the student's admission average. Final examinations offered by the BC Ministry of Education or the external examinations for International	Current URL from Web Calendar: http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0 Present Calendar Entry: The admission average will be calculated on English 12 and the three additional approved examinable Grade 12 courses or the equivalent. A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. Applicants who, because of administrative difficulties in their school or because they have a physical, sensory, or specific learning disability, cannot present the courses as required, may be excused a specific admissions course requirement. Supporting documentation sent by the principal of the school concerned is required. All courses must be completed by June. Final examinations offered by the BC Ministry of Education or the external examinations for International Baccalaureate and Advanced Placement courses must be written. Summer school courses or grades obtained in supplemental examinations will not be considered. Type of Action: <ul style="list-style-type: none">• Remove the BC Provincial



THE UNIVERSITY OF BRITISH COLUMBIA

~~Baccalaureate and Advanced Placement~~
~~courses must be written.~~ Summer school
courses or grades obtained in supplemental
examinations will not be considered.

Examination requirement.

- Outline how optional BC Provincial Examination results will be used if students elect to take them.

Rationale:

Please see the accompanying report.

Please note that reference to International Baccalaureate (IB) and Advanced Placement (AP) exams has been removed as requirements for applicants presenting IB and AP courses are outlined under the separate calendar entry "Applicants with International Baccalaureate and Advanced Placement Courses"

(<http://www.students.ubc.ca/calendar/index.cfm?tree=2,279,0,0>).

THE UNIVERSITY OF BRITISH COLUMBIA



Provost and Vice President Academic

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Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

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MEMORANDUM

September 20, 2007

To: Dr. James Berger, Chair Senate Admissions Committee
Ms. Lisa Collins, Assistant Registrar, Senate and Curriculum Services
Professor Stephen J. Toope, President

c: Dr. David H. Farrar, Provost and Vice President Academic

From: George A. Mackie
Deputy Provost

Re: BC Grade 12 Examinations and Admissions Decisions

Earlier this year, at my request, you struck a subcommittee of the Senate Admissions Committee and charged it to review UBC's admissions policies with respect to BC grade 12 applicants. I want to thank you and the members of this sub-committee for accepting this task and producing a comprehensive report. Clearly, a great deal of research, thought and debate entered the final product.

The report summarizes several factors that oblige UBC to review whether its requirement for four BC Grade 12 examinations is serving any purpose. In brief:

1. Other jurisdictions admit students from BC prior to knowing the results of the provincial examinations. Indeed, many top students are being recruited away from BC as a consequence since they receive more timely admissions decisions than BC universities can offer.
2. Almost all BC grade 12 students admitted to UBC are given offers prior to the writing of the provincial examinations in June. *De facto*, UBC does not use grade 12 examination results to make its decisions for admission.
3. Approximately 1 in 3 students admitted to UBC transfers from one of the Colleges. Such admissions are based on college grades.
4. Students from other jurisdictions are admitted without BC grade 12 examinations and in most cases, without any equivalent to a provincial examination.
5. Any attempt to use BC Grade 12 results which only become available in August to finalize offers of admissions results either in offers which are too late to yield acceptances or in revocation of offers when a student unexpectedly does poorly in one or more examinations. Revocation of a previously unconditional offer is

September 20, 2007

To Dr. James Berger, Chair, Senate Admissions Committee
Ms. Lisa Collins, Assistant Registrar, senate and Curriculum Services
Professor Stephen J. Toope, President
c: Dr. David Farrar, Provost
Re: BC Grade 12 Examinations and Admissions Decisions

devastating to students and puts UBC in a very unfavourable light, exposing it to public challenge.

6. Evidence that grades from the BC Grade 12 examination offer predictive value for student success at university is limited. The correlation is positive but accounts for only a portion of the variability in student performance.

The report offers four options for the future:

- A. Status quo. Four BC 12 examinations are required but admissions are based largely on school and self-reported grades.
- B. Provincial Exams required with no downside risk. In this option, four BC 12 examinations are still required but the grades are only used if they benefit a student.
- C. Make the Provincial examinations optional for admissions but required for scholarships and awards. If written, grades from the provincial examinations would only be used to a student's advantage.
- D. Require only BC Math 12 (and any provincially required grade 12 subjects by default).

My recommendation to Senate is adoption of option C. The key reason for this advice is given in point 2 above: UBC cannot use the results of the provincial examinations and still make timely offers of admission. For this reason, neither option A nor option B is realistic, honest or ethical. The main reason for even considering option D is consideration of ongoing data initiated with a 1974 study which suggests some pedagogic advantage to performance in Mathematics. In my opinion, an admissions policy for the University cannot privilege any unit or department. Thus, option D must be rejected.

It will be important to monitor the performance of incoming students regardless of the option chosen and to make adjustments in UBC's course offerings and mode of delivery in response. We should be doing this in any event as the environment in which high school students learn is constantly changing.

Senate Admissions Subcommittee: BC Grade 12 Provincial Examinations FINAL REPORT – August 2007

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Background:

In light of the fact that the Ministry of Education no longer requires Grade 12 students to write provincial examinations in any subject except English 12 (or an alternative Language Arts 12 course), the Vice-President Academic asked the Chair of the Senate Admissions Committee to convene a group of faculty and senior administrative staff to review UBC's admissions policies with respect to BC Grade 12 applicants. Currently, UBC requires all BC 12 applicants to write the final provincial examinations in all courses used in the calculation of an admission average.

Current State Assessment:

The Senate Admissions Subcommittee on BC Grade 12 Provincial Examinations (see Appendix A for overview of process and membership) discussed the following aspects of UBC's current use of provincial examinations in the undergraduate admission process:

1. *Competitiveness in post-secondary student recruitment across Canada*

Due to changing demographics and increasing access to post-secondary education in Canada, recruitment of top students has become more competitive on a national level. As almost no post-secondary institutions in central Canada still require BC secondary school applicants to present provincial examinations, UBC is at a competitive disadvantage in recruiting the best students from our own province (including international students currently studying in the BC secondary school system). See Appendix B for a list of Canadian post secondary institutions that no longer require BC applicants to present provincial examination results.

2. *Relevance to the admission decision*

Because almost all BC grade 12 students write provincial examinations in June, final grades—a 60/40 blend of school-based marks and provincial exam results—are not available until the end of July or even the beginning of August. (For the current admissions cycle, final grades were not available until August 2nd.) This is too late to provide students with an initial offer of admission, so most admission decisions are made without the benefit of complete set of provincial examination results.

In 2005, 98% of the total offers of admission to BC students were made without a complete set of provincial exam results. As of June 2007, 22% of all admitted BC 12 students have been admitted without UBC having seen *any* provincial examination results. Therefore, while UBC requires students to complete provincial examinations, the results are being used inconsistently, and sometimes, not at all.

3. *Reluctance to rescind offers of admission*

In the past, UBC reviewed all admission decisions upon receipt of a complete set of provincial examination results in the summer. As a result, students perceived UBC's offer of admission as tentative (particularly in comparison with offers from other institutions) and a number of students lost their offers of admission late in the summer, past the point where they could make alternative arrangements at another institution.

4. *Fairness in the admissions process*

The current requirement that BC12 students write provincial examinations results in UBC employing a different standard for students who attend secondary schools with a semestered calendar (where provincial examinations are written in January and June) as opposed to those who attend schools with a linear calendar (where students write all examinations in June). For example:

Student A attends a semestered school. After completing the course portion of Math 12 and English 12, she has grades of 85% and 90% (respectively). She writes the provincial examinations for both courses in January, but does not do as well as she would have liked. As a result, her final grades in Math and English drop to 80% and 85%. She submits these grades to UBC via the Self-Admission system in April and is told that her average is not high enough to be admitted to the Faculty of Arts.

Student B attends a linear school. On his March report card (having completed just over half the school year) he receives 85% in Math 12 and 90% in English 12. When he uses the Self-Admission system in April, he is told that based upon these marks, he is admissible to the Faculty of Arts. However, after writing his provincial examinations in June, his Math and English grades drop to 80% and 85%. Because UBC does not get this information until the end of July, he retains his offer of admission.

These scenarios illustrate how the current practice results in two students with similar academic performance receiving two different admission decisions.

5. *Transparency in the admission process*

UBC tells applicants that the university considers provincial examination results in the undergraduate admission decision. In reality, most admission decisions are made without a complete set of examination results (and some decisions are made without any provincial examination results at all).

6. *Provincial examinations as indicators of first year success*

A review of BC secondary school students who entered UBC from 2003 – 2005 suggests that Grade 12 final grades (a blended grade comprised of school based marks—60%—and provincial examination results—40%) show a higher correlation with first year sessional average than either classroom grades or examination grades alone (see Appendix C). This supports a 1976 study by the UBC Department of Mathematics showing that students with a “B” in Math 12 who wrote the (then) optional scholarship examination performed at the same level in UBC Math 100 as “A” students who chose not to write the examination.

However, the difference in predictive ability with respect to first year performance between course grades and blended grades in the 2003 – 2005 data is marginal. Furthermore, these results could change now that the examinations are optional (and could change even more were the provincial examinations to be completely discontinued).

7. *The role of Principles of Mathematics 12*

Because of the higher correlation between Math 12 course and examination grades, the existence of historical data on the importance of a standardized examination in Math 12, and the fact that Grade 12 mathematics is the second most-prevalent admission requirement (after Grade 12 English) for all UBC faculties with direct-entry from secondary school, the Subcommittee discussed the importance of Principles of Math 12 within the context of this issue.

8. *Provincial examinations as a mechanism to standardize classroom-based grading practices*

Whether or not provincial examinations add to the predictability of first year success, the existence of provincial exams may help to standardize classroom-based grades. An analysis of BC Grade 12s admitted to UBC from 2003 to 2005 shows a common variance of 31% to 54% between a student’s secondary school classroom grade and examination grade (the relationship varies by subject). Because it is difficult to attribute causation in the relationship, we can say that this represents the *maximum* degree to which the current provincial exams *may* standardize classroom grades (in the current format).

9. *The role of the university in affecting the secondary school curriculum*

UBC has a significant interest in maintaining the quality of education in BC secondary schools. However, it is not the role of the university’s admission policies and practices to regulate and monitor the teaching and/or grading practices of BC secondary schools. UBC should be supportive of the Ministry’s efforts to maintain system quality and should provide appropriate feedback on student performance wherever possible.

10. *Feedback from the community*

There has been considerable feedback on this issue from both the internal and external community. On campus, a number of members of the Department of Mathematics have indicated that they are strongly in favor of provincial examinations (especially for Principles of Mathematics 12) remaining in place. This feeling has been echoed by many secondary and post-secondary educators off campus (mostly in the field of mathematics and the sciences). Their general argument is that provincial examinations support a higher standard of education and that exams serve to even the playing field among different schools.

Enrolment Services has also consulted with the UBC Counsellors’ Advisory Committee, consisting of 30 educators and counsellors from a variety of jurisdictions and school types throughout the province. While not opposed to provincial examinations per se, this group has acknowledged the benefits of UBC no longer requiring provincial examinations for the purpose of admission.

The British Columbia Teachers Federation has urged its members to lobby UBC to abolish the use of provincial exams in the admission decision. While response from membership has been varied, a number of teachers indicated that the presence of provincial examinations forces them to “teach to the test” and compromises the quality of instruction in the classroom.

It has also been noted that, because the number of provincially examinable courses is limited in BC, the University's insistence that only provincially examinable courses be used in the calculation of admission averages severely constrains high school choice in the humanities and social sciences for BC students as compared with other Canadian students. In BC, the only provincially examinable courses accepted by UBC are Biology 12, Chemistry 12, Physics 12, Mathematics 12, Geography 12, History 12, English 12, English Literature 12, plus a number of modern languages 12. There are no provincially examinable courses in the social sciences or the performing arts (Music, Visual Arts, Theatre, for example). In comparison, students in Alberta—the only other province requiring provincial exams—can choose a combination of provincially examinable and non-provincially examinable courses when applying for admission to UBC, and students in Ontario, Quebec and Atlantic Canada, where there are no required provincial exams, have a long list of courses in the sciences, social sciences, humanities and performing arts from which to choose when applying to UBC. One of the BC Ministry of Education's stated reasons for making provincial exams optional was to increase choice for secondary school students.

Principles:

The Subcommittee identified the following principles as the hallmarks of an effective set of admissions policies and practices:

- 1) *Attracting Excellent Students.* As per Trek 2010, UBC's admission policies should aim to ensure that the institution “...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world”. Policies or practices that have the effect of discouraging the enrollment of top quality British Columbia students should be identified and reviewed.
- 2) *Transparency.* UBC's admissions requirements should aim to be clear and understandable to prospective students.
- 3) *Integrity.* Announced policy should conform to practice. The University should be honest and open in its communication of admissions policies and practices.
- 4) *Equitable and Fair Treatment of all Applicants.* Applicants from British Columbia should not be disadvantaged in comparison with applicants from other jurisdictions (national or international). Similarly, secondary school applicants from one BC school district should not be given inappropriate advantage over applicants from another BC school district.
- 5) *Student Success.* Our admission policies should allow us to select applicants who are the most likely to succeed at UBC.

Recommendations:

The Subcommittee was not able to reach consensus on a single recommendation; it identified four options for consideration. Option A is essentially the status quo; should UBC be unable to reach agreement on a new course of action, there is always the option of maintaining current practice and monitoring what develops in the community. Options B to D specifically identify school-based marks as the basis for the majority of admission decisions, but either require students to write some varying number of provincial exams or offer students the opportunity to boost their competitive average by writing provincial exams.

Because of the different ways in which schools across the province operate—linear versus semestered, for example, but there are other differences as well—it is impossible to treat all BC 12 applicants in exactly the same way when it comes to making admission decisions. In March/April, when UBC starts making admission decisions on applicants still attending secondary school, students in semestered schools present at least some combination of final and interim grades, while students in linear schools typically only present interim grades. The question is how best to mitigate these inherent differences.

Ultimately the subcommittee's discussion focused on a handful of key questions: Do provincial exams play a meaningful role in helping to maintain the quality of education in our secondary schools? What role should the University's admission policies play with respect to helping maintain the quality of education in BC secondary schools? If the University continues to require provincial examination results from all BC 12 applicants, how will this be seen by the Ministry of Education, given that it has decided to make provincial exams optional in all courses but English 12 (or an equivalent Language Arts 12 course)? What effect will continuing to require provincial examinations for required courses have on the University's ability to attract the best and brightest BC 12 students? And finally, do the perceived benefits of continuing to require provincial examinations outweigh the potential risk in terms of continuing to attract the best and brightest BC students to UBC?

The following provides an overview of the four options. A summary comparison table (Table 1) is provided at the end of this section.

Option A (Status Quo)

Description:

- Provincial examinations required for all Grade 12 courses used in the calculation of the admission average.
- Students admitted on whatever marks are available at the time of evaluation:
- March/April admission decisions are made on all available data: school based marks and/or final blended grades. Students with courses in progress are admitted on course grades and students with completed courses are admitted on final blended grades.
- Final admission averages are based on a blend of school-based marks and provincial exam results. Students not admitted in March/April automatically admitted in July/August if final blended grades are above the competitive cut-off.
- Faculties make independent decisions to rescind offers of admission from registered students whose final blended grades have fallen below an identified threshold.

Evaluation:

Attracting Excellence:	Our reliance on final provincial examination results means that offers of admission are conditional until very late in the cycle (i.e. mid-August). From the student's perspective, there is considerably more
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	uncertainty and risk attached to accepting an offer of admission to UBC than to accepting offers from other institutions.
Transparency:	It is difficult to provide concise messaging re: admission requirements that is applicable for all BC grade 12 students. Students attending a linear school are told that they are admitted on a different set of grades than students in a semestered school.
Integrity:	Policy does not adhere to practice. Students are told examinations are required for admission, but approximately 98% of admitted BC Grade 12s receive decision prior to writing all provincial examinations. Furthermore, the decision to revoke an offer of admission late in the summer has a negative impact on students' lives and UBC's reputation in the community.
Fairness:	Applicants from linear schools are evaluated in a significantly different manner than applicants from semestered schools, and both groups are held to a higher standard than students from out-of-province and international students.
Student Success	High school marks are of limited utility in predicting success in first year university (see Appendix C, Figure 1). Moreover, adding provincial exam results to school-based marks provides only a marginal increase in explanatory power 28% to 34% (See Appendix C, Table 3). The value of this small increase must be weighed against the potential negative impact of keeping students in a prolonged state of uncertainty with respect to university admission.
Optics:	By maintaining the status quo, the University could be perceived as undermining the Ministry of Education's decision to make provincial exams optional. One of the Ministry's stated reasons for making this change was to allow Grade 12 students more course choice. And, should either Simon Fraser University or the University of Victoria decide no longer to require provincial exams, UBC may be forced quickly to reconsider its position in order to remain competitive.

Option B: Provincial Exams required with no downside risk

Description:

- Provincial examinations are required for all courses used in the calculation of the admission average but examination results are not used in the calculation of an admission average in the first instance.
- The majority of students are admitted on interim grades.
- Should an applicant have already completed a Grade 12 examination, the final blended grade may be used in the March/April admission decision, but only if it is to the student's advantage.
- Students not admitted in March/April may be admitted in July/August on final blended grades if a) their July grades are above the competitive cut-off and b) space permits.
- Offers of admission are only revoked if a student's final blended average falls below the published university minimum of 67%, fails or does not complete a pre-requisite course, and/or does not graduate.

Evaluation:

Attracting Excellence:	UBC is at a competitive disadvantage; out-of-province institutions either do not require BC students to write provincial exams or offer them the option of presenting a combination of provincially examinable and non-provincially examinable courses.
Transparency:	Messaging is similar for all students.

Integrity:	Announced admission policy conforms to practice. However, by requiring the examination component of all grade 12 courses offered for admission, students are required to complete a considerable amount of work (i.e. four provincial examinations) that plays only a minor role in the admission decision.
Fairness:	All applicants evaluated upon (more or less) same criteria. If a student wants to increase his/her chances of gaining admission, they can choose to write the provincial exam knowing that the results can only help their March /April admissibility.
Role of University:	UBC policies serve to regulate secondary school practices by enforcing a higher level of standardization than what is required by the Ministry of Education. The standardization has the negative effect of narrowing the range of courses that British Columbia students can offer for University admission by comparison with other Canadian jurisdictions (Ontario, for example).
Student Success:	High school marks are of limited utility in predicting success in first year university (see Appendix C, Figure 1). Moreover, adding provincial exam results to school-based marks provides only a marginal increase in explanatory power, from 28% to 34% (See Appendix C, Table 3). The value of this small increase must be weighed against the potential negative impact of keeping students in a prolonged state of uncertainty with respect to university admission.
Optics:	By continuing to require provincial examinations, the University could be perceived as undermining the Ministry of Education's decision to make provincial exams optional. One of the Ministry's stated reasons for this change was to allow Grade 12 students more choice in course selection. And, should either Simon Fraser University or the University of Victoria decide no longer to require provincial exams, UBC may be forced to quickly reconsider its position in order to remain competitive.

Option C: Optional Provincial Examinations

Description:

- UBC does not require Grade 12 provincial examinations.*
- March/April admission decisions are made on course grades only. The majority of students are admitted on interim grades.
- Should an applicant have already completed an optional Grade 12 examination, the final blended grade may be used in the March/April admission decision, but only if it is to the student's advantage.
- Students can write provincial exams in any course used in the calculation of an admission average in order to boost their competitive average.
- Students not admitted in March/April may be admitted in July/August if a) their July grades are above the competitive cut-off and b) space permits.
- Offers of admission are only revoked if a student falls below the published university minimum of 67%, fails or does not complete a pre-requisite course, and/or does not graduate.

* The obvious next question, if provincial examinations are no longer required, is whether UBC will allow BC students to present courses that are not provincially examinable and, if so, which courses.

Evaluation:

Attracting Excellence:	Offers of admission to UBC to BC students are now competitive with offers from other top institutions across Canada.
Transparency:	Messaging is similar for all students.
Integrity:	Announced admission policy conforms to practice; all admission criteria play a meaningful role in the admission decision.
Fairness:	All applicants evaluated upon (more or less) same criteria. If a student wants to increase his/her chances of gaining admission, they can choose to write the provincial exam knowing that the results can only help their March /April admissibility.
Role of University:	UBC policies regarding provincial examinations conform to those of the Ministry of Education.
Student Success:	School-based marks account for approximately 28% of the variance in first-year university performance; blended marks (school marks plus provincial exam marks) account for 34% of the variance. There is always the possibility that without provincial exams, school-based marks will vary more widely and therefore become even less of a predictor of university success than is currently the case.
Optics:	It is unclear whether the Ministry of Education would continue to offer provincial exams if none of the major BC universities required them for admission. (Currently, the Ministry still uses some provincial exam results in the adjudication of scholarships.) Some politicians, parents and educators will see a move away from provincial exams as a lowering of standards of education.

Option D: UBC requires Provincial Examination in Math 12 in addition to English 12

Description:

- Same as Recommendation C, except the Principles of Math 12 provincial examination is also required for students for whom Math 12 is a required course.
- UBC requires a minimum score of 50% on Engl 12 and Math 12. This will result in approximately 60 offers of admission revoked each year in mid-August.

Evaluation:

Attracting Excellence:	Relying on provincial examination results in either one (Engl 12) or two courses (Engl 12 and Math 12) means that UBC is at a competitive disadvantage with respect to out-of—province universities. Offers of admission will be conditional upon receipt of provincial examination results and students will continue to feel some anxiety and uncertainty with respect to offers of admission from UBC.
Transparency:	Messaging is complicated: provincial exams are required for some courses but not others and some students are required to write more exams than others. Further, if the main reason for requiring BC students to write the Math 12 provincial exam is because of the correlation between exam results and performance in first year Math (see Appendix C, Figure 6), it should be noted that this requirement can only be imposed on BC students taking Math in first year. Students from other jurisdictions, students entering UBC from another BC post-secondary institution, and students who wish to take Math in second year or later, cannot be assumed or required to meet the same standard.

Integrity:	Announced admission policy conforms to practice. By requiring the examination component of Math 12, students are required to write a comprehensive examination (over and above the Ministry's graduation requirements) that plays only a minor role in the admission decision.
Fairness:	All applicants evaluated upon (more or less) same criteria; however, students required to write the Math 12 provincial exam face more uncertainty than other students.
Role of University:	UBC policies regarding provincial examinations conform to those of the Ministry of Education, <u>with the sole exception of Math</u> , for which UBC requires a provincial examination to be written.
Student Success:	The correlation between blended grades (school-based marks and provincial exam results) in Math 12 and performance in first year Math is high (35%) in comparison to blended grades and first year performance in other disciplines. The value of this information must be weighed against the potential negative impact of keeping a large number of students in a prolonged state of uncertainty with respect to university admission and with the fact that some number of students will have their offers revoked in mid- to late-August.
Optics:	On the one hand, by continuing to require provincial exam results in two of the four courses used in the admission decision, UBC may still be seen to be undermining the Ministry's desire to increase choice for secondary school students. On the other, by requiring a provincial exam in Math as well as English, UBC may be seen to be setting high standards for both literacy and numeracy. Offers of admission will still be seen as tenuous.

