

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 FOURTH REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, DECEMBER 12, 2007

7:00 P.M.

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

1. **Senate Membership -- Associate Secretary Lisa Collins**
New Member, ex officio (information)
Dr. Barbara Evans, Dean, Faculty of Graduate Studies
2. **Minutes of the Meeting of November 14, 2007-- Vice-Chair Rhodri Windsor-Liscombe**
(approval) (circulated)
3. **Business Arising from the Minutes**
4. **Report from the Vice-President, Academic & Provost -- Dr. David Farrar**
Graduate Student Initiatives (information) (circulated)
5. **From the Board of Governors -- Vice-Chair Rhodri Windsor-Liscombe**
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 November 14, 2007

Curriculum proposals from the Faculties of Arts and Commerce & Business Administration

Reorganization of the School of Social Work and Family Studies in the Faculty of Arts

Reorganization of the Department of Theatre, Film, & Creative Writing in the Faculty of Arts

New student awards

Establishment of the UBC-RenDa Summer Program in Buddhist Studies

6. **Academic Policy Committee -- Dr. Paul G. Harrison**
 - a. Academic Concession Policy (approval) (circulated)
 - b. Status of the School of Public and Population Health in the Faculty of Medicine (approval) (circulated)

.../continued

- 7. Admissions Committee -- Dr. James Berger**
BC Provincial Examinations as Admission Requirements (approval) (circulated)
- 8. Curriculum Committee -- Dr. Peter Marshall**
 - a. Curriculum proposals from the Faculties of Applied Science, Arts, Law, Graduate Studies (Arts), Science (approval) (circulated)
 - b. Consultative Processes for New Certificate Programs (information) (circulated)
- 9. Nominating Committee -- Dean Michael Isaacson**
Senate Committee Membership Adjustments (approval) (circulated)
- 10. Student Awards Committee -- Dr. George Bluman**
 - a. Graduate Support Initiative Guidelines (approval) (circulated)
 - b. New Awards (approval) (circulated)
- 11. Tributes Committee -- Dr. Sally Thorne**
Candidates for Emeritus Status (approval) (circulated)
- 12. Ad hoc Committee on Writing and Communication Skills -- Dr. Paul G. Harrison**
Reporting Deadline Extension (approval) (circulated)
- 13. Reports from the Vice-President, Academic & Provost -- Dr. David Farrar**
Oral Report on Student Evaluation of Teaching (information)
- 14. Reports from the Affiliated Theological Colleges -- Dr. John Dennison**
Report from St. Mark's College (information) (circulated)
- 15. Proposed Agenda Items**
- 16. Other Business**

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

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

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

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

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

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Vancouver Senate

MINUTES OF NOVEMBER 14, 2007

Attendance

Present: President S. J. Toope (Chair), Ms. D. Robinson (Acting Secretary), Dr. P. Adebar, Mr. T. Ahmed, Dr. B. Arneil, Mr. J. Aulakh, Dr. J. D. Berger, Dr. G. Bluman, Dean M. A. Bobinski, Dr. J. Brander, Ms. S. Brkanovic, Dr. J. Dennison, Ms. D. Diao, Dr. W. Dunford, Dean B. Evans, Vice-President D. Farrar, Dr. S. Farris, Dr. C. Friedrichs, Ms. M. Friesen, Dean N. Gallini, Dr. S. Grayston, Dr. D. Griffin, Dr. L. Gunderson, Dr. P. G. Harrison, Mr. A. Ionescu, Dr. R. Irwin, Dean M. Isaacson, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. T. Leaver, Mr. D. K. Leung, Mr. R. Lowe, Dr. P. L. Marshall, Dr. W. McKee, Mr. A. Mohan, Mr. R. Pan, Dean S. Peacock, Dr. J. Plessis, Mr. L. Powell, Mr. G. Rawle, Ms. E. Rennie, Dr. K. Russell, Ms. A. Shaikh, Dr. R. Sparks, Dr. B. Stelck, Mr. R. Taddei, Ms. M. Tee, Acting Principal J. Thompson, Dr. S. Thorne, Dean R. Tierney, Mr. H. Tse, Dr. M. Upadhyaya, Dr. P. Ward, Dr. W. Weary, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. J. Young.

Guests in Attendance: Acting Associate Vice-President I. Burgess, Mr. A. Glynn, Vice-Provost and Associate Vice-President A. Kindler, Deputy Provost G. Mackie, Dr. P. Nosco, Prof. G. Riches, Vice-President T. Sumner, Prof. L. Svendsen, Dr. J. Wasserman, Dr. J. White.

Regrets: Mr. B. J. Silzer (Secretary), Dr. N. Banthia, Prof. C. Boyle, Mr. P. T. Brady, Dr. M. Bryson, Dr. H. Burt, Dr. L. Chui, Dr. E. Dean, Dr. D. Fielding, Mr. C. L. Gorman, Dr. R. Harrison, Dr. R. Helsley, Dean M. Isman, Ms. J. Khangura, Ms. W. King, Mr. A. Lee, Dr. M. MacEntee, Dr. A. McAfee, Dr. T. McDaniels, Dr. A. McEachern (Chancellor), Dr. D. McLean, Mr. W. McNulty, Dean D. Muzyka, Principal L. Nasmith, Dr. D. Paterson, Dr. P. Potter, Dean J. Saddle, Dr. J. Sarra, Dean C. Shuler, Mr. B. Simpson, Dean R. Sindelar, Dean G. Stuart, Dr. R. Wilson.

Recording Secretary: Ms. L. M. Collins.

Call to Order

Senate Membership

Acting Secretary Ms. Deborah Robinson made the following announcements for the information of the Senate.

NEW MEMBERS

1. Dr. Mary Bryson and Dr. Kelly Russell, faculty representatives of the Faculty of Graduate Studies
2. Mr. Andrei Ionescu, student representative of the Faculty of Dentistry
3. Mr. Ashish Mohan, student representative of the Faculty of Forestry
4. Dr. Judith Plessis, Executive Director, Continuing Studies, replaces Ms. Jane Hutton

DECLARATION OF VACANCY

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

Minutes of the Previous Meeting

<i>Dean M. Isaacson</i>	}	<i>That the Minutes of the meeting of September 19, 2007 be adopted as circulated.</i>
<i>Dr. P. G. Harrison</i>		

The Minutes were adopted by consent.

Business Arising from the Minutes

ORAL STATUS UPDATE ON SENATE REFERRAL TO LIBRARY COMMITTEE RE: MACMILLAN LIBRARY (PP. 07-08 - 23)

On behalf of the Secretary, Ms. Collins gave a brief report on the status of the Library Committee. She recalled that Senate, at its September 2007 meeting, had asked the Library Committee to deliver a report at the following Senate meeting about the recent closure of the Macmillan Library. Ms. Collins stated that the Library Committee was in the process of electing a new chair. Because two calls for nominations had failed to yield a nominee, Dr. Lee Gunderson had agreed to serve as chair for one meeting. The Secretariat was working with Library Committee members to schedule that meeting. Ms. Collins stated that the January 2008 would be the soonest opportunity for the Committee to deliver its report.

Business Arising from the Minutes, continued

ORAL STATUS UPDATE ON ACADEMIC CONCESSION POLICY (PP. 07/08 - 6-8)

Academic Policy Committee Chair Dr. Paul G. Harrison recalled that the Committee's proposed changes to the Academic Concession policy had been referred back to the Committee for further consideration. Although the Committee had planned to report back to the Senate on this matter no later than November 2007, the necessary consultations had taken longer than expected. Dr. Harrison was hopeful that the report would be ready for the December 2007 Senate meeting.

Remarks from the Chair and Related Questions

President Toope reported that he had recently written an open letter to the University community that outlined his observations about UBC's strengths and challenges after having served his first year in office. The letter was available on the President's Office website (<http://www.president.ubc.ca>). The President noted that the University would soon begin discussions about how to position UBC after the expiry of the *Trek 2010* vision document.