Table 1: Summary of Options A – D

	Options A (Status Quo)	B	C	D
Number of provincial examinations required	Four	Four	None	Two: English 12 and Principles of Mathematics 12
Provincial exam results used in March / April decision	Yes	Optional	Optional	Engl and Math; others optional
Provincial exam results used in July / August decision	Yes	Optional	Optional	Engl and Math; others optional
Criteria for July / August decision	Same as March / April	Same as March / April and if space permits	Same as March / April and if space permits	Same as March / April and if space permits
Revoking offers	At faculty discretion	Only if student no longer meets published admission requirements	Only if student no longer meets published admission requirements	Only if student no longer meets published admission requirements
University – wide minimum threshold of performance on provincial examinations	No	No		50% for English 12 and Principles of Math 12

Appendix A: Overview of Consultation and Process

Subcommittee Membership

Dr. James Berger (Chair), Professor, Zoology; Chair, Senate Admissions Committee
Dr. George Bluman, Professor, Department of Mathematics
Ms. Katriona MacDonald, Asst Dean & Director, Undergraduate Program, Sauder School of Business
Dr. William McKee, Associate Head, Educational and Counselling Psychology and Special Education
Dr. Wes Pue, Associate Vice President, Academic
Ms. Deborah Robinson, Associate Registrar & Director, Student Recruitment, Admissions and Awards
Dr. Herbert Rosengarten, President's Office, Department of English, past Chair, Senate Admissions Committee

Report and analysis prepared by Andrew Arida, Associate Director, Enrolment, Enrolment Services;
additional subcommittee support provided by Michael Bluhm, Associate Director, Undergraduate Admissions

Dates of Meeting

February 9, 2007 (initial meeting with Dr. James Berger and Dr. William McKee)
March 23, 2007
March 30, 2007
April 13, 2007
April 27, 2007
May 25, 2007

Consultation:

January 17, 2007	Discussion at UBC Enrolment Management Committee
January 26, 2007	UBC Counsellors' Advisory Committee
March 12, 2007	Feedback solicited from secondary school community via Graduation listserv
March 21, 2007	Teleconference meeting with Britta Gundersen-Bryden, Director of the Assessment Branch and French Programs, BC Ministry of Education
April 11, 2007	Discussion with UBC Heads of Science facilitated by Dr. Bluman
April 25, 2007	Consultation with Math teachers (secondary and post-secondary) in BC
May 17, 2007	UBC Counsellors Advisory Committee
June 19, 2007	Presentation to UBC community via Enrolment Services Fair

Appendix B:
Canadian University Provincial Exam Requirements for BC Grade 12 Applicants

Institution	Prov. Exams Required?	Comments
BCIT	No	
Carleton	No	
Dalhousie	No	
McGill	No	
Mount Allison	No	
St Francis Xavier	No	
Langara College	Yes/No	A provincial examination is required if the course is specifically identified as an admission requirement or pre-requisite.
Queen's	No	
U of Alberta	Yes	Will use non-provincially examinable grade 12 course in the calculation of an admission average; will admit conditionally based on grade 11 grades.
U of Calgary	Yes	Will use non-provincially examinable grade 12 course in the calculation of an admission average; will admit conditionally based on grade 11 grades.
U of Guelph	No	
U of Saskatchewan	No	
U of Toronto	No	As of intake into September 2008
U of Waterloo	No	
U of Western Ontario	Yes	Will also use non-provincially examinable grade 12 courses in the calculation of an admission average.
Simon Fraser University	Yes	
University of Victoria	Yes	Will also use non-provincially examinable grade 12 courses in the calculation of an admission average; will admit conditionally based on grade 11 grades.

BC:

Simon Fraser University and the University of Victoria have not changed their policies regarding provincial examinations, but have indicated that they are "waiting to see what UBC does on this issue". Many of the colleges are actively reviewing their policies.

Alberta:

Because Alberta also has mandatory provincial exams, it is likely that the University of Alberta and the University of Calgary will continue to ask for BC provincial exam results. Because both of these schools make admission decisions very early in the cycle (using Grade 11 or Grade 12 grades in the fall), the use of provincial exams in admission decisions is really a non-issue. Furthermore, the Alberta universities have always been particularly attuned to the BC market and will likely play close attention to what others are doing to recruit BC students.

Rest of the country:

Conversations with university affairs colleagues suggest that many Canadian universities do not use provincial exam scores because final admission decisions are made on interim grades (that often do not include the provincial exam); final grades are used to confirm completion of all

required courses and to affirm that students' averages are above the university minimum. Therefore, using the provincial exam scores is somewhat of a non-issue.

Appendix C: A Quantitative Analysis of the Role BC Provincial Examinations Play in UBC Undergraduate Admission Decisions

The purpose of this report is to use a variety of statistical methods to describe the role BC provincial examinations play in the UBC undergraduate admission process.

UBC Enrolment Services, in conjunction with UBC faculties, use secondary school grades as the primary (although not always sole) basis of evaluation for BC secondary school applicants applying to a UBC undergraduate program. The unit implements undergraduate admission policies and procedures to achieve the following enrolment objectives:

1. To achieve optimal enrolment at UBC (with "optimal" being defined by the institution)
2. To admit students who will be successful at UBC
3. To be fair to the applicant in how admission decisions are made
4. To be strategic in our enrolment practices to ensure that we enroll the best and the brightest students from BC, Canada and the world

For the most part, this analysis will focus on the role BC provincial examinations play in achieving goals 2 and 3 mentioned above. However, the practical implications of UBC's use of provincial examinations as a means of determining admissibility has an important impact on all the abovementioned goals.

This report attempts to answer the following questions:

1. How effective are provincial examinations as indicators of first year success at UBC?
2. Does the effectiveness of provincial examinations as predictors of first year success vary from faculty to faculty?
3. Does the effectiveness of provincial examinations as predictors of first year success vary among disciplines?
4. What are the ranges of grades in the various admission criteria that may be presented to UBC by BC secondary school applicants?
5. To what extent are provincial examination grades and class-only grades associated with one another in BC Grade 12 secondary school courses?
6. What effect would establishing minimum thresholds of performance on selected provincial examinations have on admission to direct-entry UBC undergraduate programs?

Data:

The data in this report comes from two sources.

In 1976, Dr. George Bluman and Warren Smith, members of the UBC Department of Mathematics, conducted a study that observed first year performance in mathematics courses of students who wrote and those who did not write the (then optional) provincial examination. In total, the performance of 1,667 BC students was observed.

Data was also collected from all the BC secondary school students (including students who graduated with an IB diploma) who entered UBC directly after graduation in 2003, 2004 and 2005 (9,294 students in total). First year international and domestic students were included from the

following degree programs: BA, BASC, BCOM, BDSC, BHK, BMUS, BSC, BSCF, BSCN, BSCW, BSF, BSFN, and BSN¹.

The following 2003 – 2005 students have been excluded from the analysis:

- Students enrolled in an integrated first year program (Science One or Arts One) where a disaggregated course-by-course sessional average is not available.
- Students with a sessional average of 0.0.
- Students with English 12 missing from their high school record.

Table 1: UBC Enrolment Data, First Year UBC Students Direct-Entry From BC Secondary Schools, 2003 – 2005.

	2003	2004	2005
(n)	3,250	3,028	3,011
Mean, admission average	87.3%	87.2%	87.75%
Standard Deviation, admission average	5.7%	7.2%	5.8%
Mean, 1 st year sessional average	71.3%	71.3%	71.5%
Standard Deviation, 1 st year sessional average	9.3%	9.5%	9.0%

For a full summary of the sample pools in the 2003 – 2005 study, see Appendix C1.

The report uses the following definitions and abbreviations:

Engl 12	English 12
Math 12	Principles of Mathematics 12
Chem 12	Chemistry 12
Phys 12	Physics 12
Biol 12	Biology 12
Geog 12	Geography 12
Hist 12	History 12
Course Grades	Average calculated on teacher-assigned course marks for English 12, Principles of Mathematics 12, Chemistry 12, Biology 12, Physics 12, History 12, and Geography 12 ² .
Exam Grades	Average calculated on BC provincial examination marks for English 12, Principles of Mathematics 12, Chemistry 12, Biology 12, Physics 12, History 12, and Geography 12 ² .
Blended Grades	Average calculated on blended final grade of 60% teacher assigned course mark and 40% provincial examination for English 12, Principles of Mathematics 12, Chemistry 12, Biology 12, Physics 12, History 12, and Geography 12 ² . This criterion adheres to the 1995 BC Ministry of Education Graduation Program.

Course Grades with

¹ BSN data for 2003 only.

² Note that this is not a comprehensive list of courses that can be used to calculate an admission average for UBC. Second language courses were excluded as bilingual or trilingual students may bias the results. Furthermore, Geology 12 was not used in order to maintain somewhat of a balance between science and humanities courses. Finally, English Literature 12 was not included as English 12 is far more prevalent.

English 12 Blend	Average calculated on course grades for all provincially examinable courses except English 12, which is calculated on 60% teacher assigned course mark and 40% provincial examination. This criterion adheres to the 2004 BC Ministry of Education Graduation Program.
Course Grades with English 12 and Math 12 Blend	Average calculated on course grades for all provincially examinable courses except English 12 and Principles of Mathematics 12, which are calculated on 60% teacher assigned course mark and 40% provincial examination. This criterion does not align with the BC Ministry of Education graduation program, but serves to illustrate an admission criterion that emphasizes standardization in literacy and numeracy.
Admission Average	Actual admission average calculated for students based upon English 12 and three other provincially examinable courses appropriate for the program to which the student was admitted.
Direct Entry	Refers to students who entered first year UBC in the same year that they graduated secondary school.

Notes:

Much of this report is based upon 2003 – 2005 data of BC secondary school students. This data was observed at a time when provincial examinations are mandatory in the BC secondary school curriculum. Therefore, course-based grades and examination-based grades cannot be viewed in isolation; the course grades observed in 2003 – 2005 may have been different had provincial examination not been present. While this analysis does assess the degree to which provincial examination grades and courses grades are related, there is no way to know what course-based grades in 2003 – 2005 would have looked like had provincial examinations not existed.

In the late 1970s, the UBC Department of Mathematics conducted a study comparing the ability of secondary school mathematics course grades to predict first year success at a time when provincial examinations were optional to the following year when the examinations became mandatory. The study showed that secondary school grades with a mandatory provincial examination had a much higher correlation with first year success. However, these results are specific to performance in mathematics and cannot necessarily be applied to all disciplines.

It is also important to note that all correlations in this study will be slightly under-reported due to restriction of range within the sample population being observed. Because we can only observe the first year performance of students who registered at UBC, this study focuses primarily on the higher end of all BC secondary school students. Were ALL BC secondary students to have completed first year at UBC, the correlation observed between secondary school performance and university performance would almost surely be much higher.

1. How effective are provincial examinations as indicators of first year success at UBC?

As one of the goals of UBC Enrolment Services is to admit students who are the most likely to succeed at UBC, the criteria used in the admission decision should be somewhat effective predictors of first year success.

In 1976, the UBC Department of Mathematics conducted a study that observed BC Grade 12s' success in first year UBC mathematics in relation to whether or not the students had written the provincial examination. At the time, provincial examinations were optional and used for scholarship purposes only (much like they are in the 2004 BC Ministry of Education Graduation Program, with the exception of Language Arts 12, where a provincial examination is still required for graduation).

The results of the study are included in Table 2. A student with a B in Math 12 who wrote the provincial examination performed significantly better at UBC than a student with the same grade who did not write the exam. Furthermore, the correlation between performance in the provincial examination and first year mathematics at UBC was much stronger than between course grades and first year math grades; this suggests that examinations were a better predictor of success in 1976 than course-based grades.

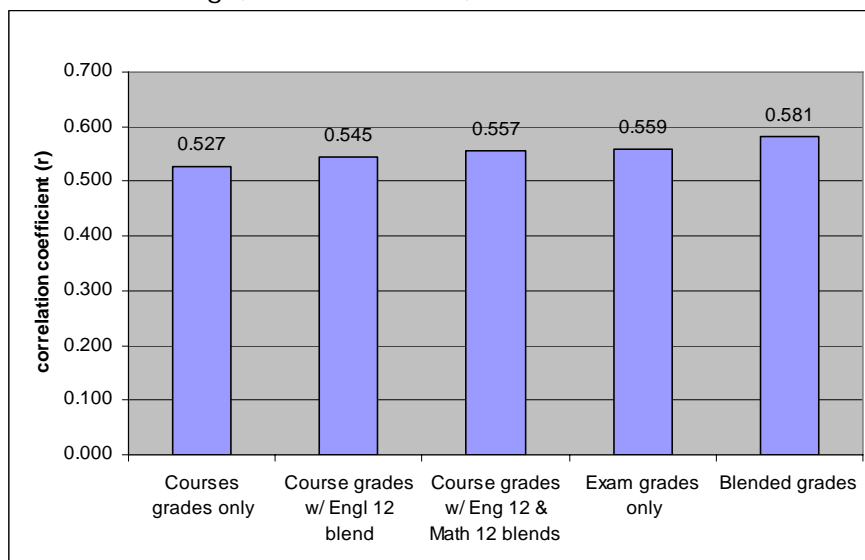
Table 2: Performance in Math 100 of students who wrote the Math scholarship exam, 1976.

Math 12 Grade	Students		Results in UBC Math 100							
	Exam	No Exam	Wrote scholarship examination				Did not write scholarship examination			
			1 st class	2 nd class	% Pass	% Failed or drop-out	1 st class	2 nd class	% Pass	% Failed or drop-out
A	299	259	72%	18%	8%	2%	41%	34%	15%	11%
B	190	429	40%	33%	20%	7%	16%	34%	30%	19%
C+	47	264	13%	26%	38%	23%	6%	22%	38%	34%
C	13	166	8%	15%	46%	31%	4%	13%	31%	51%

It is important to note that many schools with students writing scholarship examinations offered additional classes to help students prepare for the exam; in other words, examination takers did more mathematics work and spent more time in class. Therefore, exam takers' success in first year may be attributed to both better preparation and the benefits of completing a standardized examination.

The suggestion that standardized examination grades offer a stronger correlation with first year performance than course grades is supported in more recent data. Figure 1 shows the correlation coefficient between the various admission criteria for entering BC secondary school students and their subsequent first year sessional average at UBC. In all years, there was a significant relationship between the five admission criteria and first year sessional average (all p s < .001).

Figure 1: Average correlation between admission criteria and first year sessional average, BC 12 students, 2003 - 2005



The observed difference among the admission criteria does not seem large. In order to measure the difference between the predictive abilities of the different admission criteria, a multiple regression is used to determine what percentage of the variation in the student's first year sessional average is explained by the variation seen in the student's admission criteria (this is referred to throughout this report as the "common variance"). See Table 3 for the results:

Table 3: Variation in first year performance explained by BC12 admission criteria, 2003 - 2005³.

Admission Criteria	2003	2004	2005	Average
Course grades alone	28.5%	27.0%	27.8%	27.8%
Course grades and blended grades	33.1%	34.1%	35.0%	34.1%
Difference	4.6%	7.1%	7.2%	6.3%
Significance of change	$p < .001$	$p < .001$	$p < .001$	

For example, over a three year average, course grades alone explained 27.8% of the variation seen in first year performance at UBC; the remaining 72.2% of variation in first year grades was the result of other (potentially) unknown variables (i.e. time spent studying, class attendance, health, etc.). When blended grades are added to the model, we are better able to predict (or explain) first year performance. By adding the blended grade into our predictive model, we are able to explain 34.1% of variations seen in first year grades. This means that we gain 6.3% of predictive ability by using an admission requirement that includes both course and exam grades than if we looked at course grades alone. In all cases, the incremental predictive ability afforded by blended grades is observed to be statistically significant ($p < .001$), meaning it is unlikely that the variation is random in nature.

³ For full details of the linear regression used to obtain this data, see Appendix C2.

Conclusions:

1. A 1976 study, conducted when provincial exams were still optional, shows that students who wrote exams performed much better in first year mathematics than students who did not.
2. There is a large correlation between secondary school performance and first year success. However, the predictive ability of secondary school performance does not vary greatly by which measure of secondary school performance is observed.**
3. Blended grades have the highest correlation with first year success.
4. At best, secondary school criteria can explain approximately 35% of the variation seen in first year performance.
5. Using blended grades in the admission decision provides approximately 6% more predictive ability than course-based grades.**

Note: ** these conclusions were observed when provincial examinations were mandatory and may change were provincial examinations to become optional.

2. Does the effectiveness of provincial examinations as predictors of first year success vary from faculty to faculty?

All UBC faculties that admit students directly from secondary school have different admission requirements. If the predictive ability added by provincial examinations varies from course to course, then the relationship between secondary school admission criteria and first year performance at UBC should vary from faculty to faculty.

The following four figures show the common variance between admission criteria and first year performance in the four largest UBC faculties that admit directly from secondary school:

Figure 2: BA, common variance between admission criteria and first year sessional average 2003 - 2005

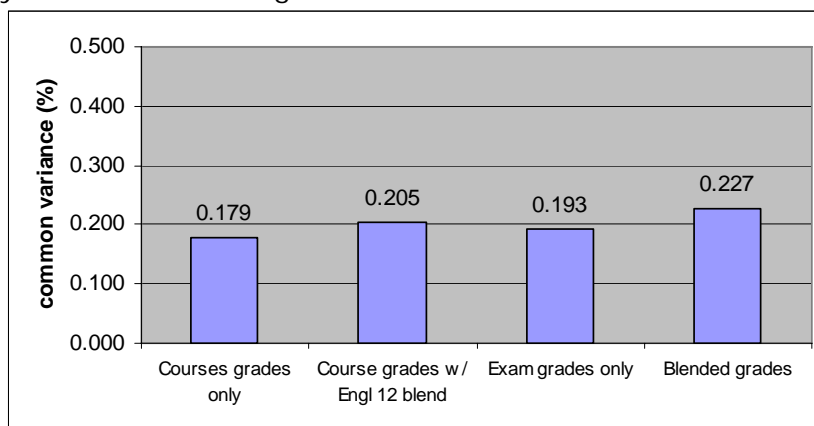


Figure 3: BSc, common variance between admission criteria and first year sessional average 2003 - 2005

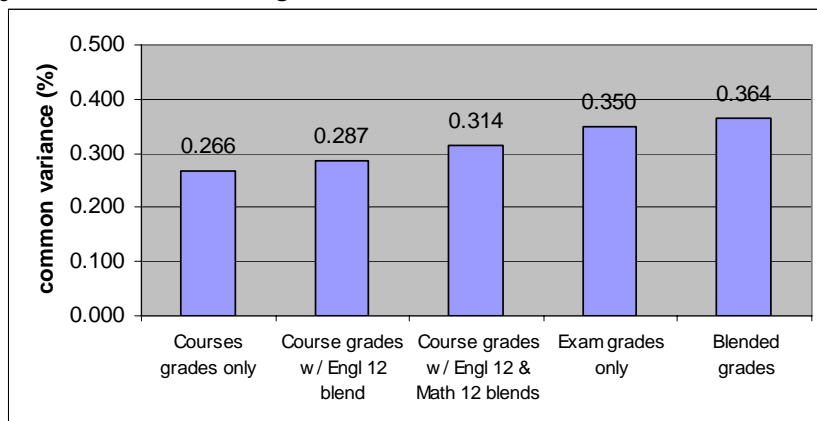


Figure 4: BASc, common variance between admission criteria and first year sessional average 2003 - 2005

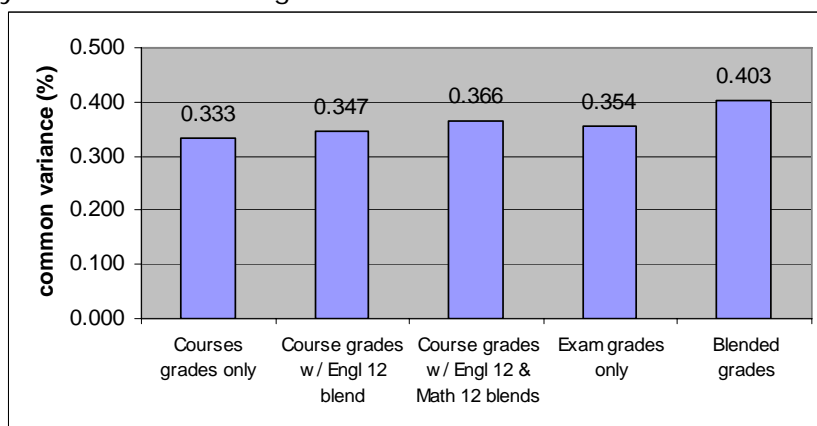
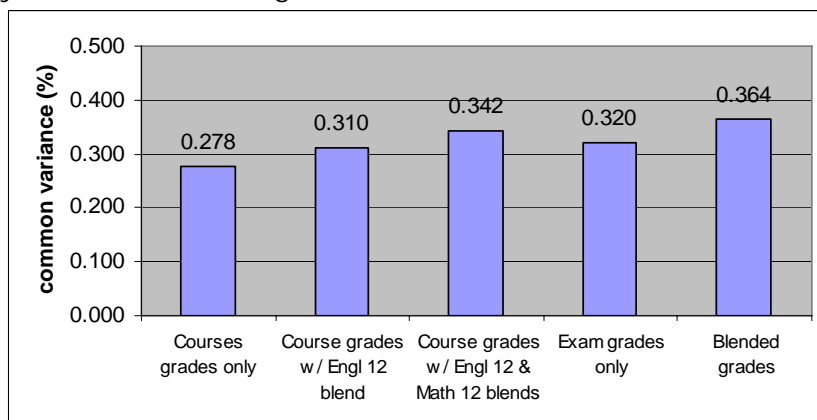


Figure 5: BCom, common variance between admission criteria and first year sessional average 2003 - 2005



Generally speaking, the difference in predictive ability is varied among the different admission criteria, but in all cases, blending course grades and exam grades is a better predictor than either measure alone. It is also interesting to note that Applied Science, which is the most prescriptive in its admission requirements, shows the highest common variance between admission criteria and first year success, while Arts, which is the most flexible in its admission requirements, shows the lowest common variance. In all years and faculties, there was a significant relationship between the five admission criteria and first year sessional average (all $ps < .001$).

Conclusion:

- For all faculties, a blended grade remains the strongest predictor of first year success.
- Students in the Faculty of Applied Science show the strongest correlation between admission criteria and first year performance; students in the Faculty of Arts show the weakest.

3. Does the effectiveness of provincial examinations as predictors of first year success vary among disciplines?

Previous assessments of the predictive ability of provincial examinations have focused on using an aggregated admission average to predict an aggregated outcome of first year success. However, it is worth investigating if the different admission criteria have different predictive abilities in *discipline-specific* success. In other words, does the English 12 exam, course grade, or blended have the greatest ability to predict success in first year English courses?

Figure 6 demonstrates the common variance between performance in a discipline-specific secondary school measure (i.e. course, examination, or blended grade) and discipline-specific first year outcome. In other words, secondary school grades in History 12 are measured against first year success in history, secondary school Geography 12 grades are measured against first year geography, etc..

In all disciplines, variation in blended grade showed the strongest relationship with variation in first year performance. Generally speaking, secondary school performance in mathematics has the strongest relationship with first year success in the same discipline. This is particularly important to note considering how many first year programs at UBC require first year calculus.

Figure 7 shows the common variance between all discipline-specific secondary school grades and overall first year success. It is interesting to note that in all cases, an aggregated measure of all secondary school courses is a better predictor of overall first year performance than performance in any one specific course.

Conclusions:

- At a discipline-specific level, blended grades are the best predictor of first year success.
- Performance in secondary school mathematics shows the greatest correlation with discipline-specific first year success.
- No single course grade has a stronger correlation with first year success than a student's aggregated secondary school average.