Financial Statements 2006/2007 and Budget Outlook 2008/2009

FINANCIAL STATEMENTS

Mr. Terry Sumner, Vice-President, Administration & Finance, gave an overview of UBC's Consolidated Financial Statements for the fiscal year ending March 31, 2007. Highlights were as follows:

- Total revenue: \$1.6 billion
- Cumulative land revenue: \$154.2 million
- Unrestricted operating surplus: \$7.1 million
- Total assets: \$3.2 billion
- Net assets: \$1.4 billion
- Endowment fund market value: \$1.0 billion
- Donations -- funds raised: \$111 million
- Donations -- expectancies: \$37.4 million
- Building projects: \$876.4 million

BUDGET OUTLOOK

Dr. David Farrar, Vice-President, Academic & Provost, gave an update on the 2007/2008 budget and an overview of the process that would ultimately determine the 2008/2009 budget. He acknowledged the work of Deputy Provost Dr. George Mackie and the Office of the Vice-President, Administration & Finance in this area. Highlights were as follows:

- No new recurring budgetary cuts (beyond the \$20 million from the previous year) were anticipated for 2008/2009.
- Of the \$20 million in cuts from 2007/2008, \$12 million would continue to be “chilled” for at least one additional year, pending enhanced strategic capability and greater certainty about the fiscal environment; \$8 million would be reallocated.
- \$8 million recurring was scheduled for investment through the Strategic Priorities Fund.
- The Steering Committee for Academic Planning Process (SCAPP) process had identified a set of key goals and cross-cutting themes drawn from *Trek 2010*.
 - Goals: Undergraduate education; Graduate education; Professional Education; Research;
 - Themes: Transformative student experience; Aboriginal engagement; International learning and global service; Sustainability; Connecting with our alumni/ae and serving our communities.
- \$12 million one-time was scheduled for investment through the University Investment Fund.
- A total of \$17.2 million in necessary recurring adjustments to the 2007/2008 budget have been identified. This will produce a surplus for 2007/2008 and reduce the structural deficit for 2008/2009.
- The budget contains a \$7 million operating contingency fund; the surplus could be as high as \$25 million.
- Options for use of the 2007/2008 surplus:
 - Pay down debt, thereby reducing recurring costs (\$12 million ‘buys’ \$1 million recurring);
 - Offset some of the expected deficit for 2008/2009;
 - Fund for helping with the end of mandatory retirement;
 - Increase the UIF;
 - Daycare facilities;

Senators were invited to send suggestions to budget.2009@exchange.ubc.ca.

DISCUSSION

Dr. Brander clarified the reasons for the existence of a surplus and a deficit in the same fiscal year. While an ongoing structural deficit remained, one-time money had resulted in surpluses for 2006/2007 and likely 2007/2008. Vice-President Farrar agreed, noting that the past two budgets had been based on a series of assumptions that turned out to be overly pessimistic. He was hopeful that the 2008/2009 budget process would result in a more balanced picture.

Ms. Rennie inquired after the reasons for a structural deficit, considering that tuition fees had significantly increased and the University had leased some of its land for residential development. President Toope explained that the University's costs were simply rising more quickly than its revenues. He cited as examples the historic assumptions that faculty would retire at 65 and that their replacements would begin at much lower salary levels. The cessation of mandatory retirement combined with increases in salaries for new faculty due to a competitive employment market meant that neither of these assumptions held true. With respect to development on campus, President Toope stated that the Board of Governors had determined that all revenue from land development would be allocated to the Endowment Fund. A \$152 million increase in the endowment would generate only approximately \$5 million for expansion in any given year thereafter.

In response to a question from Dr. Bluman, President Toope stated that the University had incurred debt to finance academic building projects, such as UBC Renew. In order to receive matching funds from the provincial government, the University had made the strategic decision to borrow \$60 million, and to pay for the costs of borrowing from the General Purpose Operating (GPO) Fund. As the debt is repaid, larger portions of GPO funding would become free for other purposes.