Figure 6: Common variance between discipline-specific admission criteria and discipline-specific first year performance 2003 – 2005

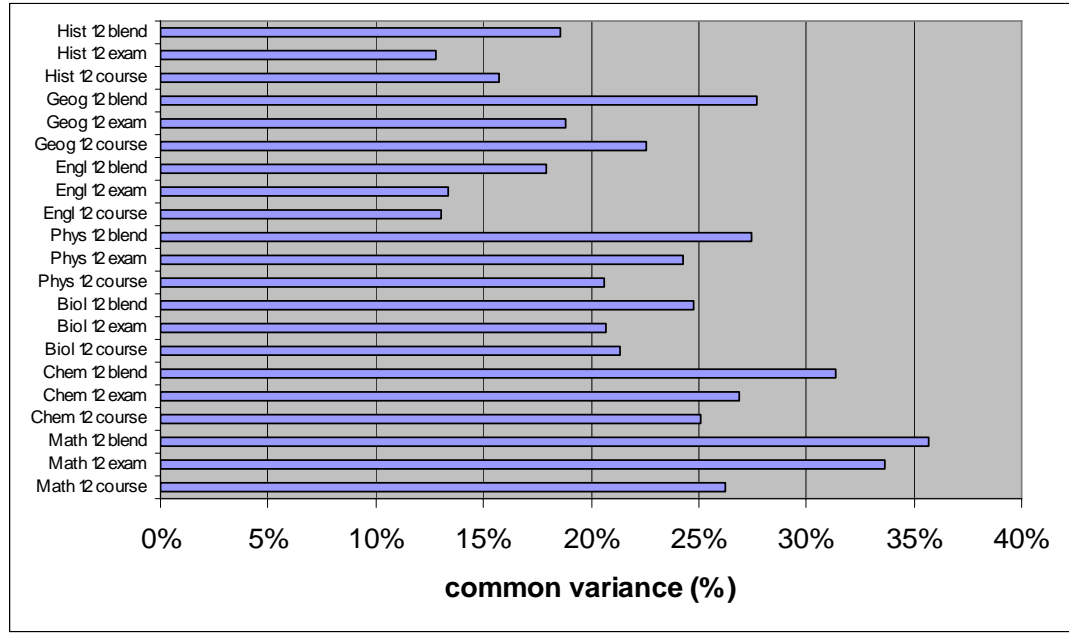
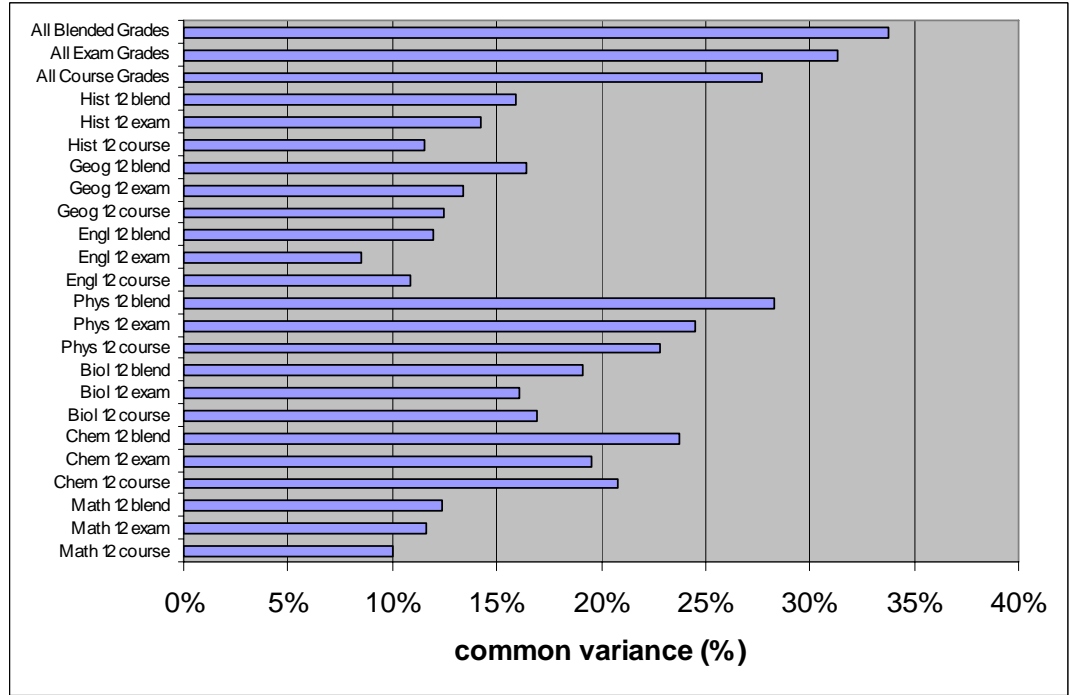


Figure 7: Discipline-Specific Admission Criteria Correlation with Overall First Year Sessional Average 2003 – 2005



4. What are the ranges of grades on the various admission criteria that may be presented to UBC by BC secondary school applicants?

Regardless of how well the different admission criteria correlate with first year success at UBC, it is important to note the range of grades that each set of criteria presents. Most UBC faculties use secondary school blended grades as the primary basis of admission and an admission average is calculated on four courses (specific to the program to which the student has applied). A cut-off is established for each faculty based upon a) the number of first year seats available, b) the volume of applications for those seats, and c) the anticipated registration rate of admitted students.

Because BC secondary school applicants are UBC's largest feeder group, the grades presented by this group essentially determine the competitive admission average used for all students applying to UBC. Therefore, the range of grades presented on each admission criteria play an important role in determining UBC's admission cut-offs.

Table 4: Mean admission average on four admission criteria for BC Grade 12 students entering UBC, 2003 - 2005

	2005		2004		2003		Average	
	Mean (%)	Std. Dev	Mean (%)	Std. Dev	Mean (%)	Std. Dev	Mean (%)	Std. Dev
Course grades	87.3	5.1	87.2	5.2	86.7	5.5	87.1	5.2
Course grades with ENGL12 blend	86.8	5.1	86.6	5.2	86.2	5.5	86.5	5.3
Course grades w/ Eng 12 & Math 12 blends	86.7	5.1	86.4	5.2	86.2	5.5	86.4	5.3
Exam grades	83.5	7.1	83.3	7.3	83.7	7.2	83.5	7.2
Blended grades	85.8	5.5	85.6	5.6	85.5	5.8	85.6	5.6

We can see that admission criteria that use BC provincial examination grades produced averages that are typically lower than course-based grades. Furthermore, examination grades show the highest standard deviation, indicating that a greater range of grades are seen on examination results than in school grades. Possible explanations include:

- Teachers using a narrower band of grades when assessing course performance.
- Course grades normalize student performance over a series of assessments, whereas exam grades are the result of a single assessment.

Conclusion:

- Examination grades are typically lower and more varied in distribution than course grades.

5. To what extent are provincial examination grades and class-only grades associated with one another in BC Grade 12 secondary school courses?

As mentioned before, an argument can be made that the reason that examination and course grades do not show big differences in predicting first year performance is because the presence of examinations serves to standardize teachers' grading practices within the course. BC teachers deliver content and grade students' work according to a curriculum and grading scheme established by the provincial examination. Were the provincial examinations to be removed, there may be less consistency in how the classroom portion of the course is taught and graded.

It is very difficult to predict what will happen to the course grades were the provincial examinations to be removed because we cannot control for every variable that affects a student's course grade. We can however provide an assessment of the extent to which course-based grades and provincial examination-based grades affect (or vary with) one another.

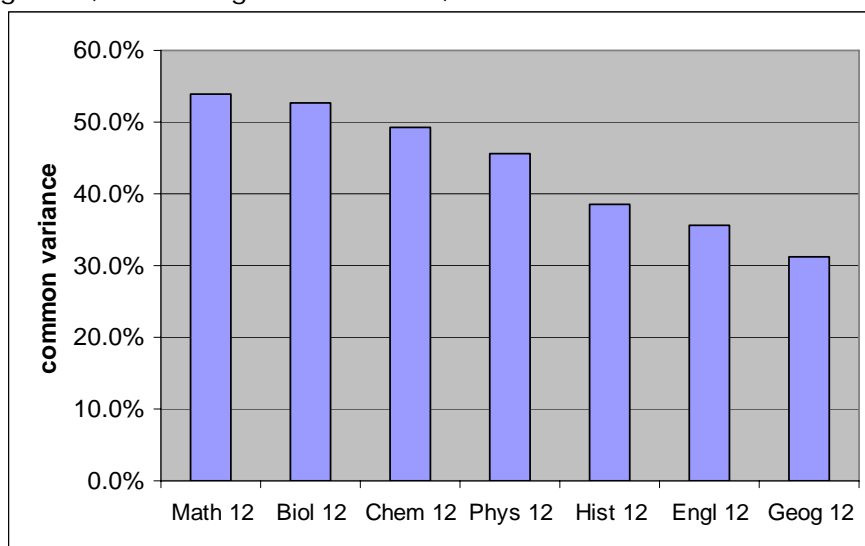
Imagine that provincial examinations grades are not associated whatsoever with course grades. Course grades and examination grades are distributed in a manner that is completely independent of one another. We can assume that if one of those two measures was eliminated, it would have no effect on the other measure.

On the other hand, if provincial examination grades and course grades are completely dependent upon one another, a very strong relationship will exist between the two scores. When the grade in one measure changes, the grade in the other measure changes in a completely predictable manner. Such a relationship could be explained in one of two ways:

1. Course grades and exam grades independently measure the same thing in the same manner.
2. Course grades and provincial exam grades are dependent on one another in some manner.

Figure 8 demonstrates the relationship between the two measures by observing the common variance between course grades and examination grades in seven BC grade 12 subjects.

Figure 8: Common variance between course grades and examination grades, BC12s registered at UBC, 2003 – 2005



For example, 54% of the variation in Math 12 examination results from 2003 – 2005 could be explained by observed variations in the students' Math 12 course grades (and vice versa). From this observation, one can conclude that either:

1. 54% of the variations observed in Math 12 course grades and provincial examination grades suggest that both grades are measuring the same thing independent of one another. If this is true, nothing would change in the variation observed among Math 12 course grades were the provincial examination component to be removed.

2. 54% of the variations observed in Math 12 course grades and provincial examination grades are related to one another, suggesting that the two measures are somehow dependent on one another to measure the same thing. If this is true, 46% of the variation in Math 12 course grades would not change were the provincial examination component to be removed.

Figures 9 and 10 visually represent the common variance for both Principles of Mathematics 12 and English 12. The full results of the linear regression for the 2005 data are provided in Appendix C3.

Figure 9: Independent and common variance in Math 12 course grades and examination grades, 2003-2005

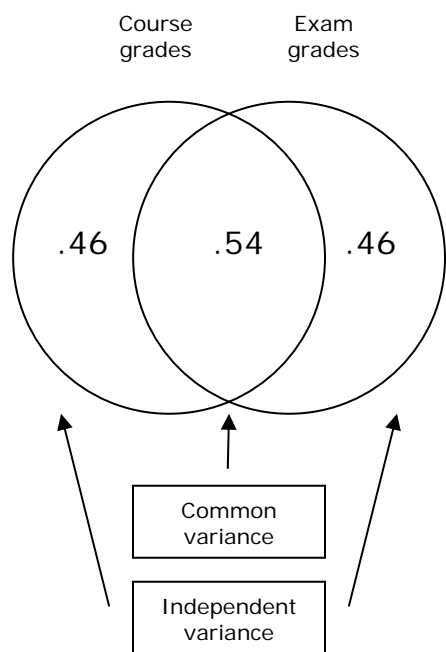
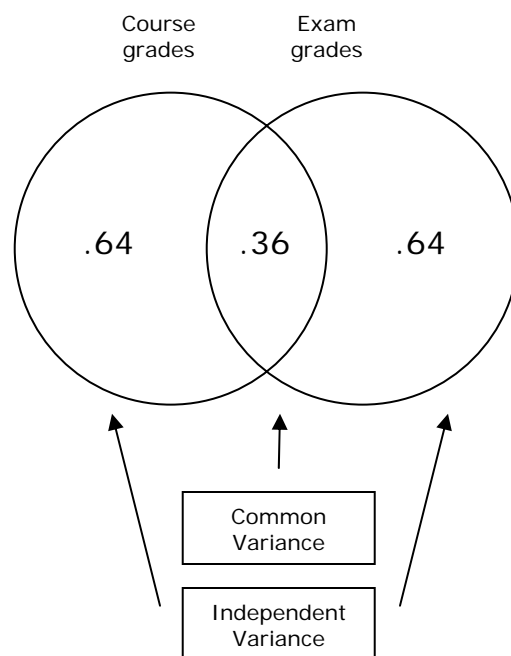


Figure 10: Independent and common variance in English 12 course grades and examination grades, 2003-2005



Generally speaking, less subjective disciplines like math and the sciences show a higher relationship between course grades and provincial examination grades than in the humanities and social sciences. This suggests that a) the empirical nature of the math and the sciences makes it more likely that course grades and provincial examination grades independently measure the same thing and/or b) that course grades benefit more from the presence of provincial examinations in the sciences and math than in the humanities and social sciences.

Conclusions:

- It is very difficult to predict what will happen to the course grades were the provincial examinations to be removed because we cannot control for every variable that affects a student's course grade.
- Provincial examination grades show a common variance with course-based grades between 31% and 54% (depending upon the subject area). Therefore, 69% - 46% of the variability seen in course grades (depending upon subject area) would not be affected were provincial exams to be eliminated.
- Less subjective disciplines like math and the sciences show a higher relationship between course grades and provincial examination grades than in the humanities and social sciences.

6. What effect would establishing minimum thresholds of performance on selected provincial examinations have on admission to direct-entry UBC undergraduate programs?

The Senate Admission Subcommittee reviewing the use of BC provincial examinations in the UBC undergraduate admission decision has discussed the option of calculating a student's competitive admission average on course grades alone, but establishing a minimum threshold of overall performance on selected provincial examinations. For example, what would be the impact on enrolment of establishing a minimum of 50% (a passing grade) on the English 12 provincial examination, the Math 12 provincial examination, or both?

Table 5 provides a summary of registered first year UBC students from 2003 – 2005 who presented interim grades in the spring that were strong enough to be admitted, but failed to attain a minimum of 50% on either the English 12 or Math 12 provincial examination:

Table 5: First year UBC students from BC secondary schools who did not achieve a minimum 50% on English 12 and Math 12 provincial examinations, 2003-2005⁴.

	2003	2004	2005
Total Admitted BC 12 students	3,255	3,028	3,011
Mean, Admission Average	87.3%	87.2%	87.8%
Engl 12 examination < 50%	29	57	30
% of Registered BC 12s in program	0.9%	1.9%	1.0%
Mean, Sessional Average	64.7%	61.5%	65.6%
Proportion in bottom 10% percentile, overall 1st year	24.1%	31.6%	30.0%
Math 12 or Engl 12 examination < 50%	44	73	55
% of Registered BC 12s in program	1.4%	2.4%	1.8%
Mean, Sessional Average	66.7%	62.0%	65.4%
Proportion in bottom 10% percentile, overall 1st year	18.2%	31.5%	30.9%

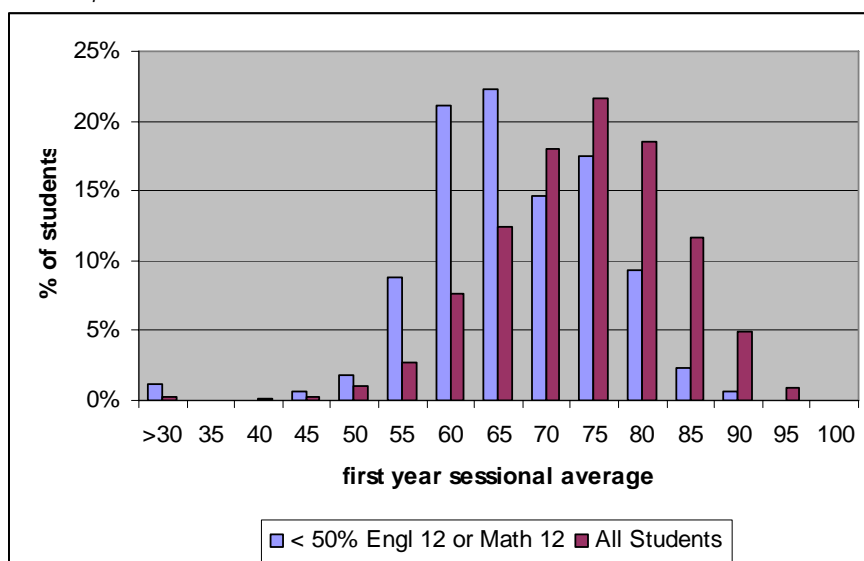
As we can tell from Figure 11, up to 172 students between 2003 and 2005 may have had their offer of admission revoked in the summer had UBC imposed a minimum standard of 50% on both English 12 and Math 12 provincial examinations⁵.

Interestingly enough, the majority of this group passed their first year at UBC; see Figure 11 for a distribution of first year performance of these 172 students. Considering that the mean first year performance of all first year UBC students from BC secondary schools is approximately 71%, this group is seen to perform below average.

⁴ Appendix C4 provides a breakdown of this information for the four largest faculties at UBC: Arts, Science, Applied Science, and Commerce.

⁵ This number is slightly over inflated, as not all UBC students are required to present Math 12 in their admission average.

Figure 11: First year average of UBC students from BC secondary schools who did not present min. 50% on English 12 or Math 12 provincial examination results, 2003 – 2005



It is important to note that while these 172 who may have lost their offer of admission performed below average in first year UBC, there is no way of knowing if the 172 students who would have been admitted in their place would have performed significantly better.

In terms of managing enrolment, Figure 12 suggests that this admission criterion would have had the greatest impact on students within the Faculty of Arts (although this number is over-inflated, as not all Arts students are required to present Math 12 in order to be admitted). However, Figure 13 shows that two Forestry programs (BSCN and BSF) would have lost the greatest proportion of their BC12 classes due to this new admission criterion.

Figure 12: Total UBC first year students **from BC secondary schools** who did not present min. 50% on English 12 and/or Math 12 provincial examination results, 2003 – 2005

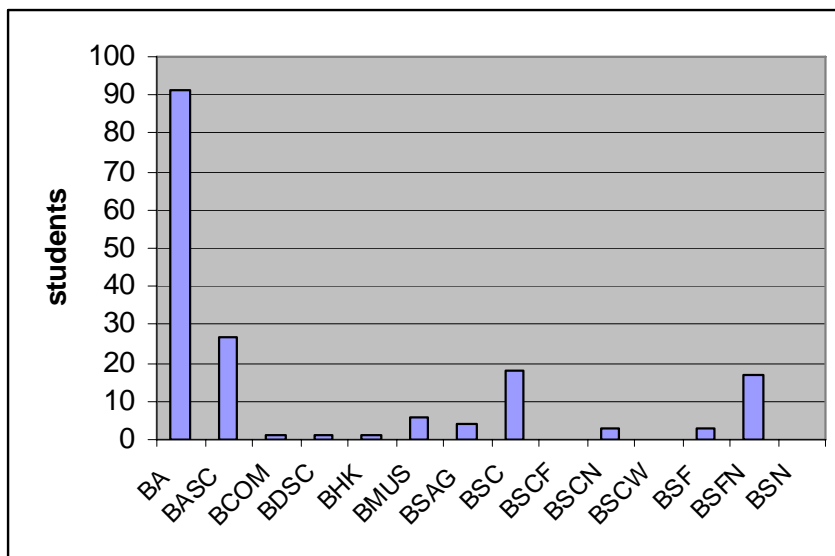
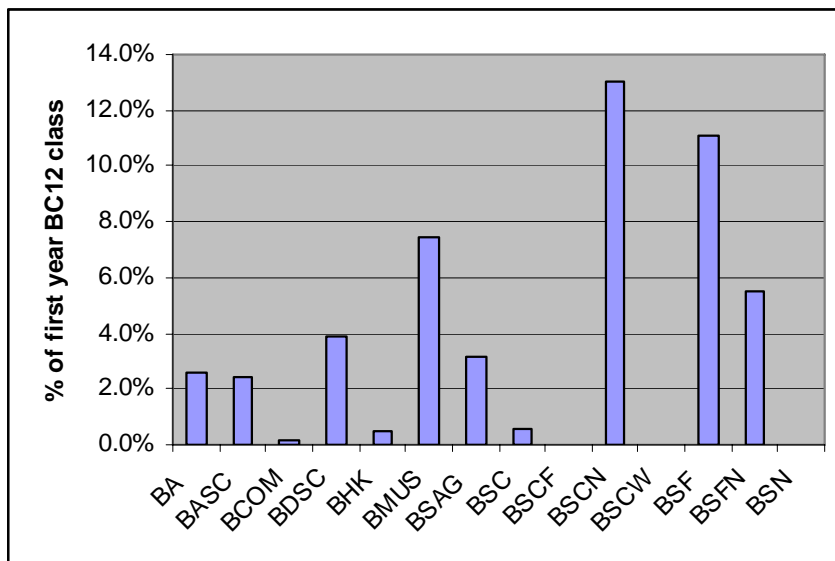


Figure 13: UBC first year students from BC secondary schools who did not present min. 50% on English 12 and/or Math 12 provincial examination results as a proportion of total program enrolment, 2003 – 2005



Conclusion:

- Based on 2003 – 2005 enrolment data, requiring a minimum of 50% on the English 12 and Math 12 provincial examination would have resulted in up to 172 students having their offer of admission revoked in the summer.
- Although most of these students were registered in the Faculty of Arts, the Faculty of Forestry would have lost the greatest proportion of their first year class.
- Although these students typically perform below average in UBC, over 88% obtained a first year average of 60% or higher.

**Appendix C1: Summary of sample pool, first year UBC students from BC secondary schools, 2003 – 2005**

	2003				2004				2005			
	(n)	% of total	mean grade (%)	Std. Dev.	(n)	% of total	mean grade (%)	Std. Dev.	(n)	% of total	mean grade (%)	Std. Dev.
Biology 12	2,153	66.2%	86.53	8.51	2,009	66.3%	87.25	7.96	2,010	66.8%	87.81	7.56
Chemistry 12	2,507	77.1%	86.96	7.86	2,320	76.6%	86.32	8.09	2,318	77.0%	85.92	8.42
English 12	3,250	100.0%	82.49	7.84	3,026	99.9%	82.28	7.99	3,010	100.0%	83.25	7.62
Geography 12	716	22.0%	87.81	5.91	767	25.3%	88.33	5.98	779	25.9%	86.45	6.44
History 12	905	27.8%	85.43	7.31	845	27.9%	86.02	7.27	802	26.6%	86.19	6.96
Math 12	2,978	91.6%	87.57	8.62	2,777	91.7%	87.75	8.65	2,768	91.9%	87.67	8.58
Physics 12	1,629	50.1%	85.37	9.03	1,476	48.7%	85.11	9.34	1,488	49.4%	85.43	8.79
UBC Biology	1,436	44.2%	67.51	12.06	1,394	46.0%	69.20	12.56	1,350	44.8%	68.69	12.02
UBC Chemistry	1,667	51.3%	69.61	13.44	1,662	54.9%	69.89	13.65	1,578	52.4%	69.73	13.11
UBC English	2,243	69.0%	72.33	7.00	2,163	71.4%	73.19	7.06	2,273	75.5%	73.27	6.75
UBC Geography	222	6.8%	70.14	8.68	185	6.1%	68.68	10.03	292	9.7%	69.44	10.52
UBC History	193	5.9%	73.04	8.45	195	6.4%	72.63	9.10	229	7.6%	73.45	8.65
UBC Math	2,202	67.8%	66.94	16.08	2,151	71.0%	67.55	16.42	2,127	70.6%	67.13	15.97
UBC Physics	1,451	44.6%	73.64	11.44	1,352	44.6%	72.83	11.52	1,315	43.7%	73.63	11.91
TOTAL	3,250				3,028				3,011			

Note:

- Secondary school grades represent final blended grades, based upon 60% teacher assigned course mark and 40% provincial examination. For example, in 2003, 2,153 first year UBC students had previously completed Biology 12 in a BC secondary school, with a mean final blended grade of 86.53%. In total, 66.2% of the BC secondary school students in first year UBC completed Biology 12 while in secondary school.
- UBC grades represent the mean final grade on all 100-level courses with a final grade in the student's first year within that particular discipline. For example, in 2003, 44.2% of the first year class from BC secondary schools took at least one 100-level UBC biology class or lab in their first year, achieving a mean final grade on all attempted biology classes of 67.51%.

**Appendix C2: Multiple Regression Details for Course Grades and Blended Grades****Coefficients(a), 2003**

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-6.988	2.181	
	Course Grades	.903	.025	.534
2	(Constant)	-5.936	2.111	
	Course Grades	-.164	.075	-.097
	Blended Grades	1.070	.071	.667

a Dependent Variable: Session Avg

Note: $R^2 = .285$ for Step 1; R^2 change = .046 for Step 2 ($ps < .001$).**Coefficients (a), 2004**

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-11.414	2.479	
	Course Grades	.949	.028	.520
2	(Constant)	-8.453	2.361	
	Course Grades	-.328	.076	-.180
	Blended Grades	1.266	.070	.748

a Dependent Variable: Session Avg

Note: $R^2 = .270$ for Step 1; R^2 change = .071 for Step 2 ($ps < .001$).**Coefficients(a), 2005**

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-9.930	2.400	
	Course Grades	.934	.027	.527
2	(Constant)	-5.641	2.290	
	Course Grades	-.372	.076	-.210
	Blended Grades	1.279	.070	.748

a Dependent Variable: Session Avg

Note: $R^2 = .278$ for Step 1; R^2 change = .072 for Step 2. ($ps < .001$).

Appendix C3: Linear Regression for Course Grades and Examination Grades, 2005

Math 12 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.757	.873		44.402	.000
	math_exam	.570	.010	.736	57.114	.000

a Dependent Variable: Math 12 course grade. Note: $R^2 = .541$, $p < .001$)

Chem 12 Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.530	.740		68.289	.000
	chem_exam	.450	.009	.727	50.973	.000

a Dependent Variable: Chemistry 12 course grade. Note: $R^2 = .529$, $p < .001$)

Physics 12 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.378	1.036		49.571	.000
	phys_exam	.442	.012	.676	35.361	.000

a Dependent Variable: Physics 12 course grade. Note: $R^2 = .457$, $p < .001$)

Biology 12 Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.302	.835		61.417	.000
	biol_exam	.438	.010	.712	45.428	.000

a Dependent Variable: Biology 12 course grade. Note: $R^2 = .507$, $p < .001$)

English 12 Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.105	.724		78.901	.000
	engl_exam	.349	.009	.581	39.137	.000

a Dependent Variable: English 12 course grade. Note: $R^2 = .337$, $p < .001$)

Geography 12 Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.234	1.919		27.219	.000
	geog_exam	.421	.023	.556	18.624	.000

a Dependent Variable: Geography 12 course grade. Note: $R^2 = .309$, $p < .001$)

History 12 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.295	1.612		32.445	.000
	hist_exam	.417	.019	.613	21.967	.000

a Dependent Variable: History 12 course grade. Note: $R^2 = .376$, $p < .001$)

Appendix C4: First year UBC students from BC secondary schools who did not achieve a minimum 50% on English 12 and Math 12 provincial examinations, 2003-2005 by faculty.