President Toope made some comments about the strategic allocation of resources, noting that he did not accept the idea that the only things worth funding were those that were "shiny and new."

Financial Statements 2006/2007 and Budget Outlook 2008/2009, continued

He assured Senators that, while it would be exciting to address some of the cross-cutting themes from *Trek 2010*, the executive would also consider the UBC's core mission in making allocation decisions.

In response to a question from Dr. Windsor-Liscombe, President Toope stated that the political climate remained complex. The provincial government, as the University's primary partner, was facing challenges related to downturns in the province's resource-based economy and exponential increases in health care costs. In this climate, the government was acting conservatively with respect to new recurring expenditures, but would perhaps be in favour on one-time investments in, for example, capital projects. The President expressed some frustration about a lack of decisive government action with respect to the future of higher education in the province. He remained optimistic about an upcoming meeting with the Premier, as well as the outcome of recent meetings with the Minister of Finance. The President could envision, as a result, a "modest" infusion of resources from the provincial government. The responsibility for rebalancing the budget, however, remained primarily with the University itself.

The President reported that there were significant opportunities to secure federal research funding. Recent positive engagement had indicated that many federal officials saw universities as engines for social and economic health and cultural change. He added that the University would also likely need to work to increase levels of private support, perhaps through a major campaign subject to approval by the Board of Governors.

The President noted that one of the concerns about past budgets was that they had been historically and incrementally based, rather than based on data on recent shifts in the student demand and enrolment. The University would need to carefully consider the programs in which it chose to invest.

Financial Statements 2006/2007 and Budget Outlook 2008/2009, continued

Agenda Committee Chair Dean Isaacson noted that the consideration of the combination of the previous year's financial statements and the current and future budgets was a new approach for Senate reporting. On behalf of the Senate, he expressed his appreciation to Vice-Presidents Sumner and Farrar for their informative reports under this new format.

Candidates for Degrees

President Toope drew attention to two special cases among the candidates for degrees: a posthumous granting and a retroactive granting. He briefly explained the circumstances surrounding each case.

*Dr. Windsor-
Liscombe
Dean Gallini*

}

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.

Carried, with the
required 2/3
majority.

From the Board of Governors

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

Senate Meeting of September 19, 2007

1. Curriculum proposals from the Faculties of Arts, Commerce & Business Administration, Graduate Studies, Law, and Science.
2. Name change from the School of Occupational and Environmental Hygiene to the School of Environmental Health
3. Establishment of three new chairs: Sunny Hill Health Centre BC Leadership Chair in Child Development, UBC/Providence Health Care BC Leadership Chair in

From the Board of Governors, continued

Addiction Research, and BC Leadership Chair in Advanced Forest Products Manufacturing Technology

Academic Policy Committee

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

EXAMINATION HARDSHIPS POLICY

The Committee had circulated a proposal to amend the Calendar entry on Examination Hardships as follows (new text in bold):

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.**

<i>Dr. P. G. Harrison</i>	}	<i>That Senate approve the revised policy on Examination Hardships.</i>
<i>Dr. McKee</i>		

AMENDMENT

In response to an issue raised by Dr. Yaworsky, the first sentence was amended as follows, by consent:

...three or more **end-of-term** examinations scheduled...

The motion to approve the amended policy was put and carried.

Academic Policy Committee, continued

UBC-REND A SUMMER PROGRAM IN BUDDHIST STUDIES

The Committee had circulated a proposal to establish a new joint summer program in Buddhist studies.

<i>Dr. P. G. Harrison</i>	}	<i>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.</i>
<i>Dean Gallini</i>		

DISCUSSION

In introducing the proposal, Dr. Harrison commended the Department of Asian Studies for establishing this high degree of collaboration. He cited this joint summer program as an example of the Department working around the world to promote its own scholarship and scholarship in general.