	2003	2004	2005
Total Admitted - BA	1,193	1,169	1,134
Mean, Sessional Average	70.2%	69.3%	69.3%
Engl 12 exam < 50%	10	20	13
% of Registered BC 12s in program	0.8%	1.7%	1.1%
Mean, Sessional Average	65.0%	58.6%	63.8%
Proportion in bottom 10% percentile, overall 1st year	20.0%	40.0%	30.8%

	2003	2004	2005
Total Admitted - BSC	1,176	987	982
Mean, Sessional Average	72.3%	73.9%	73.4%
Engl 12 exam < 50%	7	7	4
% of Registered BC 12s in program	0.6%	0.7%	0.4%
Mean, Sessional Average	68.6%	65.7%	69.6%
Proportion in bottom 10% percentile, overall 1st year	28.6%	0.0%	25.0%
Math 12 or Engl 12 exam < 50%	7	7	4
% of Registered BC 12s in program	0.6%	0.7%	0.4%
Mean, Sessional Average	68.6%	65.7%	69.6%
Proportion in bottom 10% percentile, overall 1st year	28.6%	0.0%	25.0%

	2003	2004	2005
Total Admitted - BASC	390	373	354
Mean, Sessional Average	73.0%	72.8%	74.0%
Engl 12 exam < 50%	5	12	10
% of Registered BC 12s in program	1.3%	3.2%	2.8%
Mean, Sessional Average	66.5%	66.6%	67.0%
Proportion in bottom 10% percentile, overall 1st year	0.0%	25.0%	40.0%
Math 12 or Engl 12 exam < 50%	5	12	10
% of Registered BC 12s in program	1.3%	3.2%	2.8%
Mean, Sessional Average	66.5%	66.6%	67.0%
Proportion in bottom 10% percentile, overall 1st year	0.0%	25.0%	40.0%

	2003	2004	2005
Total Admitted - BCom	156	195	259
Mean, Sessional Average	76.9%	74.5%	74.0%
Engl 12 exam < 50%	0	0	1
% of Registered BC 12s in program	0.0%	0.0%	0.4%
Mean, Sessional Average	0.0%	0.0%	64.4%
Proportion in bottom 10% percentile, overall 1st year	0.0%	0.0%	0.0%
Math 12 or Engl 12 exam < 50%	0	0	1
% of Registered BC 12s in program	0.0%	0.0%	0.4%
Mean, Sessional Average	0.0%	0.0%	64.4%
Proportion in bottom 10% percentile, overall 1st year	0.0%	0.0%	0.0%



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Date: October 10, 2007 Department: Undergraduate Admissions Approval Date: Effective Session: Effective Immediately</p>	<p>Contact Person: Michael Bluhm, Associate Director, Undergraduate Admissions Phone: 604-822-9489 Email: Michael.bluhm@ubc.ca</p>
<p>Proposed Calendar Entry: International Baccalaureate Transfer Credit</p> <p>Credit for equivalent first-year UBC courses will be awarded to students who achieve a grade of at least 5 in Higher Level IB Arts courses and 6 in Higher Level IB Science courses. Select Standard Level IB courses may also be awarded credit. Details are provided at the Admissions website. [update hyperlink to: https://you.ubc.ca/ubc/vancouver/ib.ezc]</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,279,0,0</p> <p>Type of Action: Update current reference to IB transfer credit to allow for IB transfer credit to be granted for Standard Level (SL) courses, not just Higher Level (HL) courses.</p> <p>Rationale: UBC currently provides transfer credit for IB Higher Level courses based on reviews of IB course outlines conducted by UBC faculties and departments. Opportunities for transfer credit based on IB Standard Level courses may also exist however SL courses have never been formally reviewed by UBC faculties and departments. Some faculties are now beginning to look at the content, scope, and rigor of IB Standard Level courses. The Faculty of Science is likely to recommend credit for SL Physics in the near future. Should a faculty determine that transfer credit is appropriate for IB SL courses, the Calendar statement below should accommodate this possibility.</p> <p>Present Calendar Entry: International Baccalaureate Transfer Credit</p> <p>Credit for equivalent first-year UBC courses will be awarded to students who achieve a grade of at least 5 in Higher Level IB Arts courses and 6 in Higher Level IB Science courses. Details are provided at the Admissions website.</p>



UBC Calendar Change Proposal Form

Approval Date: Effective Session: 2008 Term 1 Year for Change: 2007/08 Admissions Cycle	Date: October 6, 2007 Contact Person: Denise Lauritano, Assistant Registrar, International, Admissions Phone: 604.827.5173 Email:
Proposed URL for On-line Calendar: Proposed Calendar Entry: <p>With the exception of applicants to the Faculty of Graduate Studies, applicants may demonstrate English language competence by one of the following:</p> <ul style="list-style-type: none">• Three consecutive years of full-time education in English in Canada. Such education must include BC Grade 12 or equivalent and can be a combination of secondary and post-secondary education.▪ Four consecutive years of full-time education in English in a country where English is the principal language as determined by UBC. Such education must include BC Grade 12 or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school where English is the language of instruction may be eligible for inclusion in the required years of instruction.	Current URL from On-line Calendar: http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0 Current Calendar Entry: <p>With the exception of applicants to the Faculty of Graduate Studies, applicants may demonstrate English language competence by one of the following:</p> <ul style="list-style-type: none">▪ Four years of full-time education in English in Canada or the equivalent in another country where English is the principal language. Such education must include BC Grade 12 or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school where English is the language of instruction may be eligible for inclusion in the required years of instruction. Type of Action: Rationale: <p>The intent of the ELAS policy was not to erect a barrier to students who have lived in Canada all their lives and have grown up speaking English. However, the way the policy currently stands, a number of those students fail to meet ELAS without manual intervention by the Admissions Office.</p> <p>Many educational jurisdictions within Canada consider secondary school to consist of three years. Applicants from these systems present their secondary school transcript which, under the current</p>



	<p>policy, is not acceptable proof of ELAS satisfaction. Some choose to submit a middle school transcript which increases the paper flow to admissions and thus has an impact on the Admission's Office ability to make timely admissions offers. Others choose to ask for an ELAS waiver. Others just assume we will take care of the problem without them having to take any action. The overall result is a clumsiness in the Admissions process which does not contribute to the goal of ensuring that students are proficient in English at time of admission.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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

November 1, 2007

To: Vancouver Senate

From: Agenda Committee

Subject: Senate Secretariat (information)

We are pleased to provide to the Senate, for information, the following update regarding the operation of the Senate Secretariat.

Secretariat Budget

In order to conduct the business of the Senates, the Secretariat has in previous years been reliant on one-time funding transfers from a variety of units. Each time a new service was requested or an event planned, the Secretariat found itself in the uncomfortable position of requesting a subsidy of some sort. Accordingly, a request was made for the development of a distinct operations budget for the secretariat activities of the Vancouver Senate, the Okanagan Senate, and the Council of Senates. We note that the Secretariat also administers triennial elections for the Chancellor and faculty, staff, convocation, and student representatives to the Board of Governors and the Senates. We are pleased to advise the Senates that the Secretariat budget has been suitably increased on an annualized basis, such that current core activities at both campuses are appropriately funded.

Associate Secretary

Following a recommendation of the Vancouver Senate Agenda Committee, the Chair of the Senates and the Secretary of the Senates have assigned the title of Associate Secretary of Senate to be used in addition to, or as an alternate to, that of the Assistant Registrar, Senate & Curriculum Services. This recommendation arises because of the extensive role of the incumbent (Ms. Lisa Collins) with respect to the Senate Secretariat, particularly through duties that are closely aligned to those of the Secretary of the Senates; and the need for frequent references to Ms. Collins' position by a title that suitably reflects these aspects of her portfolio.

The Committee is grateful to President Stephen Toope, Chair of the Senates, and to Brian Silzer, Secretary of the Senates, for their support for the enhancements indicated above.

Secretariat Composition

We wish to take this opportunity to update the Senates on the current composition of the Secretariat. The following list shows the primary campus location for each person, although most of them provide support to both campuses.

Secretary: Mr. Brian Silzer, Associate Vice-President, Enrolment Services & Registrar (Vancouver)

Associate Secretary: Lisa Collins, Assistant Registrar, Senate & Curriculum Services (Vancouver)

Academic Governance Officer: Christopher Eaton (Vancouver)

Academic Governance Officer: Amandeep Mann (Vancouver)

Manager, Okanagan Senate Secretariat: Kelly Ross (returning from leave late Oct. 2007) (Okanagan)

Associate Academic Governance Officer: Nathalie Limbos-Bomberg (until Nov. 2007) (Okanagan)

Associate Academic Governance Officer: Ginette Vallée (Vancouver)

Senate & Curriculum Services Secretary: TBA (Vancouver)

Communications and Calendar Coordinator (shared position with Communications Services): Regan Truscott (Okanagan)

Calendar Coordinator: Heidi Peterson (Vancouver)

Respectfully submitted,

Michael Isaacson, Chair, Vancouver Senate Agenda Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 1, 2007

To: Senate

From: Agenda and Nominating Committees

Subject: **Roles, Responsibilities and Procedures of Senate Committees (information)**

At the September 2007 meeting of Senate, it was suggested that the Agenda and Nominating Committees and the Senate Secretariat would work together to seek to clarify the roles, responsibilities and procedures of Senate Committees, as necessary. The present report to Senate provides an update for information on the status of this matter.

The Committees have accepted the above responsibility and have determined that the Senate would be well served by the development of a comprehensive statement for each committee, developed jointly by the Nominating Committee and each respective standing committee that includes:

1. Committee terms of reference (as approved by Senate),
2. The Committee's composition, quorum for the transaction of business, and voting rights (as approved by Senate),
3. An expanded description of the roles and responsibilities of the Committee, including areas of interaction with other Committees of Senate,
4. A listing of any powers delegated by the Senate to the Committee,
5. A listing of any relevant arrangements whereby responsibilities are delegated to or shared with various academic and non-academic units and officers of UBC, and
6. Any regular reporting responsibilities.

The remainder of this report provides a background to the Committees' thinking regarding the need for such an approach.

The University Act [Section 37 (1)] gives the Senate a broad range of powers with respect to the academic governance of the University. These powers have traditionally been exercised through a complex balance of Senate policies, meeting minutes, interpretations of "current practice", University Calendar statements, and the explicit and implicit delegation of various Senate

powers to its committees, and in turn to various academic and non-academic units and officers of UBC.

The terms of reference of Senate Committees are often so succinct that they may not provide sufficient guidance to the Committees to enable them to realize the full potential of their assigned roles. As well, terms of reference may contain insufficient detail to avoid ambiguities relating to their roles.

A number of circumstances relating to the activities of the current Senate have suggested a need for greater clarity about the roles, responsibilities and procedures of Senate committees. Examples include the following:

- At the September 2007 Senate meeting, the Chair of the Admissions Committee commented on the University's recent decision to void the terms contained in letters of offer to some applicants, contrary to the wishes of the admitting faculty and without the endorsement of the Committee itself. The Chair indicated that the Committee has been primarily concerned with the consideration of changes to the UBC Calendar (Minutes of Senate, vol. 07/08, p. 12). On the other hand, the University Act gives the Senate broad powers "*to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or to any faculty ...*".
- Section 27 (2) (f) of the *University Act* requires the approval of the Senate to establish procedures for the recommendation and selection of senior academic administrators. However, Senate approval for revisions to these policies from 2000 to 2006 had not been sought, and the Nominating Committee's attempts over the past year to harmonize Board and Senate policies and procedures regarding such appointments have yet to be successful.
- In a number of instances, there has been ambiguity as to whether items need to be brought to Senate at all, and if so, for approval or for information.
- The May 2005 report on the review of Senate stated: "*there was a general consensus that Senate has largely lost its role as the primary body for academic governance. Senate was viewed as being "reactive" rather than "proactive" in academic policy, and as having become marginalized in some areas. Policies were viewed as deriving largely from the senior administration, with the vice-presidents, especially the Vice-President, Academic and Provost, and the Associate Vice-Presidents reporting to the Provost having taken on an increasingly enlarged role in academic policy.*" In this context, there is a view that Senate committees remain insufficiently engaged in the development of academic policy and academic governance, and are increasingly requested to consider reports derived from the senior administration for their approval and transmittal to the Senate.
- In a number of instances, opportunities afforded by a Committees' terms of reference are not being fully exercised and reported on to the Senate. As a particular example, the terms of reference of the Academic Building Needs Committee include: "to review annually all building project priorities"; "to recommend priorities on new academic buildings ..."; "to review the impact of every development, whether building or landscape, ..."; and "to report

annually to Senate on the status of building projects ...” In cases such as this, clarifications and specific procedures may be needed to enable a Committee to carry out its mandate.

- It is acknowledged that some Committees, such as the Committee on Appeals on Academic Standing, the Committee on Student Appeals on Academic Discipline, and the Tributes Committee, already have well established rules and procedures, and that additional clarifications may not be needed in such cases.

The Nominating Committee proposes to work with each of the standing committees in turn to develop the proposed statements. The Committee hopes to complete this work and report to the Senate by April 2008. Once completed, a consistently formatted document for each committee will be posted on the Senate website for reference by all.

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **NOVEMBER CURRICULUM PROPOSALS**

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

As such, the following is recommended to Senate:

“That the new courses and programs brought forward by the Faculties of Arts and Commerce & Business Administration be approved.”

Further, the Committee is pleased to inform Senate that it has granted approval to new certificate programs from the Faculties of Forestry (in Industrial Wood Processing) and Medicine (in Infection Prevention & Control), and from the Department of Continuing Studies (in Immigration Practice). Details on these programs are enclosed.

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

The following proposals are for your consideration:

New courses:

- a. **SOCI 217** (3/6) d Research Methods
- b. **SOCI 303** (3/6) d Sociology of Migration
- c. **SOCI 342** (3) Consumers and Consumption
NB: FMST 342 and FMST 350 will be discontinued.
- d. **SOCI 430** (3) Global Citizenship
- e. **SOCI 440** (3/6) d Economic Sociology
- f. **SOCI 476** (3) Interpersonal Dynamics
NB: FMST 322 will be discontinued.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session Winter Term: 1 Year 2008-09 for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOCI 217 (3/6) D RESEARCH METHODS Introduction to research designs and methodologies. <i>Prerequisite:</i> One of SOCI 100 or 200.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: Provides for a research methods introduction for Sociology honours, majors, and minors. Ensures that all such students are exposed to the full range of methodological approaches used within the discipline. The course will be prerequisite to our 300 level series of specialized methods courses. This introductory methods course is also a feature of the Family Studies program which is being integrated with Sociology.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session Winter Term: 1 Year 2008-09 for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOCI 303 (3/6) D SOCIOLOGY OF MIGRATION Sociological approaches to the movement of peoples and its impact over time. <i>Prerequisite:</i> Sociology 100	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: Issues of domestic and international migration have been of long- standing interest in the discipline. The shift of Family Studies colleagues to Sociology and the addition of new skills via faculty hiring has allowed the Department to build sufficient expertise to ensure this course content can be taught on a regular basis.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session Winter Term: 1 Year 2008-09 for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOCI 342 (3) CONSUMERS AND CONSUMPTION The structure and culture of consuming and consumption. <i>Prerequisite:</i> One of SOCI 100, 200	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: With Family Studies joining Sociology we are proposing the deletion of two Family Studies courses (FMST 342 and FMST 350), and the incorporation of that material into a new Sociology course. The new course will expand on the scope of material covered in the older FMST courses, and will have new prerequisites. This new course builds on changes in the discipline and the addition of new expertise in Sociology (both through new hiring and through the merging of Family Studies).



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session _07W__ Term _2_ Year _Jan. 2008__ for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOCI 430 (3) GLOBAL CITIZENSHIP Sociological approaches to global citizenship, including its contested nature and intellectual lineage.	URL: N/A Present Calendar Entry: N/A Type of Action: Add course Rationale: The study of citizenship has been a staple in Sociology since the days of T.H. Marshall, a key figure in this scholarly area. More recently a substantial amount of research has been published in the discipline regarding the intersections of several key intellectual developments around globalization, human rights, and citizenship. The shift of Family Studies colleagues to Sociology and the addition of new skills via faculty hiring has allowed the Department to build sufficient expertise to ensure this course content can be taught on a regular basis. We have been teaching this as an on-line course on a pilot basis for the past several years as part of the Universitas 21 certificate program.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session Winter Term: 1 Year 2008-09 for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOCI 440 (3/6) D ECONOMIC SOCIOLOGY Analyses of economic actions and institutions using the concepts and methods of sociology <i>Prerequisite:</i> Sociology 100	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: We have recently hired several outstanding scholars with expertise in this area, an area that has been one of the fastest growing research foci in the discipline (as evidenced by the growth of Research Committee II (Econ & Society) of the International Sociological Association). As well colleagues from Family Studies add strength in this area. This course broadens opportunities for students wishing to pursue Sociology.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: Sociology Faculty Approval Date: Effective Session Winter Term: 1 Year 2008-09 for Change	Date: July 27, 2007 Contact Person: Neil Guppy Phone: 2-3670 Email: neil.guppy@ubc.ca
Proposed Calendar Entry: SOC1 476 (3) Interpersonal Dynamics Interaction processes in close relationships, especially within families. <i>Prerequisite:</i> One of SOC1 100 or 200.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: This incorporates material from FMST 322 (Marital Interaction; a course to be deleted) while simultaneously broadening the course to include issues of interpersonal dynamics that extend beyond marital issues. The focus on close relationships allows for the examination of relations beyond marriage, including co-habiting, dating, sexual intimacy, and the like.

THE UNIVERSITY OF BRITISH COLUMBIA



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

1 November 2007

To: Senate

From: Senate Curriculum Committee

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

The following proposals are for your consideration:

1. The following new sub-specialization in the **Master of Business Administration** program:
 - a. Organizational Behaviour and Human Resources Sub-Specialization
 - b. Strategic Management Sub-Specialization
 - c. Supply Chain Management Sub-Specialization
 - d. Entrepreneurship Sub-Specialization
 - e. Marketing Sub-Specialization
 - f. Information Technology Management Sub-Specialization
2. A change to the following existing sub-specialization in the Master of Business Administration program:
 - a. Sustainability and Business Sub-Specialization



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: N/A Faculty Approval Date: December 7, 2006 Effective Session ____ Term _2_ Year _06/07_ for Change	Date: 4 December 2006 Contact Person: Dale Griffin Phone: 2-0156 Email: dale.griffin@sauder.ubc.ca
Proposed Calendar Entry:	URL: Present Calendar Entry: None. NB:Sub-Specializations are not listed in the Calendar, but are fully described on the program's website and are listed on students' transcripts. Type of Action: Add new MBA Sub-Specializations in Entrepreneurship, Information Technology Management, Marketing, Organizational Behaviour & Human Resources, Strategic Management and Supply Chain Management; adjust existing Sub-Specialization in Sustainability and Business. Rationale: There is a growing interest among MBA students and their employers to more formally indicate the areas in which students have developed substantive knowledge. Currently, we offer a number of MBA Specializations that require 8 to 10 courses to fulfill, and a small number of MBA Sub-Specializations that require 3-4 courses to fulfill. To acknowledge student interest, we propose to expand the number of MBA Sub-Specializations and to move toward standardizing the requirements for fulfilling Sub-Specializations. See attached sheets

Organizational Behaviour and Human Resources Sub-Specialization

Coordinator: Brian Bemmels

The purpose of this Sub-Specialization is to prepare students with skills to manage human resources and organizations. The skills developed are applicable to general management or the management of any functional area of business in virtually any organization.

Two types of students may be interested in this Sub-Specialization:

- Students who plan to be involved in general management or work in any functional area of management, and desire the skills appropriate for managing individuals and work groups.
- Students interested in consulting careers in human resources or other areas of management.

Students are required to successfully complete 4 BAHR modules to obtain this Sub-Specialization.

Select 4 from this list:

BAHR 502	Business Ethics
BAHR 505	Leadership
BAHR 507	Principles of Negotiation
BAHR 508	Managing Change
BAHR 510	Strategic Human Resource Management
BAHR 512	Managing Diversity
BAHR 520	Managing the Employment Relationship

Strategic Management Sub-Specialization

Coordinator: John Ries

The Strategic Management Sub-Specialization seeks to equip students with the concepts and processes required for crafting and implementing strategies that lead to superior performance of a business. Specifically, this Sub-Specialization is designed to improve the student's ability to:

- Integrate functional area knowledge into a general management point-of-view;
- Learn new concepts, tools and processes for effective strategic management;
- Gain a deeper appreciation of the complexities and uncertainties associated with managing in a global, rapidly changing business environment; develop critical thinking and diagnostic skills;
- Learn to lead and motivate others; become accustomed to working in management teams.

Students are required to successfully complete 4 modules to obtain this Sub-Specialization.

Required Modules:

BASM 501	Business Strategy *
BASM 502	Corporate Strategy*

Select two from:

BAIM 501	Multinational Enterprises
BASM 504	Intellectual Property and Business Strategy
BAHR 510	Strategic Human Resource Management
BASM 511	Strategic Management of Services
BAMA 500	Marketing Strategy

* BASM 501 and BASM 502 must be taken as a pair.

Supply Chain Management Sub-Specialization

Coordinator: Tom McCormick

Logistics and operations management decisions are basic to organizations in service businesses as well as those involved in the production and delivery of products. They are strategic activities by which firms gain competitive advantage. Location, product sourcing, vendor selection, process design and selection, technology management, job design, layout, product flow and scheduling are some of the decisions needed to make and deliver the right product, that meets customer needs, to the right place at the right time at lowest cost. The integrated management of such activities across functional business processes and firms is supply chain management. Tools for managing the supply chain and its individual components include forecasting, project management, quality control, negotiations, performance measurement and business process re-engineering. Strategies for strategically managing supply chain processes include just-in-time, partnerships and alliances, total quality management and global sourcing. Students are exposed to the concepts involved in such systems and to the analytic methods involved in their planning and control.

The Sub-Specialization:

- develops knowledge of the critical strategic and operational decisions in operations and logistics;
- provides students with the skills to be effective operations, logistics and supply chain managers;
- promotes executive-level integration of operations and logistics with other value adding processes such as marketing.

Students are required to successfully complete 4 modules to obtain this Sub-Specialization.

Required courses:

BASC 500	Introduction to Logistics and Operations
BASC 514	Supply Chain Management

Select two from:

BASC 510	Operating Supply Chains
BASC 511	Supply Chain Design
BASC 515	Total Quality Management
BASC 520	Current Issues in Logistics and Operations Management

Sustainability and Business Sub-Specialization

Coordinator: Peter Nemetz

Issues of sustainability are now entering the mainstream of business for several reasons: increased government regulatory presence in this area both nationally and internationally, increased awareness and pressure from a broad range of stakeholders, including the general public, and the emergence of opportunities for competitive advantage from corporate initiatives in this area.

This Sub-Specialization is intended for students specializing in other fields, who are looking for a grounding in the key issues and their relevance to business practice.

Students are required to successfully complete 4 modules to obtain this Sub-Specialization.

Required Modules:

BASD 500	Sustainable Development and Business
BASD 502	Global Environmental Issues

Plus two modules from this list:

BAHR 502	Business Ethics
BAPA 503	Cost-Benefit Analysis
BASD 501	Corporate Social Responsibility
BASD 504	Environmental Marketing

Entrepreneurship Sub-Specialization

Coordinator: Thomas Hellmann

This Sub-Specialization is designed to explore the many dimensions of entrepreneurship and new venture management in both corporate and independent settings. Students will acquire the knowledge and spirit for entrepreneurship and familiarize themselves with institutional aspects of venturing. Attention will be given to augmenting and synthesizing concepts and techniques studied in the functional areas of management. Knowledge will be developed that is useful for managing new ventures as well as launching innovative initiatives in mature companies.

Students are required to successfully complete 4 of the following modules to obtain this Sub-Specialization.

BAEN 500	Entrepreneurship and New Venture Creation*
BAEN 504	Preparing the Business Development Plan*
BAEN 580B	Strategy in Entrepreneurial Ventures I*
BAEN 580C	Strategy in Entrepreneurial Ventures II*
BAEN 502	Managing New Venture Growth
BAEN 505	Venture Capital Finance of Entrepreneurship
BAEN 580A	Venture Formation

*BAEN 500 and BAEN 504 must be taken as a pair; BAEN 580B and BAEN 580C must be taken as a pair.

Marketing Sub-Specialization

Coordinator: Darren Dahl

Purpose: To prepare students for senior positions in marketing management in businesses and public service organizations as well as for careers in management consulting. Students will acquire the expertise necessary to lead firms in today's complex, competitive, global environment and to make organizations customer-focused and market-driven, critical characteristics of successful companies.

Audience: The Marketing Sub-Specialization is intended both for students who have had experience in marketing and want to deepen their expertise as well as for students who have had experience in other areas and want to build their careers in marketing or management consulting. Students may want to work in specific functional areas, such as advertising and brand management, or more broadly, in firms competing in a wide variety of industries.

Potential Employers: Large and small businesses in a diverse range of industries, including service businesses, high technology firms, internet-based companies, consumer products, industrial firms, government agencies and non-profit organizations. Marketing is an excellent background for a career in management consulting. Other potential employers are: marketing specialist firms, such as marketing research providers and advertising agencies.

Study Abroad: Students are encouraged to participate in the international exchange program.

Students are required to successfully complete 5 modules to obtain this Sub-Specialization.

Required Modules:

BAMA 500 Marketing Strategy

One of:

BAMA 504 Integrated Marketing Communication **or**
BAMA 506 Consumer Behaviour

One of:

BAMA 501 Pricing **or**
BAMA 508 Marketing Research

Please see page 2 ...

Select two From this list (if not selected above):

BAMA 502	Relationship Marketing
BAMA 504	Integrated Marketing Communication
BAMA 503	Product Management Strategies
BAMA 506	Consumer Behaviour
BAMA 507	Creative Marketing Strategies
BAMA 508	Marketing Research
BAMA 512	Database Marketing and Data Mining
BAMA 513	Internet Marketing
BAMA 580B	Topics in Marketing: Brand Management
BASM 511	Strategic Management of Services
BAIM 521	International Marketing Strategy

Required Modules	3
<u>Elective Modules</u>	<u>2</u>
TOTAL	5 modules

Information Technology Management Sub-Specialization

Coordinator: Paul Chwelos

With information technology becoming increasingly pervasive in the business environment and accounting for half of total business investment in many industries, the effective use and control of IT has become central all managerial disciplines. The ITM Sub-Specialization is designed for students who wish to complement their Specialization with the skills required to use IT effectively to achieve business objectives. The required courses will provide students with the ability to analyze, model, and improve business processes as well as how to govern IT in the business. These two required courses can be complimented with any two other BAIT modules in e-business, management of IT and IT projects, and knowledge management.

Students are required to successfully complete 4 modules to obtain this Sub-Specialization.

Required Modules:

BAIT 506	Business Modelling for Information Technology Applications
BAIT 512	Control and Security of Information Resources

Select Two From:

BAIT 513	Managing e-Business
BAIT 527	Knowledge Management and Supporting Technology
BAIT 511	Managing Information Technology
BAIT 510	Managing Business Information Technology Projects

To complement each specialization, we recommend these BAIT offerings:

Entrepreneurship:	BAIT 527 and 510
Finance:	BAIT 511 and 527
Marketing:	BAIT 513 and 527
Organizational Behaviour:	BAIT 511 and 510
Strategic Management:	BAIT 511 and 513
Supply Chain Management:	BAIT 513 and 527
Sustainability:	BAIT 511 and 510



UBC Certificate in Industrial Wood Finishing

Certificate Program Proposal

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Overview

Introduction and Rationale

Wood finishing typically represents at least 25% of the cost of manufacturing value-added wood products, and the decisions made and actions taken at this stage of the production process are critical to the quality of finished products such as furniture, cabinetry, doors and windows, and architectural millwork of various kinds. Surprisingly however, formal training in this area is difficult to find. For many wood products manufacturers, the only skills training that is available to their employees is provided by the vendors of industrial machinery. This kind of training is commonly available for most types of cutting, drilling, and profiling machinery, including those using CNC (computer numerical control) technology. Wood finishing is a more complex area however, as it is directly and substantially affected by factors other than the operation of the equipment itself. These include: the quality and surface properties of the wood used; the coatings and stains chosen; the finishing system used; environmental conditions within the plant; and the relevant air emissions and safety regulations in force in the manufacturer's location. Where training is available, it is often limited, focused on proprietary products, or generic in nature. A study in 2003 by the Wood Manufacturing Council (Ottawa) found that finishing technicians were one of the three most difficult occupations to recruit for.

In response to the need for accessible, non-proprietary, structured training opportunities, the Centre for Advanced Wood Processing has developed a Certificate in Industrial Wood Finishing. The program provides in-depth, comprehensive coverage of all of the key aspects of wood finishing. It has been designed to allow industry participants to study the theoretical aspects of finishing in a convenient, web-based format that is flexible to learners' work schedules and other commitments. At the conclusion of a web-based study period, learners spend one week in an intensive practical session that includes hands-on exercises, demonstrations, and guest presentations by various technical specialists from the research community and the private sector.

The Certificate in Industrial Wood Finishing is administered by the Centre for Advanced Wood Processing (CAWP), Faculty of Forestry, University of British Columbia. An advisory board consisting of members of North America's wood products industry, research and educational communities guides CAWP's activities in this regard.

Who will Benefit

The UBC Certificate in Industrial Wood Finishing has been designed for individuals employed in the wood products industry who have some general experience in manufacturing (and possibly finishing), but would like to expand their specific knowledge and understanding of wood finishing processes.

Program Objectives

This Certificate Program is designed to provide participants with a broad understanding of the field of wood finishing. The program involves a comprehensive review of the various dimensions of wood finishing, including: wood properties; colour theory; the physical and chemical processes associated with the applications of stains and coatings; application methods; pre-treatments; coatings; application and curing equipment and automation; safety; environmental considerations; quality control and testing methods; and costs/economics. Throughout the course, workplace examples and case studies are referenced as much as possible in order to provide real-world context to the discussions.

The broad aims of the program are to equip learners with the knowledge and experience to do the following:

- Understand why finishes are applied to wood, and how the properties of wood and finishes influence the performance of finishing systems
- Have a broad understanding of all of the considerations that must be borne in mind when making decisions related to wood finishing
- Select the most appropriate coatings systems and technologies to apply finishes to wood and wood composites for specific end-product requirements
- Apply finishes to wood using common application technologies (spraying systems and roller and curtain coaters) and test the properties of liquid finishes and the properties of the coatings
- Design a finishing facility to minimize contamination of finishes and the probability of fire or explosions, and reduce costs and emissions of volatile organic compounds
- Access third-party information and resources that can be used on an ongoing basis to improve and successfully manage wood finishing processes

Administering Organisation

The Centre for Advanced Wood Processing at UBC is Canada's national centre of excellence for the wood products industry. CAWP has been providing specialized research, extension services and education programs to the wood products industry since 1996 to strengthen the market competitiveness of Canada's wood products manufacturing sector. The activities of CAWP include the delivery of a wide range of seminars and lifelong learning programs for industry participants. These have included technical conferences, strategic marketing seminars, a range of workshops and training programs, and in-plant consulting and training services. The Centre is located in the Forest Sciences Centre, Faculty of Forestry. CAWP's facilities include a 10,000 square-foot advanced wood processing laboratory equipped with state-of-the-art computer-controlled manufacturing equipment and research tools. Beginning in 2000, the Centre for Advanced Wood Processing has organised well-attended industry conferences on industrial wood finishing annually in Toronto and Atlanta, and has conducted numerous practical workshops and in-plant training sessions on wood finishing in various parts of Canada. CAWP also operates the UBC Certificate in Kiln Drying, which was approved as an official UBC Certificate in 2003.

Program Details

Features

- The program blends the teaching of solid scientific principles with a practical solutions-based approach that promotes learning in context
- Web-based delivery of phase one of the program allows for flexible study schedules for busy working professionals
- The intensive face-to-face session at UBC enables participants to put theoretical knowledge into practice through hands-on exercises, team-based activities and factory tours

Program Requirements and Delivery Methods

The full program contains 150 hours of instruction delivered in two phases; an initial web-based learning component of 12 weeks in duration (100 hours) followed by an intensive residential session at UBC (6 days, 50 hours). Students must successfully complete all course requirements in both phases of the course in order to receive a passing grade.

Assessment

Student performance in the Certificate in Industrial Wood Finishing is assessed as described below: All course work and grades will be recorded on an official program transcript which will be issued to each participant.

1. Web-based Quizzes

Quizzes are provided at the conclusion of each web-based module, and are based upon the target learning outcomes identified at the beginning of each module. Learners must first complete the required online readings for each module. Ten quizzes (one per module) must be completed within the WebCT tool and electronically submitted to the course tutor. A maximum grade of 3% is assigned for each quiz, representing a total of 30% of the final course grade.

2. Discussion Forum participation

Six online discussion fora are carried out during the course. All participants are expected to make one original posting to each forum, and to reply substantively to the postings of at least two other participants. The six discussion fora together comprise 20% of the final course grade.

3. Individual Project

The individual project provides participants with the opportunity to critically reflect upon the organisation and performance of manufacturing operations at their own facility (or one that they are closely familiar with). Participants are expected to identify key finishing-related issues and challenges that they have experienced, and explain how the concepts discussed in the course notes relate to and help address these issues. Participants must submit a written report of between 1200 and 2000 words, including relevant diagrams and images. This activity represents 20% of the final course grade, and is due one week after the conclusion of the web-based phase of the program.

4. Practical Exam

This test is administered at UBC on the final day of the face-to-face session of the course, and is based upon the exercises and demonstrations that participants have experienced during the practical sessions. The practical test represents 30% of the final course grade.

Graduation Criteria

To graduate from the Certificate in Industrial Wood Finishing students must complete all course requirements and must receive a passing mark with a grade no lower than 70%.

Course Content

The course proceeds in a logical way following the important steps involved in the wood finishing process, starting from selection of wood, colour theory, surface preparation, and staining through to the application and curing of top coats. At each of these stages, the equipment involved in applying and curing finishes is described, and exercises and online discussions are used to reinforce facts and concepts covered.

Phase One of the certificate program is divided into ten modules, each containing between one and three separate lessons. There are twenty-two lessons which must be covered over twelve weeks. During this phase of the course, learners study part-time through a comprehensive course website built in the WebCT course management system. The website serves as an electronic textbook for the course, and contains all of the information required for the course. No additional text books or printed materials are required, although it is recommended that learners consult a number of electronic reference links and engage in further reading to supplement material on the web site. The course makes extensive use of photographs, diagrams, animations and short videos to support the comprehensive online readings. Learners are asked to set aside a minimum of eight hours per week for study activities during the web-based phase, which include the following:

- Reading and reviewing the lessons and viewing the supporting photos, diagrams and videos on the course website.
- Answering quiz questions.
- Following the web links provided to other websites related to wood finishing.
- Taking part in online discussions.
- Exchanging emails with course tutors and other learners.
- Writing and submitting reports and short assignments – both individually and in pairs or groups.

Throughout this phase of the Certificate learners have constant access to an online course tutor and a technical support team. The first week of the course is dedicated to helping learners become accustomed to the course website and all of its functions.

Phase One Topics	Major Learning Outcomes
Module 1. Introduction to Wood Finishing	<ol style="list-style-type: none">1. Describe why wood finishing is important2. Define what is meant by a holistic approach to wood finishing3. Explain the relationship between marketing and finishing4. Explain the importance of material selection to wood finishing5. Define a finishing system6. Describe the relationship between finishing and surface preparation

Module 2. Colour Theory and Wood Colour	<ol style="list-style-type: none"> 1. Identify the elements that are necessary to see colour 2. Name the factors affecting the colour of a material. 3. Describe four attributes used to define colour 4. Name the primary, secondary and tertiary colours 5. Identify and describe common colour contrast schemes and their relationship to a colour wheel 6. Describe how colour theory affects wood finishing 7. Explain why wood is coloured when its main chemical component, cellulose, is white 8. Describe the system used for classifying wood colour, and the range of colours that wood exhibits 9. Describe the various ways that wood colour can be modified/improved
Module 3. Surface Preparation	<ol style="list-style-type: none"> 1. List the reasons for preparing a surface before finishing 2. Describe the advantages of modern industrial abrasives over conventional abrasives 3. Summarize what is known about the effect of sanding on finish performance 4. Name four areas of sanding operations in furniture manufacturing 5. List the various types of sanders and describe their uses 6. Explain why one would want to bleach wood 7. List the three kinds of chemicals used to bleach wood and indicate when they would be used. 8. Define bleaching stains and bleaching oils, and describe how they are used 9. Explain the importance of pre-staining 10. Identify and describe the three main types of stains used to colour wood 11. Identify and describe the three types of pigmented stains 12. Evaluate and recommend appropriate stains and bleaches for specific end-use applications
Module 4: Surface Finishes	<ol style="list-style-type: none"> 1. Identify the key functions of the various components of film-forming finishes 2. Explain why nitrocellulose lacquers are still considered by many to be the best all-round finish for wood 3. For a given product application, identify the most appropriate coatings system and explain the reasons for your choice 4. Explain the advantages of using UV-cured finishes 5. Describe the protective properties of oils and waxes 6. List the main types of sealers used on wood and describe their functions 7. Explain why and describe how one should check wood moisture content before applying finishes 8. Describe some ways to repair gouges and small defects; knots and large cracks; dents; scratches and cracks 9. Explain the role of glazes in wood finishing

Module 5: Spraying Technology	<ol style="list-style-type: none"> 1. Identify the kinds of feed systems available for use with spray guns and explain when they would be used 2. Identify the components of all of the common types of spray gun and describe their function 3. List the four factors to consider when selecting an air nozzle 4. List the three main spraying technologies and describe the benefits and limitations of each in terms of cost, transfer efficiency, film thickness and other factors 5. Explain the optimal spray gun distance and how one should move the spray gun relative to the surface being sprayed 6. Name three types of air compressor and where you would find them 7. Describe some potential problems associated with poorly designed compressed air systems and how they can be alleviated 8. Calculate the compressed air requirements of a finishing facility
Module 6: Automated Finishing	<ol style="list-style-type: none"> 1. Explain why automated wood finishing is less well developed in North America than in Europe 2. Describe the various kinds of automated finishing equipment available and their benefits and limitations in terms of fixed and variable costs, impacts on production methods, and other factors 3. Identify the factors that must be taken into account when calculating the suitability of manual versus automated finishing lines
Module 7: Drying and Curing of Finishes	<ol style="list-style-type: none"> 1. List and describe the five types of thermal drying systems used in industry today and summarise their benefits and limitations 2. Describe how to perform simple tests to determine flash-off time, touch resistance and the stackability of finishes 3. Explain why the use of UV-cured coatings has increased dramatically in the furniture and cabinet industries in recent years 4. Identify the main components of a typical UV curing unit and describe the function of each
Module 8: Post-Treatments and Cost Considerations	<ol style="list-style-type: none"> 1. List the advantages of powder coating compared to traditional coating methods 2. Describe the suitability of MDF as a substrate for powder coating 3. Describe the basic steps involved in powder-coating 4. List two kinds of antiquing techniques and describe the processes used to antique wood 5. Identify two factors that influence whether top coats can be successfully 'rubbed out'

Module 9: Coating Parameters, Recycling, Safety, Environmental	<ol style="list-style-type: none"> 1. Describe ways that overspray in finishing facilities can be reduced 2. Describe measures that can be implemented to minimize the risk of fire in a finishing department 3. Provide two definitions of the term “VOC” 4. Describe the most important elements of the guidelines and legislation in the USA and Canada that have been developed to minimise VOC emissions from wood finishing plants 5. Describe the technologies that can be used to minimize VOC emissions from wood finishing plants, and assess their advantages and disadvantages for various kinds of wood products manufacturing facilities
Module 10: Quality Control and Finish Testing	<ol style="list-style-type: none"> 1. List the key elements of a successful quality control program for wood finishing. 2. Describe the various tests that can be carried out on liquid finishes and the reasons for their use 3. Describe the tests that can be carried out on dry finishes and the reasons for their use 4. Explain the importance of chemical resistance tests

The practical component of the course is held over an intensive 6-day period and involves approximately 8.5 hours of instruction and hands-on exercises each day. These sessions are held at the Centre for Advanced Wood Processing at UBC, and feature presentations and demonstrations by a variety of guest technical specialists, as well as instruction by Centre staff and faculty members. Topics covered in the practical sessions build upon the theoretical knowledge gained during the web-based component of the course, and include the following;

- Measuring the colour of Canadian wood species using a colorimeter
- Measuring the moisture content of wood prior to finishing
- Performing the Farnsworth-Munsell colour perception test.
- Learning and applying best-practices in finish sanding and surface preparation
- Conditioning surfaces prior to stain application
- Setting up and fine-tuning various types of spray gun equipment, achieving optimal atomisation patterns and efficient transfer of material to the substrate, maintaining and disassembling equipment
- Creating staining effects & simple finishes, performing chemical staining
- Using advanced staining systems
- Preparing bleaches and removing stains from wood
- Undertaking tests on liquid finishes
- Performing tests on wet coatings
- Using water-based finishes
- Finishing flat parts using roller coating equipment
- Curing finishes with UV technology.
- Finishing flat parts using curtain coating equipment
- Applying powder coats to MDF using hand-held equipment
- Achieving special finishing effects
- Testing the properties of cured finishes
- Viewing a range of working finishing facilities through industry tours

Admission

Applications are accepted on an ongoing basis. An admissions committee composed of faculty, industry advisory members and the Administrator make the final decision on the application of each candidate.

Evaluation of Candidates

The admission committee will evaluate applications according to the following criteria:

- 1/3 previous work experience
- 1/3 letter of intent
- 1/3 references

Applicants will be notified in writing of the results.

Requirements for Admission

1. A completed application for admission
2. A resume documenting educational achievements and recent work experience.
3. A brief letter of intent that specifies applicant's goals, interests, program expectations and comments on applicant's background or level of expertise in quality control practices.
4. Names and phone numbers of two references.

Additional Program Information

Limited Enrollment

Enrollment will be limited to 15 persons to ensure manageable class sizes during the practical component of the program. Meeting the minimum requirements for admission does not ensure that a place can be guaranteed in the program.

Availability of Courses

The program will be scheduled annually beginning in January and running until late April.

Prerequisites

1. Participants should have some knowledge or experience of value-added wood products manufacturing. There are no formal educational requirements, but participants should possess good numerical and writing skills.
2. Participants should have regular access to a Pentium 3 (or higher) computer with sound card and speakers, word processing software, reliable Internet connection, web browser, and their own email account. Participants will need to access the course website and their own email account at least three times per week to check for announcements and updates and perform assessed tasks.
3. Participants must be familiar with basic safety considerations for working in an industrial production environment.

Length of Program

Participants must normally complete all requirements for graduation within a single year. In exceptional circumstances, the admissions committee may allow participants to postpone completion of certain course requirements until the following year. Requests for exemptions should be directed in writing to the Program Coordinator.

Fees

A single program fee is charged to cover the cost of both the web-based and in-person components. The program fee includes materials used and handout materials supplied during the practical sessions. The program fee for 2007 is \$1995.00. Current course schedules and fees can be found on the Centre for Advanced Wood Processing website: www.cawp.ubc.ca. Tax receipts can be provided upon request.

Withdrawal and Cancellation Policy

a) Withdrawing from the course

For a complete refund, CAWP requires notice of withdrawal from the program by phone, fax, email or in person at least 10 business days before it begins. Cancellations made after this time will be subject to a \$100 cancellation fee. Registered participants who fail to attend the course without any prior notice will be required to pay the full course fee without refund. Substitution of participants from within the same company is acceptable.

b) Course cancellations

The Centre for Advanced Wood Processing is sometimes forced to cancel scheduled classes due to insufficient enrolment or for other reasons. If this occurs, participants will be informed prior to the end-of-year holiday season and a full refund will be provided.

Instructors, Course Tutors and Technical Support Staff

Course Author: Philip Evans

Dr. Philip Evans is a Professor in UBC's Faculty of Forestry. He has taught wood science and wood utilization in universities in the UK, Australia and North America for twenty years, and his research has focused on wood surface properties and the development of methods to enhance the aesthetics and durability of finishes on wood. Dr. Evans teaches an undergraduate course on industrial wood finishing (WOOD 464) in the B.Sc. Wood Products Processing degree program, and chairs the organising committee of the industrial wood finishing conference offered by the Centre for Advanced Wood Processing in Atlanta every two years.

Course Tutor: Jason Chiu

Jason Chiu is a manufacturing and quality control certification specialist and extension trainer at the Centre for Advanced Wood Processing, UBC. Jason holds a Bachelors degree in Wood Products Processing from UBC. He has worked for several secondary wood products companies including Laguna Woodcraft in Delta, BC; Schmitdke Millwork in Steinbach, Manitoba and Dynamic Windows and Doors in Abbotsford, BC, where he worked as a process engineer. Jason has conducted audits of several industrial finishing facilities and performed hands-on finishing training, as well as developing a comprehensive range of finishing testing services for industry.

Course Technician – Diana Hastings

Diana Hastings is the Senior Technician in the Department of Wood Science with a wide range of responsibilities, including the overall operation of the technical phases of the department, providing support to the Faculty of Forestry regarding safety issues and the coordinating of technical and practical aspects for teaching support of undergraduate courses (Wood 271, Wood 280, Wood 282, Wood 464). Diana has a Bachelors of Science degree in Chemistry and Geology from UBC and has extensive experience working in her field of studies. Prior to her position in Wood Science, Diana worked as a Research and Teaching Technician in Chemical Engineering at UBC.

Course Technical Specialist - Mohammed Jahangir Chowdhury

Mohammed Jahangir Chowdhury is a Research Associate in the Department of Wood Science, UBC. Mr. Chowdhury received his B. Sc. in Chemistry from the University of Chittagong, Bangladesh and M. Sc. in Wood Science from the University of Wales, UK. He obtained his Ph. D. in Forest Products from Oregon State University, USA in 2000. He served as a Lecturer of Wood Science in the Institute of Forestry, University of Chittagong, Bangladesh from 1986 to 1994. He

also worked as a Research Associate in the Wood Materials and Engineering Laboratory at Washington State University, USA from 2000 to 2002.

Administration

Dr. Philip Evans
Professor, Centre for Advanced Wood Processing, UBC.

Iain Macdonald
Associate Director, Centre for Advanced Wood Processing, UBC.

Karen Fisher
Administrator, Department of Wood Science, UBC.

Advisory Board

Dr. Philip Evans
Professor, Centre for Advanced Wood Processing, UBC.

Mr. Robert Kostelnik
Education Manager, Cefla Finishing America Inc. , High Point, North Carolina.

Mr. Rich Christianson
Executive Editor, Wood & Wood Products Magazine, Chicago, Illinois.

Mr. Sepp Gmeiner
Managing Partner, Lignum Consulting, Toronto, Ontario.

Mr. Ron Hansen,
Technical Service Specialist, 3M, St. Paul, Minnesota.

Prof. Joerg Schleusener,
School of Architecture, Civil and Wood Engineering, HSB Biel and Burgdorf, Switzerland

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PROPOSAL FOR A UBC CERTIFICATE PROGRAM IN INFECTION PREVENTION AND CONTROL

SUMMARY REPORT TO THE SENATE CURRICULUM COMMITTEE

Proposed Name of Certificate Program: UBC Certificate Program in Prevention Infection and Control

Date of Submission: August 22, 2006

Sponsoring Faculty: Faculty of Medicine and Continuing Education

Contact persons: Dr. Elizabeth Bryce and Dr. Diane Roscoe
Clinical Professors, Faculty of Medicine, Department of Pathology
Telephone: 604-875-4759 and 604-875-4547
Email: Elizabeth.Bryce@vch.ca Diane.Roscoe@vch.ca

Supporting UBC Partners: Department of Pathology and Laboratory Medicine and
Department of Health Care and Epidemiology

Program Description: The proposed certificate program in Infection Prevention and Control will require participants to complete four existing 3-credit courses. These are: Pathology 427 Basic Principles of Infection Control; Pathology 467, Basic Medical Microbiology for Infection Control; Pathology 451, Clinical Practicum in Infection Control and HCEP 401/Path 477, Basic Epidemiology for Infection Control. The certificate program will be offered by the Faculty of Medicine in partnership with the UBC Centre for Distance Education and Technology. The four-course program is intended to provide the basic background and knowledge needed by professionals in Infection Prevention and Control.

Students who complete the program will have the following core skills:

1. Knowledge of the fundamental principles of Body Substance Precautions, isolation requirements and appropriate use of barrier protection
2. Knowledge of common microbial pathogens, their clinical presentation, laboratory diagnosis, treatment, mechanisms of transmission to others, and measures available to prevent spread
3. Ability to use the best evidence to support practice decisions
4. Ability to develop educational programs for clients, colleagues and the public
5. Understanding of epidemiological concepts and clinical research methods.
6. Working knowledge of data handling and analysis and introductory statistics.

7. Computer skills sufficient to access and negotiate the web, participate in on-line discussions and conduct on-line searches using a variety of search engines.

Rationale for the Program: A shortage of Infection Control Practitioners (ICPs) and the growing recognition of their importance in the prevention of infectious diseases has made Infection Control a desirable specialty. Traditionally, individuals with a baccalaureate in nursing, a diploma in Public Health, or in Laboratory Technology have entered this field. Most acquire their skills through on-the-job training combined with an on-site course through Centennial College in Ontario. After the requisite two-years in the field, they then may become certified in Infection Control by taking the American-based Certification in Infection Control board examination. Many practitioners lack the funds and/or time to attend the course and CHICA-Canada, the Canadian national organization (Community Hospital Infection Control Association - Canada) has had numerous requests to develop a national certification program. There are very few on-line programs in Infection Control and currently there are no University-based certificate programs in Infection Control that may be taken as distance education.

Currently there are no other institutions offering similar university credit courses at a distance that we are aware of. CHICA-Canada (Community and Hospital Infection Control Association) and APIC (the Association for Practitioners in Infection Control and Epidemiology) currently offer only on-site courses that are not university accredited

Proposed Curriculum Topics:

1. Pathology 427 - Basic Principles of Infection Control (minimum 39 hours)
2. Pathology 451 - Clinical Practicum (50-75 hours)
3. Pathology 467 - Basic Medical Microbiology for Infection Control (minimum 39 hours)
4. HCEP 401/Path 477 - Basic Epidemiology for Infection Control (minimum 39 hours)

Please see Appendix 1 for course descriptions.

Target Group:

The prospective student body would include:

1. Graduate nurses who lack specific training in infection control and who are interested and/or are encouraged by their supervisors to acquire some knowledge in this area. (Primary target group)
2. Laboratory technologists who wish to become certified as infection control practitioners.
3. Infection control practitioners who wish to receive university credit for Infection Control courses. New Infection Control Practitioners who require training for their position.
4. Upper-level undergraduate science students at UBC who want to complement their knowledge of microbial infections (e.g. Epidemiology, Integrated Sciences, BMLSc and Medical Microbiology students)
5. Pathologists and other physicians who oversee their local hospital infection control committees and lack prior training in the field.

Out-of-province students, professionals who wish further their academic studies and on-campus students whose schedules preclude some on-site courses benefit from these distance-distributed

courses. Students have already enrolled from across Canada, study at home and have rated the course very favourably.

Student Admission Criteria:

Students require two years post-secondary education. A background in health care is preferred. Students who are refused entry to the program may appeal to the Advisory Committee.

Student Assessment/Grading Methods:

Students in Pathology 467, 427 and HCEP 401/PATH 477 are graded according to the rules and regulations of the University for credit courses. Please see Appendix 1 for detailed information.

Student Conduct:

1. Academic Conduct:

Students are expected to abide by the Academic Regulations on Student Conduct and Discipline as outlined in the UBC Calendar and subject to the disciplinary measures outlined therein.

2. Professional and Ethical Conduct

Students are expected to conduct themselves in accordance with standards of behaviour and ethics in keeping with a professional workplace.

3. Use of Information Technology

Students are expected to adhere to the UBC Appropriate Use of Information Technology Guidelines. See www.itservices.ubc.ca/aup for details.

Awarding of Certificate

To be granted the UBC Certificate in Infection Prevention and Control students must have a minimum overall average of 70% in the four required courses.

NB: To date four students have successfully completed the required courses and would be eligible to receive the certificate.

Program Delivery Format:

All but the practicum course are delivered through distance distributed learning by WebCT with our partners in Distance Education and Technology. A problem-based learning format is used.

Marketing/Promotion Strategy:

The courses have been marketed through brochures distributed at national and international conferences, and via the CHICA-Canada web-site. The courses have been fully subscribed almost since inception and our reputation across Canada has grown.

Assessment of Impact on Departmental and University Resources:

1. Faculty

The major impact is on the course designers (Drs. Roscoe, Roberts, Bryce [Department of Pathology] and Drs. Henry, Naus and Patrick [Department of Epidemiology]) as well as the program administrators through Distance Education and Technology. The courses now only require minor revisions and maintenance.

2. Administrative Support:
 - a. Program Assistant: Responsible for admission applications, student files, correspondence. Currently administrative support for the courses is handled by the BMLSc Program Assistant.
 - b. Technical Support: UBC Distance Education and Technology supports the WebCT.
3. Space
No physical space is required for this online program.
4. Library resources
No new library resources are required.

Assessment of Financial Viability

There are no budgetary implications for the Certificate program. This program will be supported entirely from student tuition fees. Distance Education and Technology provides all technical support will be reimbursed through tuition fees. The courses have already proven their viability over the last three years as they are fully subscribed.

Current Program Advisory Committee Members

Dr. Michael Noble, Professor Faculty of Medicine, Infection Control Officer, UBC Hospital

Dr. Katherine McManus, Program Director, Centre for Distance Education, SFU (formerly Project Manager, UBC Distance Education & Technology)

Mr. Douglas Cronk, Manager, Course Development, UBC Distance Education and Technology

Ms. Moira Walker, Adjunct Professor, UBC School of Nursing

Ms. Linda Kingsbury, Regional Infection Control Practitioner, Vancouver Coastal Health

Dr. Eva Thomas, Clinical Professor, Faculty of Medicine, Infection Control Officer Children's and Women's Hospital

Dr. David Patrick, Associate Professor, Faculty of Medicine, Director BCCDC Epidemiology

Dr. Fred Roberts, Professor Emeritus, Faculty of Medicine, Infection Control Officer BC Cancer Agency

Dr. Diane Roscoe, Clinical Professor, Faculty of Medicine, Regional Laboratory Director and Division Head, Medical Microbiology and Infection Control

Dr. Elizabeth Bryce, Clinical Professor, Faculty of Medicine, Regional Medical Director Infection Control Vancouver Coastal Acute

Final Approval Expected from the Following Deans/Department Heads:

Senior Associate Dean - Education, Faculty of Medicine

Appendix 1: Description of Courses

PATH 427 (3) Basic Principles of Infection Prevention and Control

This course provides the basic principles to prevent the spread of microorganisms pathogenic to humans. It may be taken towards a Certificate in Infection Control.

Course Objectives:

Students who complete the course will gain knowledge in the following areas:

The fundamental principles of Body Substance Precautions, and Standard Precautions, isolation requirements and appropriate barrier protection;
Recognition of common communicable diseases and their management;
Use of best evidence to support practice decisions;
The approach to outbreak identification, investigation and management;
Research skills in the area of online searches;
Experience with the use of case-based learning to direct individual learning.

Course Overview:

The course is delivered online and it is in a Problem-Based Learning format. The case topics include (but are not limited to): Isolation and barrier precautions, surveillance of nosocomial infections, infection control precautions, outbreak investigation, antibiotic resistance, common communicable diseases (e.g. tuberculosis, influenza), paediatric issues in infection control as well as the unique perspectives of long-term and ambulatory care.

Course Outline:

1. Introduction to the Course/Understanding the infection control structure
2. Infection Control Precautions
3. Nosocomial Infections and their surveillance/Outbreak Investigation
4. Antimicrobial resistance
5. Infection control in specialized care areas
6. Paediatric issues in infection control
7. Device-related and blood-borne infections
8. Infection control and long-term care
9. Community and ambulatory care issues in infection control

Evaluation:

Students will be assessed on their participation in the interactive group learning process, the midterm exam, and the final exam. Assessment breakdown is as follows:

Participation = 30%
Midterm = 30%
Final = 40%

Textbooks:

Bennett, J., Hospital Infections, 4th Ed.

Wilson, J., (2001) Infection Control in Clinical Practice. 2nd Edition. Harcourt

Chin, J. Ed. (2000). Control of Communicable Diseases Manual. Am. Public Health Assoc., Wash. D.C.

PATH 451 (3) Clerkship in Laboratory Medicine and Infection Prevention and Control

May involve attendance at an approved institution and/or a project assigned by the instructor(s). Instructor permission required. Enrolment may be limited.

Course Outline:

The intent of the practicum is to provide a practical experience in infection control. The practicum may be taken as an intensive full-time experience or may be taken over a longer period of time (as other commitments permit) but must not exceed one year in length.

1. The practicum can only be taken after completion of Pathology 427 and 467.
2. The practicum must take place in an institution pre-approved by the Course Co-coordinators.
3. The practicum may be composed of one of the following choices:
 - a) A basic infection control practicum where an Infection Control Professional will proctor the student and ensure that the fundamentals of infection control are introduced. These include a) surveillance, ii) education, iii) policy and procedure development and iv) consultation. The principles of outbreak investigation will also be included, although it is recognized that an actual outbreak may not occur during the time of the practicum. The student must have a clear understanding of the appropriate application of infection control principles with an emphasis on barrier use. The student will maintain a daily log of activities and produce a report of approximately 10 pages (double-spaced, font Times New Roman 12) detailing their experiences and observations. The length of the practicum is expected to be 45 hours of contact time and 40 hours associated reading and report writing

OR

- b) An in-depth review of an infection control topic. This practicum is for individuals who have had at least one year of infection control experience. Students will select a topic with the assistance of their proctor (e.g. device related infections, respiratory communicable diseases, construction in the health care setting) for review of the literature and a report. The report will be between 15 to 20 pages (double spaced, font Times New Roman 12) and should include a detailed critical analysis of the subject. It should also include the student's opinions on any controversial elements. The proctor must be pre-approved by the course co-coordinators and will be expected to lead discussions with the student. Expected contact time with the proctor is 18-24 hours. Expected length of the independent study is 60 hours (including reading and report writing).

Evaluation:

Each student is required to maintain a project diary and write a project report in order to satisfy the requirements for this course. Two faculty members and your Path 451 supervisor will read and review the diary and the project report. The final mark will be based on three elements: the quality of the written diary (30%), the quality of the project report (40%) and an evaluation of the student by the project supervisor (30%).

PATH 467 (3) Basic Microbiology for Infection Control

The identification, clinical significance, and transmission of pathogenic organisms are presented. This course is available by correspondence or webCT. It may be taken towards fulfillment of the Certificate in Infection Control.

Course Overview:

The course is delivered online and will require that students have a computer with at least a 56K modem to connect to the Internet, a CD-ROM drive, and an Email address. Course topics include microbial classification and structure, principles of disinfection and sterilization, laboratory identification of gram negative cocci, classification and identification of gram negative bacilli, infection control aspects of parasitic infestations and fungal infestations.

Course Objectives:

Those who complete the course will gain knowledge in the following areas:

Common microbial pathogens and the infections they cause,
Basic principles of sterilization and disinfection,
Common microbial pathogens causing hospital acquired infections.

Course Outline:

1. Introductory Microbiology & Infection Control
2. Antibiotics and Disinfection
3. Gram-Positive Cocci, Skin and Wound Infections, Community-Acquired Pneumonia and Endocarditis
4. Gram-Negative Cocci, STD, and Meningitis
5. Anaerobes, Gram-Positive Bacilli, and Mycobacteria
6. Gram-Negative Bacilli, Gastroenteritis, Urinary Tract Infections, and Zoonoses
7. Bacteremia, Nosocomial, and Fungal Infections
8. Parasites, HIV, and Infections in the Compromised Host
9. Virology

Evaluation:

Students will be assessed on their participation in the interactive learning process, as well as their performance on the midterm and final exams.

Participation = 30%

Midterm = 30%

Final = 40%

Textbooks:

Required: Mims et al, Medical Microbiology 3rd edition, ISBN 0-7234-3259-7

Students must also have access to:

Red Book 2003 Report of the Committee on Infectious Diseases 26th Edition by the American Academy of Pediatrics ISBN 1-58110-095-7 and

**Certificate Program Under Development
Centre for Intercultural Communication,
UBC Continuing Studies**

To:	UBC Senate Committee - Curriculum
From:	Mackie Chase
Proposed Name of Certificate	Certificate in Immigration Practice: Laws, Policies and Procedures (CILPP) September 2007- February 2008
Date of Submission	September 7, 2007
Sponsoring UBC Faculty or Department	Continuing Studies, Centre for Intercultural Communication
Contact Person	Mackie Chase Director Centre for Intercultural Communication Telephone: 604-822-1435 Email: mackie.chase@ubc.ca
Supporting UBC Partners or External Partners	CAPIC: Canadian Association of Professional Immigration Consultants



Program Description

The University of British Columbia offers the Certificate in Immigration Practice to prepare people interested in the field, to learn in depth about the practice of immigration. The goal of the program is to prepare graduates to provide excellent service and accurate information to clients, organizations and interested groups. The program is offered over 6 months in a mixed mode delivery model, with face to face seminars and workshops, combined with online readings discussions and assignments. Graduates of the UBC and previous Seneca partnership program , the Immigration Practitioner Program, have achieved high success rates in Canada in passing the Canadian Society of Immigration Consultants (CSIC) regulatory exam.

- Immigration Certificate Program Goals

To provide graduates with the skills and knowledge required for informed and ethical immigration consulting practice to serve clients, fellow colleagues, and the wider Canadian society

To provide graduates with a respected standard of education in immigration practice that meets the educational requirements of professional organizations and CSIC.

To provide graduates with the practical, theoretical, and ethical understanding of starting and operating a business in immigration consulting, the requirements for professional practice.

To enable graduates to build a network of fellow immigration consultants, present and future, to draw upon in their professional practice.

Topics introduced in each module of the certificate

1. Introduction to Immigration Law, Policy and History
2. Processing Applicants for Permanent Residency, Inside Canada
3. Processing Applicants for Permanent Residency, Outside Canada
4. Processing Refugees and Asylum Seekers
5. Temporary Resident Status and Citizenship Processes
6. Practical Skills for Immigration Practitioners

See Appendix A for course descriptions.

Rationale for the Certificate

The process of immigration is often complex and stressful and the need is growing for well-trained immigration practitioners to help protect the immigration delivery system. The Certificate in Immigration: Laws, Policies and Procedures at the University of British Columbia, is designed to develop the professional skills and knowledge of individuals seeking to work in the field of immigration practice with recognized educational and professional standards.



UBC Continuing Studies - Centre for Intercultural Communication

Program Length & Duration

Starting September 2007 UBC Continuing Studies will offer a new redesigned version of the program and offer this program twice yearly: September 2007-February 2008 and January 2008 to June 2008.

The Centre for Intercultural Communication began offering an immigration education program in partnership with Seneca College, offering the Seneca program on the west coast. This program operated since September 2000 in partnership with Seneca College in Ontario. The new version has been developed in response to requests from past, present and potential students and from the community of immigration consultants who wanted a new, more intensive program.

Target Learners

The program is designed for adult learners, university graduates or very experienced practitioners, who are fitting the program into their regular working lives. The program is designed for part-time study and many students are able to work full-time and manage to complete their course work. On average each week, they are required to read materials and complete assignments taking approximately 4-5 hours time over an above the time spent in class.

Student Admission Criteria

- Admission Requirements

ONE of the following:

- a copy of a Canadian or foreign university degree (transcript showing graduation requirements have been met).
- a copy of a two or three year Canadian Community college diploma (or transcript showing graduation requirements have been met)

note: copies of foreign degrees should be sent to ICES. If you are invited to register in the program you are required to have your foreign degree evaluated and must submit the evaluation to us.

- a letter from the candidate's supervisor indicating that he/she has a minimum of two years related work experience
- if the candidate operates his/her own immigration consulting business and ARE incorporated, a copy of the candidate's Articles of Incorporation to confirm the start date of his/her business
- if the candidate operates his/her own immigration consulting business and are NOT incorporated, a copy of the candidate's banking papers to confirm the start date of the business

AND

1. documentation showing the candidate is a Canadian citizen or has permanent resident status in Canada
2. attendance at an information session
3. successful applicants must attend a mandatory orientation session prior to the first class



UBC Continuing Studies - Centre for Intercultural Communication

Student Assessment/Grading Methods

Each module has two components: the face-to-face seminars and experiential workshops and weekly readings, discussions and assignments via the Internet.

Students will access the online component via the world wide web (using a web browser such as Netscape or Internet Explorer).

In order to successfully complete a module participants need to:

1. participate fully in the seminars, workshops and online components
2. demonstrate a set of competencies by successfully completing the assignments within the designated time.
3. achieve a 70% minimum on assignments, quizzes and exams.
4. in Module 6, participants must successfully complete and present the module field study project as well as the module exam.

Program Delivery Format

To obtain the **UBC Certificate in Immigration: Laws, Policies and Procedures** participants will be required to complete all 6 courses. This 6 month program is delivered every Tuesday evening and some full-day Saturdays. Classes are located at UBC Robson Square from 6:30-9:30pm. Each course is 4-5 weeks in length and includes: quizzes, assignments and a final exam.

WebCT (Web Course Tools) Vista is the ‘virtual learning environment’ that we will use to deliver some of the content for the Certificate in Immigration: Laws, Policies and Procedures. Because it is web-based, learners can access it from any location, as long as their computers have an active Internet connection, a web browser that is java-enabled, and a login name and password.

- Schedule:
- Tuesday evenings plus 1 full-day Saturday for most modules



Marketing/Promotion Strategy

The UBC Centre for Intercultural Communication promotes the program through the course flyers, web sites and print advertisements. An Internet marketing campaign also ensures that the program is promoted through the major search engines. In addition, professional immigration associations have been interested in promoting the program as have previous graduates of the UBC Seneca offering.

Assessment of Impact on Departmental and University Resources

There will not be a significant impact on the university's library and facility resources. Most of the materials required for the certificate modules are drawn from Canadian government documents which are available online as public domain materials. Courses take place primarily at the Robson Square facility and most course materials are provided to students.

University benefits are as follows:

To serve the needs of local, provincial and national communities by providing training in BC for participants, many of whom are well educated and highly skilled immigrants. This program helps them begin a meaningful new profession in Canada.

To educate certificate program participants to become future immigration professionals with the skills and knowledge required for informed and ethical immigration consulting practice to serve clients, fellow colleagues, and the wider Canadian society

- To meet the **Trek 2010 goals, in particular the goal of fostering a sense of social awareness and global responsibility** by ensuring that all students develop a greater awareness of their responsibilities as global citizens and of the issues surrounding social, environmental, and economic sustainability.

Assessment of Financial Viability

The program is self-funding and operates at a cost recovery level: student course fees cover the implementation and administration costs.



Current Program Advisory Committee Members

The following committee members have been confirmed:

- Elizabeth Chow Bryson, LL.B, Past Chair of the Canadian Bar Association, Honorary Director CSIC Education and Standards Committee
- Gabriel Chand, LL.B
- Mackie Chase, Director, Centre for Intercultural Communication
- Catherine Dauvergne, Canada Research Chair in Migration Law, UBC Professor, Associate Dean of Graduate Studies and Research
- Hein Marcus, LL.B Pat Marshall, Program Manager, Centre for Intercultural Communication
- Ron McKay, Certified Immigration Consultant, Past National President Canadian Association of Professional Immigration Consultants (CAPIC)
- Shahira Patni-Tejpar, Certified Immigration Consultant
- Nigel Thomson, Certified Immigration Consultant

Final Approval Expected from the Following Deans/Department Heads:

Jane Hutton, Associate Vice-President, UBC Continuing Studies



Appendix A Course Descriptions

- **Introduction to Immigration Law, Policy and History**

This is the first module in the Certificate in Immigration Practice program. It introduces immigration history in Canada. The module provides an overview of the field, the Immigration Act and Regulations, the Department of Citizenship and Immigration, roles and responsibilities, decision making processes, and ethical obligations. An overview of the CSIC rules of Professional conduct and fiduciary obligations are presented.

Processing Applicants for Permanent Residency, Inside Canada

This module introduces the process of family class applications from sponsorship to appeals of refused applications. Students explore definitions of family class, sponsorship, permanent residence applications, in-Canada applications, humanitarian and compassionate situations. Appeals are also studied, appeals to the Immigration and refugee Board (Appeal Division): appeals for sponsors, appeals by permanent residents order deported. Applications for inland processing and appeals are taught as well as immigration enforcement processes such as port of entry inspections, arrests, detention, detention reviews, inquiries and removals. Ethical obligations related to the family class topics and issues are emphasized.

Processing Applicants for Permanent Residency, Outside Canada

This module covers immigration selection, assessment and classification of candidates in the independent category. The module includes: assessing experience, language assessment, application, the Provincial Nominee Programs, the Quebec Skilled Workers program, arranged employment, timely decision, and procedural fairness. Students explore the legislative, regulatory and policy developed for skilled workers, business immigrants, self-employed, entrepreneurs and investors. Students examine ethical aspects of decision making and the role of visa officers in exercising discretion as well as medical or criminal inadmissibility.

Processing Refugees and Asylum Seekers

This module deals with the process of claiming refugee status. Students will be introduced to the practical aspects and processes for making a refugee claim, the legal requirements and principles in Canada for a client to be identified as a “Convention Refugee or a Person in Need of Protection”. The module covers how the Refugee Protection Division and the Federal Courts of Canada interpret the categories of “Convention Refugee” and “Persons in Need of Protection”. The module also explores Pre-Removal Risk Assessment entitlement for foreign nationals who are facing removal. Ethical considerations related to these topics are studied.



Temporary Resident Status and Citizenship Processes

In this module students study the process of working with clients to get temporary entry. Programs and applications studied include: temporary resident visas, temporary resident permits, study and work permits, as well as live-in caregiver permits. Students explore how these work permits are validated and alternative processes including regulatory exemptions, NAFTA, GATS, corporate employees and intra-company transfers. Citizenship practice issues are also included. Ethical issues and professional conduct related to these topics are emphasized.

Practical Skills for Immigration Practitioners

Day to day management of immigration practice is the focus of Module Six. Students work on a practical field study project. They will explore the process and implications of starting your own business, the tools and resources available. Topics include: developing a business plan, setting up an office, insurance, accounting, legal advice, computer and information management systems etc. Students also work on developing effective communication and observation skills, and interviewing techniques. Building on the knowledge and experience of the previous modules, students develop insights and practical skills for interacting with clients, managing employees, agents and associates, and developing the skills necessary to represent clients at Immigration tribunals and CIC interviews. The ethics of immigration practice are emphasized, following the CSIC Rules of Professional Conduct.



THE UNIVERSITY OF BRITISH COLUMBIA



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

November 2, 2007

To: Vancouver Senate

From: Nominating Committee

Re: **Adjustments to Senate Committees (approval)**

Adjustments to Senate Committees (approval)

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

1. Ad Hoc Committee on Writing and Communication Skills

Add Dr. Christopher Friedrichs to replace Dr. Barbara Arneil

2. Admissions Committee

Add Dr. Kelly Russell to replace Dr. Janis Sarra

3. Appeals on Academic Standing Committee

Add Dr. Robert Sparks to replace Dr. Ian Franks

4. Curriculum Committee

Add Andrei Ionescu to replace Richard Lam

Add Ashish Mohan to replace Ben Toosi

Add Dr. Kelly Russell to replace Dr. Barbara Arneil

5. Library Committee

Add Dr. Janis Sarra to fill vacancy

Add Dr. Robert Sparks to replace Dr. Donald Paterson

6. Teaching and Learning Committee

Add Ms. Judith Plessis to replace Ms. Jane Hutton

Add to Dr. Mary Bryson replace Dean Nancy Gallini

Add Mr. Dean Leung to fill vacancy

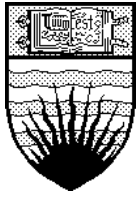
7. Tributes Committee

Add Ms. Judith Plessis to replace Ms. Jane Hutton

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe
Chair, Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



November 1, 2007

NOMINATING 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

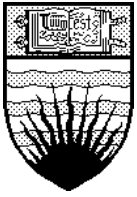
From: Nominating Committee

Re: Vice-Chair of Senate

As Senators will recall, Senate must elect a Vice-Chair to serve as Chair in the absence of the President on an annual basis. As a result of the call for nominations made on 28 September 2007, one nomination has been received and confirmed by the Secretary to Senate: Joint Faculties Senator Rhodri Windsor-Liscombe.

In accordance with the Regulations governing the election, Dr Windsor-Liscombe is acclaimed as elected until 31 August 2007 and thereafter until a successor is elected.

THE UNIVERSITY OF BRITISH COLUMBIA



November 7, 2007

NOMINATING COMMITTEE

Vancouver Senate

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

To: Senate

From: Nominating Committee

Re: Appointment Policies for Senior Academic Administrators

As Senate is aware from discussions last year, there is inconcurrence between Board and Senate policies for appointments of senior academic administrators (e.g., deans, Vice-Presidents Research, etc). The Nominating Committee has been working over the past year to resolve this matter, but has yet to be successful.

Attached to this memorandum is a recent letter from the Committee to the Employee Relations Committee of the Board of Governors. It is provided to you in the interests of informing the Senate of the Committee's views on the status of this matter.

Further, in the interests of open governance and Senate's appropriate involvement in an area where it has an explicitly legislated duty, the Committee requests that the Senate resolve as follows:

That the President be and is hereby requested to report to Senate at its meeting in January 2008 in regards to the current status of policies and procedures for senior academic administrative appointments (Board Policies 21-24) and associated amendments or revisions thereto in development.

THE UNIVERSITY OF BRITISH COLUMBIA



30 October 2007

NOMINATING COMMITTEES
Vancouver & Okanagan Senates
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Employee Relations Committee
Board of Governors
The University of British Columbia

Dear Mr Bennett et al.,

The nominating committees of the two senates grow increasingly concerned with the lack of progress in harmonizing the Board and Senate policies on the appointment of senior academic administrators (Board Policies #21 through #24). It has been over a year since the matter of Senate approval not being requested for revisions to these policies from 2000 to 2006 was brought to the attention of members of the senior administration. We write to you in order to bring us back into compliance with the provisions of Section 27 (2) (f) of *University Act*¹ and improve the way our University selects its senior administrators.

Currently, procedures for the following appointments are not in concurrence between the Board and either Senate: Vice-Presidents Academic, all other Vice-Presidents, Deans, and Heads/Directors of academic units. Furthermore, the procedures for Deputy Vice-Chancellors and Principals have never been submitted to either Senate.

The University Counsel's office has consulted with us on revised policies that we hope can resolve this situation, since our committees have several concerns with the documents currently approved by the Board and thus cannot recommend them to either Senate for approval. Our concerns primarily relate to clarity, exercise of discretion, policy structure, and the relationship between our two campuses. We are thankful that in discussions with the Counsel's office our concerns have been heard and look forward to them being addressed in new drafts.

Since our discussions with the Counsel concluded last spring, three vice-presidential and several decanal searches have been conducted using procedures

¹ "with the approval of the senate, to establish procedures for the recommendation and selection of candidates for president, deans, librarians, registrar and other senior academic administrators as the board may designate;"

not approved by either Senate, except for a one time exception allowed by the Vancouver Senate with regard to the Vancouver Academic Vice-President. We are concerned that more searches will be conducted before this matter is resolved.

Further, we have unofficially been notified by the Counsel's office that the draft revised policies will remove the procedures for Vice-Presidents other than Vice-Presidents Academic and Vice-Presidents Research from either Senate's purview. We note that this is both a change from past practice at UBC, and would be more limited than the practices of all other universities established under the *Act*.² We are unconvinced that such a divide can be reasonably enacted between "academic" and "non-academic," and are of the opinion that in consideration of the large impact officers in those positions have on the academic enterprise and fulfillment of the University's goals and mission, all of the University's executive officers should be considered "academic administrators."

We respectfully request that your committee encourage the University administration to quickly submit new appointment policies to the Board and both senates for approval, and that the Board continue to consider all vice-presidents as senior academic administrators for the purposes of Section 27 (2) (f) of the *Act*. We should be happy to review drafts of the new policies prior to their presentation to the Board if you share our opinion that this would expedite their approval.

Our committees would be pleased to discuss this matter further, and look forward to a response from your committee and a resolution to this matter.

Yours sincerely,



Dr Rhodri Windsor-Liscombe
Chair, Vancouver



Dr Robert Lalonde
Chair, Okanagan

Copy: Vancouver & Okanagan Senates
University Executive
Secretary to the Board of Governors
Hubert Lai, University Counsel

² SFU's policy (<http://www.sfu.ca/policies/general/gp29.htm>)
UNBC's policies (http://www.unbc.ca/policy/category/human_resources.html)
UVIC's policies (<http://web.uvic.ca/uvic-policies/indxnum.html>)

September 24, 2007

From: Senate Committee on Student Awards, Vancouver

To: Senate

The Student Awards Committee recommends:

That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.

Re: Awards recommended for acceptance by the Senate Committee

ANNUAL Review of Insolvency Law Prize: A \$700 prize is offered by the Board of the Annual Review of Insolvency Law to a student in either the second or third year of study who achieves the highest standing in Insolvency Law. The award is made on the recommendation of the Faculty of Law. (First award available for the 2007/08 Winter Session)

ASSOCIATED Engineering Award: A \$3,000 award is offered by Associated Engineering to an undergraduate student entering third year of Civil, Chemical, Mechanical or Electrical Engineering who has an interest in pursuing a career in consulting engineering. Candidates must be either Canadian citizens or Permanent Residents of Canada, have demonstrated student leadership, and have achieved high academic standing. Award recipients are invited to apply for a cooperative education placement or internship with Associated Engineering. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2007/08 Winter Session)

BRITISH Columbia Youth Foundation Bursary: Bursaries totalling \$8,000 have been endowed by the British Columbia Youth Foundation for students in any year or faculty who are in need of financial assistance. The Foundation was established in 1946 with funds bequeathed from the Estates of Joseph McKercher and E.S. Winn to assist students in furthering their education. Since its inception, the Foundation has been governed by a Board of Directors, who allocated repayable student loans to many hundreds of students over the years. In 2007 the format was changed and financial assistance is now in the form of bursaries administered by The University of British Columbia. (First awards available for the 2007/08 Winter Session)

CAPSI Professional Development Week Travel Award: Awards totalling \$1,000 have been endowed by CAPSI (Canadian Association of Pharmacy Students and Interns) for undergraduate or graduate students who require assistance to attend Professional Development Week conference activities. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First awards available for the 2008/09 Winter Session)

CEMENT Association of Canada Scholarship for Design in Concrete: A \$1,000 scholarship is offered by the Cement Association of Canada to a student in the Master of Architecture Program. Preference is given to a second or third year student demonstrating excellence in innovative use of concrete in a design studio project or through their course work. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2007/08 Winter Session)

Allan S. CLAYTON Memorial Graduate Scholarship in Nursing: A \$3,000 scholarship is offered by the family of Allan S. Clayton for a graduate student in the School of Nursing, with preference for a student with demonstrated community service. The award is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

CRICHTON Family Bursary: Bursaries totalling \$7,800 have been endowed by Heather Crichton (B.A.1975, B.Arch.1979) and Dr. Andrew Crichton (B.Sc.1978, M.D.1981) in memory of their parents, Dr. John Crichton and Dr. Erica Crichton. The Crichton family has a long and distinguished history at UBC and in the community. Dr. John Crichton was Professor Emeritus (pediatric neurology) in the Faculty of Medicine and practiced at B.C. Children's Hospital for many years. Dr. Erica Crichton was Professor Emerita in the Faculty of Medicine and served as bacteriologist at St. Paul's Hospital for many years. The bursaries are awarded to students in any faculty or program at UBC. (First awards available for the 2008/09 Winter Session)

CRICHTON Family Bursary in Medicine: Bursaries totalling \$7,800 have been endowed by Dr. Andrew Crichton (B.Sc.1978, M.D.1981) and Heather Crichton (B.A.1975, B.Arch.1979) in memory of their parents, Dr. John Crichton and Dr. Erica Crichton. The Crichton family has a long and distinguished history at UBC and in the community. Dr. John Crichton was Professor Emeritus (pediatric neurology) in the Faculty of Medicine and practiced at B.C. Children's Hospital for many years. Dr. Erica Crichton was Professor Emerita in the Faculty of Medicine and served as bacteriologist at St. Paul's Hospital for many years. The bursaries are awarded to students in the Faculty of Medicine. (First awards available for the 2008/09 Winter Session)

Paul GEYER Graduate Award in Biomedical Engineering: A \$2,500 award has been endowed by Paul Geyer for a graduate student entering the Biomedical Engineering Program in the Faculty of Applied Science. Preference is given to a student with an entrepreneurial spirit, an interest in the local biomedical engineering industry, and demonstrated leadership and communication skills. Recipients must be Canadian citizens or Permanent Residents. The award is made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

Neville E. GIBSON and Grosvenor Graduate Scholarship in Urban Land Economics: A \$10,000 scholarship has been established in recognition of Neville E. Gibson's exceptional contribution to Grosvenor, a real estate development, investment and asset management company, during his employment with the Company as Chief Executive Officer. The award is given to a graduate student with excellent academic standing who is studying Urban Land Economics at the Sauder School of Business. 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)

Myfanwy GRIFFITHS Bursary: Bursaries totalling \$5,000 have been endowed through a bequest by Myfanwy Griffiths for students enrolled in the Faculty of Education. (First awards available for the 2008/09 Winter Session)

Annette Elisabeth HACKING Memorial Award in Medicine: A \$1,250 award has been endowed by the George and Elsa Hacking family, and by friends and colleagues, to honour and remember Dr. Annette Elisabeth Hacking. A UBC graduate (M.D. 1985, F.R.C.P.C. 1992 psychiatry), in public and private practice she cared for those with serious psychological illnesses. Annette lived with enthusiasm and compassion, supporting many humanitarian causes, believing that the good in humanity will prevail. The award is for an M.D. student with an aptitude for and

an interest in mental health. Adjudication is based on leadership skills, commitment to community service and demonstrated social conscience. The award is made on the recommendation of the Department of Psychiatry. (First award available for the 2007/08 Winter Session)

Nina M. (“Nini”) HARRIS-LOWE Memorial Bursary in Special Education: Bursaries totalling \$1,000 have been endowed by Mr. Rick Lowe (B.Sc.1982) in memory of his wife, Mrs. Nina M. “Nini” Harris-Lowe, who had a strong interest in children with special education needs. The bursaries are awarded to special education students in the Faculty of Education, with preference for those who are single parents of either gender and wish to improve their professional credentials or retrain for a return to the workforce. (First awards available for the 2008/09 Winter Session)

HENDERSON Development Canada Limited Scholarship: Two scholarships of \$1,000 each are offered by Henderson Development (Canada) Ltd. for undergraduate students in the Sauder School of Business. The awards are made on the recommendation of the Faculty. (First awards available for the 2007/08 Winter Session)

Nancy HERMISTON Scholarship in Opera: Scholarships totalling \$1,000 have been endowed by an anonymous donor in honour of Professor Nancy Hermiston, Head of the Voice and Opera Division and Director of the UBC Opera Ensemble in the School of Music. The scholarships are awarded to students in the Voice and Opera Division, with a preference for students in the UBC Opera Ensemble. The awards are made on the recommendation of the School. (First awards available for the 2008/09 Winter Session)

HOTSON Bakker Boniface Haden Scholarship in Urban Design: A \$1,000 scholarship is offered by Hotson Bakker Boniface Haden for a student in the Architecture Program, with preference for a student entering third year who has demonstrated excellence in urban design. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2007/08 Winter Session)

NOTE: In addition to supporting this annual scholarship, the donors have pledged to create a \$25,000 endowment over the next five years to fund a \$1,250 scholarship in perpetuity. Once the endowment is fully in place, the annually-funded scholarship will be discontinued.

Patsy HUI Scholarship: Scholarships totalling \$1,000 have been endowed by Patsy Hui for undergraduate students in any year or faculty who have achieved high academic standing. (First awards available for the 2007/08 Winter Session)

INDEPENDENT Lumber Remanufacturers Association Scholarship in Wood Products Processing: Scholarships totalling \$1,000 are offered by the Independent Lumber Remanufacturers Association to outstanding undergraduate students in the Wood Products Processing Program. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2007/08 Winter Session)

Iva Maria LESTER Memorial Graduate Scholarship in Accounting: Scholarships totalling \$10,500 have been endowed through a bequest by Iva Maria Lester for graduate students in Accounting. The awards are made on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

William Bruce Dirk LONGON Scholarship: Scholarships totalling \$11,500 have been endowed through a bequest by William Bruce Dirk Longon for students in industrial relations. The awards are made on the recommendation of the Sauder School of Business. (First awards available for the 2007/08 Winter Session)

Emily LONGWORTH Memorial Award: Awards totalling up to \$2,000 are offered by the Emily Longworth “New Teachers’ Creative Activities” Fund held at Vancouver Foundation. Emily Longworth, as a teacher candidate, was an inspiration and role model to her students. The awards are made to Bachelor of Education (Elementary) students whose practica involve implementing curriculum enrichment and/or extra-curricular activities for their students that promote multicultural understanding, healthy lifestyle, environmental awareness, and inspire students to achieve their full potential in life. Candidates must apply annually through the Faculty of Education’s Teacher Education Office by January 30. The awards are made on the recommendation of the Faculty. (First awards available for the 2007/08 Winter Session)

Nicki MAGNOLO Memorial Graduate Prize: A \$500 prize is offered by family and colleagues in memory of Ms. Nicki Magnolo, an alumna (B.A. 2001 in Asian Studies), graduate student and teaching assistant in the Department of Asian Studies who passed away in 2004. The prize is awarded on the recommendation of the Department to a graduate student who has worked as a teaching assistant in the Department. (First award available for the 2007/08 Winter Session)

NOVICOV Scholarship in Engineering: Scholarships totalling \$2,900 have been endowed by Aleksey Novicov for students in Engineering. The awards are made on the recommendation of the Faculty of Applied Science. (First awards available for the 2008/09 Winter Session)

Margaret A. ORMSBY Memorial Scholarship: Scholarships totalling \$1,250 have been endowed through a bequest by Gordon R. Elliott in memory of Dr. Margaret Anchoretta Ormsby, C.M., O.B.C. (1909-1996) for students in the Department of History. A distinguished B.C. historian, Dr. Ormsby began her teaching career at UBC in 1943 and served as Head of the Department of History from 1965 to 1974. The awards are made on the recommendation of the Department. (First awards available for the 2008/09 Winter Session)

Frank and Doris PERRY Memorial Bursary in Arts: Bursaries totalling \$2,500 have been endowed through a bequest by Frank Perry for undergraduate students in second year or higher in the Faculty of Arts, majoring in Canadian History, Geography or English. Where possible, preference is given to students who completed secondary school in North Vancouver. (First awards available for the 2007/08 Winter Session)

Frank and Doris PERRY Memorial Bursary in Library and Information Services: Bursaries totalling \$2,500 have been endowed through a bequest by Frank Perry for students in their second year of study towards a Master of Library and Information Studies. Where possible, preference is given to students who completed secondary school in North Vancouver. (First awards available for the 2007/08 Winter Session)

RBC Financial Group and Vancouver & District Dental Society Scholarship: A \$1,500 scholarship is offered by RBC Financial Group, Investment Advisor Philip Francis from RBC Dominion Securities, and the Vancouver & District Dental Society for a student entering second year in the D.M.D. Program with high academic standing. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2007/08 Winter Session)

Mehr Zaman Amir SALEH Scholarship in Engineering and Science: A \$5,000 scholarship is offered by Shervin Bakhtiari (B.A.Sc. & M.Eng. 1997) and Shadi Bakhtiari (B.Sc. 2002) in honour of their grandmother, Mehr Zaman Amir Saleh, in celebration of her rich life across three continents, her abundant care for her children and grandchildren, and her never-ending passion and support for learning. The scholarship is awarded to undergraduates entering second year or higher in the Faculties of Applied Science or Science. The award is made on the recommendation of the Faculty of Applied Science in odd-numbered years and the Faculty of Science in even-numbered years. (First award available for the 2007/08 Winter Session)

SLAIS Co-op Student of the Year Award: Two awards of \$1,000 each are offered to outstanding co-op students in the School of Library, Archival and Information Studies in recognition of outstanding achievement in all aspects, including academic standing, workplace performance, and professional/community involvement. One award is given to student pursuing a Master of Library and Information Studies (M.L.I.S.) degree and one to a student pursuing a Master of Archival Studies (M.A.S.) degree. Students in the Joint M.A.S./M.L.I.S. degree program are considered for the award in their area of Co-op experience. The awards are made on the recommendation of the Director of the Arts Co-op Program in consultation with the Arts Co-op Program Advisory Committee. (First awards available for the 2007/08 Winter Session)

SPOUGE Family Bursary in Dentistry: Bursaries totalling \$1,000 have been endowed by Mrs. Pamela Spouge and the Spouge family in memory of Dr. John D. Spouge, who was a Professor of Dentistry (Department of Oral Medicine) at UBC for many years. Dr. Spouge obtained his university education as a mature student after serving in World War II. The bursaries are awarded to students in the Doctor of Dental Medicine Program in the Faculty of Dentistry, with a preference for students who are entering the program at a later than normal entry age. (First award available for the 2008/09 Winter Session)

Graduate Fellowship in SUSTAINABLE Forestry: A \$25,000 fellowship is offered by the Koerner Foundation to an outstanding graduate student in a doctoral program in the Faculty of Forestry undertaking research that contributes to the sustainability of forests and the forest sector in general, as well as the promotion of the best silvicultural and environmental practices. The fellowship is available to a Canadian citizen or permanent resident and may be renewed subject to satisfactory academic standing and progress. The award is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)

Paul SYKES Scholarship in Astronomy: A \$1,000 scholarship has been endowed by the family of UBC Physics Professor Emeritus, Paul Sykes, in recognition of his passion for and dedication and commitment to astronomy. The award is made on the recommendation of the Department of Physics and Astronomy to a fourth year student in the Astronomy Program. Should there not be a suitable candidate in the Astronomy Program, the scholarship may be awarded to a student pursuing a combined Astronomy/Physics honours degree. (First award available for the 2007/08 Winter Session)

Vera Radcliffe THOMPSON Memorial Bursary: Bursaries totalling \$10,000 have been endowed through a bequest by Vera Elsie Thompson for students in the Faculty of Education who have identified Music, Canadian History, Geography or Social Studies as a teaching area. (First awards available for the 2008/09 Winter Session)

Lynn TROTTIER Memorial Geriatrics Prize: Prizes totalling \$500 have been endowed by friends of Lynn Trottier for students in the Faculty of Pharmaceutical Sciences who have

demonstrated an aptitude for and an interest in geriatric pharmacy practice. The prize is in recognition of Lynn Trottier, a Clinical Instructor and Clinical Assistant Professor in the Faculty of Pharmaceutical Sciences, who was passionate about improving the health care of geriatric patients. The awards are made on the recommendation of the Faculty. (First awards available for the 2007/08 Winter Session)

Gilbert N. TUCKER Memorial Scholarship: Scholarships totalling \$3,750 have been endowed through a bequest by Gordon R. Elliott in memory of Gilbert N. Tucker (1898-1955), who served this University as scholar, historian and teacher. The awards are made on the recommendation of the Department of History to students majoring or honouring in History. (First awards available for the 2008/09 Winter Session)

James YAN Award in Electrical and Computer Engineering: In appreciation of the education he received at UBC, Dr. James (Jim) Yan (B.A.Sc.1969, M.A.Sc.1971, and Ph.D.1977) has endowed a \$1,100 award for an undergraduate student entering third year of the Bachelor of Applied Science Program in Electrical and Computer Engineering. The award's recipient must have achieved a top 10% academic standing in his or her second year and have demonstrated significant contributions or leadership in student associations, community services, and/or cultural activities. The award is made on the recommendation of the Department. (First award available for the 2008/09 Winter Session)

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

Award 00741 – V.C. BRINK Book Prize: (revised description) A \$350 prize has been endowed for a student who has excelled in participation and leadership in academic field trip activities, including related presentations and individual written assignments. Previously the fund supported the Dean B.A. Eagles Book Prizes from 1950 to 1978, when the prize was renamed and endowed by Dean and Mrs. Eagles in honour of Dr. Vernon C. Brink, first Director of the Field Trip, on the occasion of his retirement as Professor of Agronomy in the Department of Plant Science.

How amended: Previously, the prize was directed specifically to outstanding students in the Agriculture 300 Field Trip. Since this course ceased to exist some years ago, the prize has not been awarded since 1998. To rectify this situation, the Scholarship Chair in Land and Food Systems has recommended a more generic wording which does not cite specific course numbers but still restricts the prize to students participating in field trips. As the creation of the endowment predates the use of Endowment Deeds at UBC, there is no legal documentation on file precluding the revision, which is, in any case, in keeping with the spirit and intent of the original gift. The donors, Dean and Mrs. Blythe Eagles, passed away some years ago.

Award 03157 – Tommy DIESPECKER Memorial Prize: (revised description) A \$400 prize has been endowed by the friends of Tommy Diespecker for a student obtaining the highest standing in the field of clinical hematology (including microscopy). The award is made on the recommendation of the Faculty of Medicine.

How amended: The prize was formerly restricted to “the third year medical student obtaining the highest standing in the field of clinical microscopy (hematology).” With changes in the M.D. curriculum, few students now spend any time dealing with microscopy and so the prize has become almost impossible to award. Accordingly, the revised language is recommended by the Faculty.

Award 02336 – FORED BC Society Ken Haley Memorial Prize: (revised description) A \$500 prize is offered by the FORED BC Society to the student achieving the highest standing in

Forestry 327 (Forest Fire Science and Management). The award is made on the Faculty of Forestry.

How amended: This annually-funded award was formerly called the “Coast Fire Prevention and Control Group Ken Haley Memorial Prize” and a second course (Forestry 427) was also included in the criteria. As reflected in the new title, the sponsoring organization has now changed to the FORED BC Society. In addition, the Faculty has recommended that eligibility be restricted only to students in Forestry 327.

Award 04333 – Vladimir J. KRAJINA Scholarship in Plant Ecology: (revised description) A \$1,800 scholarship has been endowed by his friends, colleagues, and former students. The award is in recognition of Dr. Krajina's significant contribution to the University of British Columbia, not only while he was a member of the Department of Botany, from 1949-1970, but also subsequent to his retirement in 1970. His outstanding contribution to the development of the Ecological Reserves in British Columbia represents the culmination of a long and successful career as one of North America's foremost plant ecologists. The award is made to a student entering the graduate program in Botany and studying plant ecology with a preference for a student who has achieved outstanding performance in Biology 406 or Biology 407, or similar course. The award is made on the recommendation of the Department of Botany in consultation with the Faculty of Graduate Studies.

How amended: The original description designated the award for an undergraduate student in Biology 406 or 407 who intended to do graduate work in Plant Ecology. The revised language permits the awarding of the prize to a student who is actually entering the graduate program and opens up the terms so as to make it possible to make an award each year. The language of the endowment deed is quite open and so there is no legal impediment to this revision.

Award 00355 – VANDUSEN Graduate Fellowship in Forestry: (revised description) One or more fellowships to a total of \$6800, the gift of the W.J. VanDusen Forestry Fund, through the Vancouver Foundation, are open to students proceeding to graduate work in the Faculty of Forestry. A candidate must be qualified to undertake graduate work in respect of scholarship, research ability, character, health, and indicate special interest in problems of forestry in British Columbia. The fellowships are made on the recommendation of the Faculty of Forestry and in consultation with the Faculty of Graduate Studies.

How amended: The previous description stated the awards were “tenable for one year at the University of British Columbia, but may be renewed. If they are renewed for one or more years, the Dean of Forestry and the supervisor of studies may authorize the holders to pursue their studies further at another university or in another country.” and “The field of research and the thesis will be arranged after consultation between the donor or his representative and the Dean of Forestry.” With the agreement of the Vancouver Foundation, these provisions have been deleted from the revised version.

From: Senate Committee on Student Awards, Vancouver

To: Senate

The Student Awards Committee recommends:

That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.

Re: Awards recommended for acceptance by the Senate Committee

ANGLO American Scholarship in Applied Geochemistry: A \$10,000 scholarship is offered by Anglo American plc to a student entering third year with high academic standing, enrolled in the Honours Geology option with a combined honours, major or minor in Chemistry. Preference is given to candidates who have demonstrated a sincere interest in the mining and mineral exploration industry and show promise and leadership. The scholarship may be renewed for a second year provided the winner maintains scholarship standing upon entering the fourth year of study. The award is made on the recommendation of the Department of Earth and Ocean Sciences. (First award available for the 2008/09 Winter Session)

Peter R.B. ARMSTRONG Scholarship in Commerce: A \$1,000 scholarship has been endowed by Peter Armstrong for an undergraduate student in the Sauder School of Business who has shown an interest in business family studies. If no candidate is eligible under this criterion, the scholarship may be awarded to an undergraduate student in the Sauder School of Business who has shown an interest in entrepreneurship. Preference is given to students demonstrating qualities of leadership, initiative and innovation. The award is made on the recommendation of the School. (First award available for the 2008/09 Winter Session)

B.C. TRANSMISSION Corporation Scholarship in Electrical Energy Systems (ELES)
Option: Four scholarships of \$2,000 each are offered by B.C. Transmissions Corporation to students who are in their second year of study and four scholarships of \$2,000 each are offered to students who are in their third year of study in the Electrical Energy Systems (ELES) Option. The awards are made on the recommendation of the Department of Electrical and Computer Engineering based on strong academic standing, leadership capabilities, and a demonstrated interest in pursuing a career in the Electricity Sector. Scholarship recipients may be invited to apply for a cooperative education placement or internship with B.C. Transmission Corporation. (First awards available for the 2007/08 Winter Session)

Lawrence and Maggie BURR Award: A \$1,000 award has been endowed by Dr. Lawrence Burr (M.D. 1964) and Maggie Burr (B.Mus. 1964) for an M.D. student who has successfully completed at least one year of the medical undergraduate program and demonstrates a strong commitment to the classical performing arts. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2008/09 Winter Session)

Arthur CLOSE, Q.C. Prize in Advanced Legal Research: Prizes totalling \$400 have been endowed by Arthur Close, Q.C. and by his friends and colleagues at the B.C. Law Institute in honour of his retirement in 2007. The prizes are awarded on the recommendation of the Faculty

of Law to students who achieve high standing in Advanced Legal Research. (First awards available for the 2008/09 Winter Session)

Nick COSMAN Award in Dentistry: Awards totalling \$2,800 are offered by Dr. Nick Cosman to undergraduate students in their final year of study in the D.M.D. Program who have shown exemplary patient care skills. In addition to academic merit, adjudication is based on excellent communication skills, compassion, and dedication to UBC dental patient care. The awards are made on the recommendation of the Faculty. (First awards available for the 2007/08 Winter Session)

Joseph and Joyce GARDNER Scholarship in Forestry: A \$1,500 scholarship is offered by Dr. Joseph Gardner, Dean of Forestry from 1965 to 1983, and his wife, Mrs. Joyce Gardner, to an outstanding undergraduate student in the Faculty of Forestry. The award is made on the recommendation of the Faculty. (First award available for the 2007/08 Winter Session)

INTERNATIONAL Buddhist Society Graduate Scholarship: A \$10,000 scholarship is offered by the International Buddhist Society to an outstanding graduate student pursuing a masters or doctoral degree in Buddhism Studies. In the case of two exceptional candidates, two scholarships of \$5,000 may be awarded. 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)

Joseph and Melitta KANDLER Scholarship for Advanced Music Study: A \$2,500 scholarship has been endowed for an undergraduate student in third or fourth year Music or for a graduate student in the School of Music to assist with the cost of pursuing music training or research outside of Canada through a program of study approved by the School. Established by Maurice Danby Copithorne (Q.C., LL.D. Honoris Causa, UBC), former Canadian Ambassador to Austria, and Tamako Yagai, the first Japanese exchange student to attend UBC, with matching funds from the School of Music, the award honours Joseph and Melitta Kandler's immeasurable contributions to music and to fostering enduring ties between Canada and Austria. The award is made on the recommendation of the School. (First award available for the 2008/09 Winter Session)

OLD Birds Women's Ice Hockey Award: One or more awards, which may range from a minimum of \$500 to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbirds Women's Ice Hockey Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. The "Old Birds" is a men's recreational ice hockey group consisting of UBC Deans and Directors Emeriti. The group has existed for more than 25 years and has chosen the UBC Women's Varsity Ice Hockey team as its charity of choice. (First awards available for the 2008/09 Winter Session)

PHONAK Canada Graduate Entrance Award in Audiology: A \$4,000 award is offered to a student entering the Master of Science Program with a major in Audiology in the School of Audiology and Speech Sciences. Preference is given to a student with an interest in Amplification and/or Assistive Listening Devices technology. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)

Rosemary STEWART Scholarship: Scholarships totalling \$2,600 have been endowed by Rosemary Stewart (B.A. 1945), with a preference for students who are citizens of the United Kingdom. (First awards available for the 2008/09 Winter Session)

Grace WOLKOSKY Memorial Bursary: Bursaries totalling \$1,100 have been endowed by family, friends and colleagues in memory of Grace Wilkosky. Grace worked as an Academic Advisor for the Faculty of Arts for eight years, supporting and assisting countless students, staff and faculty. (First awards available for the 2008/09 Winter Session)

Edwin H.K. YEN Bursary in Dentistry: Bursaries totalling \$1,600 have been endowed by alumni and friends, in honour of Dr. Edwin Yen's work as Dean and as a community leader, for students in the Faculty of Dentistry. Total bursary funding available each year is divided equally between students in the D.M.D. Program and those in the B.D.Sc. Program. Dr. Edwin Yen was Dean of the Faculty of Dentistry from 1994 to March 31, 2007. In his two terms as Dean, Dr. Yen established an international profile for the Faculty through research and global educational and student/faculty exchanges. Dr. Yen's legacy can be seen in the vision and construction of the Nobel Biocare Oral Health Centre, opened in 2006. This facility serves students, researchers and the community and continues to advance oral health. (First awards available for the 2008/09 Winter Session)

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

Award 08223 – Roy KIYOOKA Memorial Bursary in Fine Arts: (revised description)
Bursaries totalling \$650 have been endowed by family, friends, and colleagues in memory of Roy Kiyooka, Professor Emeritus of Fine Arts, for undergraduate students in the Department of Art History, Visual Art and Theory, with a preference for students in visual art.

How amended: The name of the Department has been updated and a preference for students in visual art has been added at the request of the Department so as to reflect Prof. Kiyooka's artistic interests. The wording of the Endowment Deed approved by the Board of Governors in 2001 is sufficiently open to permit this revision.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Tel: (604) 822-8141
Fax: (604) 822-5945

November 2, 2007

To: Senate
From: Tributes Committee
Subject: Memorial Minute

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

Charles McKinnon Campbell Jr.

Motion: *The Tributes Committee moves that the Memorial Minute for Charles McKinnon Campbell Jr. be entered into the Minutes of Senate and that a copy of the memorial minutes be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne
Chair
Senate Tributes Committee

SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

MEMORIAL MINUTE

Charles McKinnon Campbell Jr.

Charles Campbell was born in Phoenix, BC on November 25, 1913 and passed away on September 2, 2007 at the Saanich Peninsula Hospital.

With his family, he circumnavigated the globe, living in Montreal, Cape Town and O'okiep, South Africa, and visiting England, Australia, New Zealand, Fiji and Hawaii. Upon his return to Vancouver, he studied Mineral Engineering at UBC.

Charles Campbell came from a family where civic engagement was second-nature and consistently honoured his family's tradition of unstinting public advocacy. In the 1972 BC provincial election, he ran as a Liberal in the Vancouver-Burrard riding and later, served as president of the provincial Liberal party. From 1966 to 1975, he was a convocation member of the UBC Senate. In 1974, Mr. Campbell began 10 years of service as a member and eventually vice-chair of what was then known as the Immigration Appeal Board. His displeasure with immigration administration led to a quarter century of persistent advocacy for more consistent and rigorous immigration policy. At the age of 86, frustrated that meaningful public debate was often torpedoed by either bigotry or political correctness, he self-published the book *Betrayal and Deceit: The Politics of Canadian Immigration*.

In keeping with Mr. McKinnon's commitment to civil society, the Campbell Phoenix Fund has been established through the Vancouver Foundation with a goal to facilitate writing on public policy in British Columbia.

THE UNIVERSITY OF BRITISH COLUMBIA



MEMORANDUM

Provost and Vice President Academic

6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

November 6, 2007

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

From: David H. Farrar
Provost and Vice President Academic

Re: Joint Senate and Board Policy, Amendment of Policy #21 Appointment of Deans and Principals

Recommendation:

I recommend that the UBC Vancouver Senate approve the proposed amended Policy #21, Appointment of Deans and Principals (Joint Senate and Board Policy), such approval to expire on June 30, 2008.

Background:

Under section 27(2)(f) of the *University Act*, the Board of Governors is empowered, with the approval of the relevant Senate, to establish procedures for the recommendation and selection of candidates for Deans and other senior academic administrators as the Board of Governors may designate.

Currently the procedures for the appointment of Deans and Principals are not in concurrence between the Board of Governors and the Senates at UBC Vancouver and UBC Okanagan.


The amended Policy #21 is recommended by the Provost and Vice President Academic (UBC Vancouver) and the Deputy Vice-Chancellor (UBC Okanagan). The amended Policy #21 deals with positions at both UBC Okanagan and UBC Vancouver, consequently it is being forwarded to both the UBC Okanagan Senate and the UBC Vancouver Senate for consideration and approval, as well as to the Board of Governors. This will bring the procedures for the appointment of Deans and Principals into concurrence between the Board and both Senates.

Provided that approval is received from all three bodies, the amended Policy #21 will be effective as of the date of the last approval, which is anticipated to be from the UBC Okanagan Senate on December 5, 2007.

The amended Policy #21 does not deal with the appointments of heads of academic units (other than Faculties and Colleges). Until such time as a new policy addressing these appointments is considered, the long standing practice in which the President convenes advisory committees will continue.

Attachment: Amended Policy #21, Appointment of Deans and Principals (Joint Senate and Board Policy)

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

<div></div> <div>The University of British Columbia</div> <div>Board of Governors</div> <div>Okanagan Senate</div> <div>Vancouver Senate</div>	<div>Policy #:</div> <div>21</div> <div>Passed:</div> <div>Anticipated</div> <div>Nov. 28,</div> <div>2007</div>	<div>History:</div> <div>1) March 1990</div> <div>2) 2007 Approvals</div> <div><ul style="list-style-type: none">UBCO Senate <i>Anticipated</i></div> <div>_____ 2007</div> <div><ul style="list-style-type: none">UBCV Senate <i>Anticipated</i></div> <div>November 2007</div> <div><ul style="list-style-type: none">Board <i>Anticipated</i> November</div> <div>28, 2007</div> <div>Next Review:</div> <div>TBD</div>
	<div>Responsible Executives:</div> <div><ul style="list-style-type: none">Provost and Vice President Academic (UBC Vancouver)Vice President, Academic and Research (UBC Okanagan)</div>	
<div>Title:</div> <div>Appointment of Deans and Principals</div> <div>(Joint Senate and Board Policy)</div>		
<div>Background and Purpose</div> <div>Section 27(2)(f) of the <i>University Act</i>, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for <i>Deans</i> and <i>Principals</i>.</div>		
<div>Note: Who Should Read This Policy</div> <div><div>Generally:</div><div><ul style="list-style-type: none">DeansPrincipals</div></div> <div><div>Specifically:</div><div><ul style="list-style-type: none"><i>Responsible Executives</i>Members of Advisory Committees</div></div>		
<div>Related Policies, Materials, and Notes</div> <div>Note: Approvals from the Senates are required for this Policy per section 27(2)(f) of the <i>University Act</i>, R.S.B.C. 1996 c. 468.</div>		
<div>End of Cover page / Cover Notes</div>		

POLICY TITLE: Appointment of Deans and Principals (Joint Senate and Board Policy)

1. Governing Principles

1.1. **Purpose:** This Policy is intended to:

- 1.1.1. comply with section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 and, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the selection and recommendation of candidates for *Deans* and *Principals*; and

1.2. **Method:** To succeed in this purpose this Policy:

- 1.2.2. must be approved by the UBC Okanagan Senate, the UBC Vancouver Senate, and the Board of Governors, and not be amended without the same approvals; and
- 1.2.3. will describe the creation of committees advising the President on recruitment and selection of *Deans* and *Principals*, before the President makes a recommendation to the Board of Governors.

2. Definitions and Interpretation Rules: A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

3. Scope

3.1. General:

- 3.1.1. This Policy applies to all appointments of *Deans* and *Principals*.
- 3.1.2. The President shall provide advice and recommendations to the Board of Governors on the selection of *Deans* and *Principals*.
- 3.1.3. *Advisory Committees* are to be established at the call of the President to consider candidates for an appointment as a *Dean* or *Principal* and to advise the President on recommendations to the Board of Governors.

3.2. Exclusions: This Policy does not apply to appointments for positions other than *Deans* or *Principals*.

4. Advisory Committees

4.1. **President Convenes:** For the selection of candidates for *Deans* or *Principals* the President shall convene an *Advisory Committee* to consider and advise the President on the candidates before the President makes a recommendation to the Board of Governors (“*Advisory Committee*”).

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

5. Deans

- 5.1. For the selection of the *Dean* of a *UBC Okanagan Faculty* or the *Dean* of a *UBC Vancouver Faculty*, the President will convene an *Advisory Committee* with the following membership:

For the selection of a Dean of a UBC Okanagan Faculty or a UBC Vancouver Faculty			
Position	#	Source/Composition	Appointed by:
Chair	1	Either the Provost and Vice President Academic (UBC Vancouver) or the Vice President, Academic and Research (UBC Okanagan), as applicable	Ex Officio (See “Chair Designation”)
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the Faculty concerned	Election
	4	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the Faculty concerned	Election
	1	Graduate student elected by and from the graduate students associated with the Faculty concerned	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty concerned for each Additional Member appointed by the President	Election
	N/A	One undergraduate student elected by and from the undergraduate students registered in the Faculty for every four Additional Members appointed by the President	Election
	N/A	One graduate student elected by and from the graduate students associated with the Faculty for every four Additional Members appointed by the President	Election

- 5.2. For the selection of the *Dean* of a *Dual-Campus Faculty*, the President will convene an *Advisory Committee* with membership that is generally consistent in balance as that set out for the *Advisory Committees* for the selection of *Deans* of *UBC Okanagan Faculties* and *UBC Vancouver Faculties*, but the President will also consider balance between the *UBC Okanagan Division* of the *Dual-Campus Faculty* and the *UBC Vancouver Division* of the *Dual-Campus Faculty*. The President will normally consult with both the Provost and Vice President Academic (UBC Vancouver), and the Vice President, Academic and Research (UBC Okanagan), as appropriate. Without limiting the discretion of the President,

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

the composition of an *Advisory Committee* for the selection of a *Dean* of the Faculty of Applied Science (which became a *Dual-Campus Faculty* effective as at July 1, 2005) could be as follows:

For selection of a Dean of the Faculty of Applied Science			
Position	#	Source/Composition	Appointed by:
Co-Chairs	2	The Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan)	Ex Officio
Secretary	*	A member of the administrative staff of one of the Co-Chairs, selected by mutual agreement between the Co-Chairs *(non-voting and not counted in quorum)	Co-Chairs
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the <i>UBC Vancouver Division</i> of the Faculty of Applied Science	Election
	1	Faculty member elected by and from the faculty members whose primary appointment is in the <i>UBC Okanagan Division</i> of the Faculty of Applied Science	Election
	5	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the <i>UBC Vancouver Division</i> of the Faculty of Applied Science	Election
	1	Undergraduate student elected by and from the undergraduate students registered in the <i>UBC Okanagan Division</i> of the Faculty of Applied Science	
	1	Graduate student elected by and from the graduate students associated with the Faculty of Applied Science	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty of Applied Science for each Additional Member appointed by the President	Election
	N/A	One eligible student elected by and from the eligible students for every four Additional Members appointed by the President (where the eligible students are comprised of the undergraduate students who are registered in the Faculty of Applied Science and the graduate students who are associated with the Faculty of Applied Science)	Election

5.3.Chair Designation: The Chair of the *Advisory Committee* shall be:

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

- 5.3.1. the Provost and Vice President Academic (UBC Vancouver) if the Faculty for which the *Dean* is being selected is a *UBC Vancouver Faculty*;
- 5.3.2. the Vice President, Academic and Research (UBC Okanagan) if the Faculty for which the *Dean* is being selected is a *UBC Okanagan Faculty*; or
- 5.3.3. the Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan), acting jointly as Co-Chairs if the Faculty for which the Dean is being selected is a *Dual-Campus Faculty*.

5.4.Student Member Elections: For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

5.5.Appointment Term: A *Dean* may be appointed for up to 6 years per term.

6. **Principals**

6.1. **Principal of the College of Health Disciplines:** For the selection of the *Principal* of the College of Health Disciplines, the President will convene an *Advisory Committee* with the following membership:

For selection of the Principal of the College of Health Disciplines			
Position	#	Source/Composition	Appointed by:
Chair	1	Provost and Vice President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Provost and Vice President Academic (UBC Vancouver) *(non-voting and not counted in quorum)	Chair
Members	2	Faculty members elected by and from the Council of the College of Health Disciplines	Election
	2	Faculty members teaching in the College of Health Disciplines	President
	1	Student selected by the Council of the College of Health Disciplines	Council of College of Health Disciplines
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members on the Council of the College of Health Disciplines for each Additional Member appointed by the President	Election
	N/A	One student selected by the Council of the College of Health Disciplines for every four Additional Members appointed by the President	Council of College of Health Disciplines

6.1.1. **Appointment Term:** The *Principal* of the College of Health Disciplines may be appointed for up to 6 years per term.

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6.2. **Principal of the College for Interdisciplinary Studies:** For the selection of the *Principal* of the College for Interdisciplinary Studies, the President will convene an *Advisory Committee* with the following membership:

For selection of the Principal of the College for Interdisciplinary Studies			
Position	#	Source/Composition	Appointed by:
Chair	1	Provost and Vice President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Provost and Vice President Academic (UBC Vancouver) *(non-voting and not counted in quorum)	Chair
Members	2	Faculty members elected by and from the faculty members who have an appointment in the College for Interdisciplinary Studies	Election
	2	Persons	President
	1	Graduate student elected by and from the graduate students associated with the College for Interdisciplinary Studies	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	1 faculty member elected by and from the faculty members who have an appointment in the College for Interdisciplinary Studies for each Additional Member appointed by the President	Election
	N/A	1 graduate student elected by and from the graduate students associated with the College for Interdisciplinary Studies for every 4 Additional Members appointed by the President	Election

6.2.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

6.2.3. **Appointment Term:** The *Principal* of the College for Interdisciplinary Studies may be appointed for up to 6 years per term.

7. **Replacement of Advisory Committee Members**

7.1. **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work the President may appoint a replacement member

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in his/her discretion. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the President to replace a member from a stakeholder group with a person from that group. If the President does not appoint a replacement member, the *Advisory Committee* may complete its work notwithstanding the vacancy.

- 7.2. **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the President may permit the student to continue to serve or may appoint a replacement student member at his or her discretion. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student elected by and from the graduate students associated with a specific Faculty, the replacement student will be appointed from the graduate students associated with that Faculty.
8. **Customary Practices:** In making appointments to an *Advisory Committee*, including replacement appointments under Section 7, the President will consider gender balance. The President will normally also consult with representative stakeholder groups and the Chair of the Nominating Committee of the UBC Okanagan Senate or the Chair of the Nominating Committee of the UBC Vancouver Senate, as appropriate.
9. **Procedures Not to Conflict:** Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Policy # 21
Definitions and Other Interpretation Rules

1. Definitions

In Policy # 21 - Appointment of Deans and Principals (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Advisory Committee”*** means an advisory committee to the President as defined in section 4.1.
- b. ***“Deans”*** means:
 1. the Deans of UBC Okanagan Faculties;
 2. the Deans of UBC Vancouver Faculties; and
 3. the Deans of *Dual-Campus Faculties*.
- c. ***“Dual-Campus Faculty”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole *Dual-Campus Faculty* was the Faculty of Applied Science.]
- d. ***“Principals”*** means:
 1. the Principal of the College of Health Disciplines; and
 2. the Principal of the College for Interdisciplinary Studies.
- e.
 1. the Principal of the College of Health Disciplines; and
 2. the Principal of the College for Interdisciplinary Studies.
- f. ***“Responsible Executive”*** means:
 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- g. ***“UBC Okanagan Division”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.
- h. ***“UBC Okanagan Faculty”*** has the same meaning attributed to the term “Faculty of UBC Okanagan” in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the *UBC Okanagan Faculties* were the Faculty of Arts and Sciences, the Faculty of Creative and Critical Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]
- i. ***“UBC Vancouver Division”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.
- j. ***“UBC Vancouver Faculty”*** has the same meaning attributed to the term “Faculty of UBC Vancouver” in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the *UBC Vancouver Faculties* were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

Approval of Policy


Certified Approved by Board of Governors

Date Approved

(signature or seal)

Board Secretary

Date Signed/Sealed

 <div>Authorized Procedures to Policy # 21 Version: Passed: <i>Anticipated</i> Nov. 28, 2007</div>	Procedure Version #: 4. (since adoption of last policy version)	Procedure History: 1) March 1990 2) January 2006 3) PENDING Next Review: Annually
Related Procedures, Materials, And Notes Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook." Pursuant to Policy #21 the President may delegate certain power to amend schedules. End of Cover page / Cover Notes		

PROCEDURES

1. ***Responsible Executive***

1.1.**Appointment:** The individuals assigned by the President to be responsible for Policy #21 and these associated Procedures are the Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan).

1.2.**Sub-Delegation:** The Responsible Executives are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. **Remuneration:** The form and amount of remuneration of a *Dean* or *Principal* must be established and documented in writing at or before the effective date of the appointment.

3. **Administrative Leaves**

3.1.As part of the terms of an appointment, a *Dean* or a *Principal* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Dean* or *Principal* during any such administrative leave must be documented in writing at or before the effective date of the appointment.

3.2.Time on administrative leave will not be included in years of service for the purpose of calculating study leave. Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 1, 2007

To: Vancouver Senate

From: Brian J. Silzer
Secretary to the Senate and Secretary to the Convocation

Subject: Format Changes for Graduation Ceremonies (information)

Please find attached a report from the University Marshal and the Ceremonies Office regarding recent changes to the format of graduation ceremonies. The President, Chancellor, and Vice-President, Academic & Provost have endorsed these format changes.

Because graduation ceremonies are in fact meetings of the UBC Convocation for the purposes of conferring degrees and diplomas, and because the Registrar is Secretary to the Convocation under the *University Act*, I was asked to forward this report to Senators for your information.

Questions should be directed to University Marshal Nancy Hermiston (nancy.hermiston@ubc.ca) or Event Coordinator Erin McInnis (erin.mcinnis@ubc.ca).

To: Lisa Collins, Assistant Registrar
Senate and Curriculum Services

From: Ceremonies Office
Prof. Nancy Hermiston, University Marshal
Erin McInnis, Event Coordinator

Re: Changes to the Format of Convocation Ceremonies

Date: November 1, 2007

The purpose of this memorandum is to advise members of the Vancouver Senate of recent changes to the format of graduation ceremonies, effective November 2007. The changes are viewed not to affect the fundamental structure of the “meetings of the Convocation”, and therefore it is considered appropriate that this report is brought to the two Senates for information, but not for approval.

Summary of Changes

- A consistent format will apply to the entire set of ceremonies at each Convocation.
- In order to accommodate the current Chancellor’s wishes:
 - The primary role of Deans, commencing with the November 2007 Convocation, will be to shake hands with graduating students.
 - An Associate Dean, Director of School, or other representative of the Faculties chosen in consultation with the respective Deans and the Ceremonies Office shall read names. (There is currently an arrangement between the Faculty of Graduate Studies and the disciplinary Faculties, whereby Directors of Schools read the names of candidates for graduate degrees from their respective Schools.)
- Recognizing that future Chancellors will wish to play somewhat different roles in Convocation over time, the option of the Chancellor shaking hands with each graduand throughout a set of ceremonies should be preserved.
- There are often degrees that are associated with more than one Faculty. The two primary examples of this are (i) degrees that are offered jointly by two Faculties; and (ii) degrees whose candidates are recommended to the Senate by the Faculty of Graduate Studies but which are offered through a disciplinary Faculty. The new arrangement provides a convenient opportunity to engage two Faculties in such activities. The Deans of both Faculties may shake hands with graduating students in such cases.

- The role of shaking hands may be delegated to an Associate Dean when neither the Dean of the “recommending” Faculty, or Dean of the “offering” Faculty is available for this role at a particular ceremony.
- In the case of graduate degrees, should the Director of the School or the Associate Dean of the Faculty not be able to read the assigned graduate degrees, (i.e., M. Eng, M. Mus.) the reading would revert back to the Associate Dean of the Faculty of Graduate Studies. The Dean of the Faculty would shake the candidate’s hand. Should the Dean not be available, an Associate Dean would represent the Dean of the Faculty in this function.
- The printed program will list, against each degree, the Dean(s) or Dean’s representative (i.e., Associate Dean) who is scheduled to shake hands. The reader is listed once for each appropriate degree.

As mentioned above, these changes will be implemented for the November 2007 ceremonies. A review of these changes will be conducted before the Spring 2008 ceremonies.