Mr. Rawle asked about the possibility of human rights concerns in China. The Chair recognized Dr. Peter Nosco, Head, Department of Asian Studies, who responded that he had the highest confidence in the integrity of Renda as an institutional partner. He noted that Renda's programs in the humanities and social sciences were most highly ranked in China, and that Renda housed the foremost Chinese authorities on Buddhism and Confucianism. If UBC were to ever become concerned, however, it could choose to withdraw from the partnership.

The motion was put
and carried.

Academic Policy Committee, continued

ROBERT H. LEE GRADUATE SCHOOL

The Committee had circulated the following report.

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.

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

DISCUSSION

Dr. Harrison noted that this kind of naming was common among business schools, and that the motion to permit use of the title only did not preclude the possibility of a future proposal to create the necessary structure for a UBC school. In response to a question about an apparent "school

Academic Policy Committee, continued

within a school”, Dr. Harrison clarified that “Sauder School of Business” was an approved alternate name to be used for marketing purposes by the Faculty of Commerce & Business Administration. The unit retained its status as a Faculty.

In response to a concern raised by Acting Principal Thompson, the Recording Secretary was asked to note in the Minutes that the proposal was not intended to encroach in any way on the role of the Faculty of Graduate Studies with respect to graduate programs.

The motion was put
and carried.

Joint Reports from the Academic Policy Committee and the Curriculum Committee

Academic Policy Committee Chair Dr. P. G. Harrison presented the joint reports.

REORGANIZATION OF THE DEPARTMENT OF THEATRE, FILM, & CREATIVE WRITING AND RELATED CURRICULUM PROPOSALS

Please see also ‘Appendix A: Curriculum Summary’.

Joint Reports from the Academic Policy Committee and the Curriculum Committee, continued

The Committees had jointly circulated a proposal to reorganize the Department of Theatre, Film, & Creative Writing within the Faculty of Arts.

<i>Dr. Harrison</i>	}	<i>That the study of Creative Writing be established as an independent interdisciplinary program within the Faculty of Arts;</i>
<i>Dr. Plessis</i>		

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.

The Committee had included in its report the following clarification:

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 motion was put
and carried.

REORGANIZATION OF THE SCHOOL OF SOCIAL WORK AND FAMILY STUDIES AND RELATED CURRICULUM PROPOSALS

Please see also 'Appendix A: Curriculum Summary.'

Joint Reports from the Academic Policy Committee and the Curriculum Committee, continued

The Committees had jointly circulated a proposal to reorganize the School of Social Work and Family Studies within the Faculty of Arts.

*Dr. Harrison
Dean Gallini*

}

*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 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.*

Joint Reports from the Academic Policy Committee and the Curriculum Committee, continued

DISCUSSION

Dr. Arneil asked about provisions for a smooth transition with respect to promotion and tenure for existing faculty. The Chair recognized Prof. Riches, who confirmed that these issues had been addressed and that faculty members were comfortable.

The motion was put
and carried.

Admissions Committee

Committee Chair Dr. Berger presented the reports.

INTERNATIONAL BACCALAUREATE TRANSFER CREDIT

The Committee had circulated a proposal to amend the Calendar entry on International Baccalaureate Transfer Credit to provide for the possibility of credit for selected Standard Level International Baccalaureate courses.

<i>Dr. Berger</i>	}	<i>That Senate approve the revised Calendar entry on International Baccalaureate Transfer Credit.</i>
<i>Dr. P. G. Harrison</i>		

Carried.

ENGLISH LANGUAGE ADMISSION STANDARD WAIVER

The Committee had circulated a proposal to modify the Calendar entry on English Language Admission Standard Waiver. In order to qualify for a waiver under the amended policy, applicants would need three (formerly four) consecutive years of full-time education in English in Canada. For students educated outside Canada, the proposed Calendar entry clarified that UBC had the responsibility of determining whether it considered English as the principal language in a given country.

<i>Dr. Berger</i>	}	<i>That Senate approve the revised calendar entry on the English Language Admission Standard waiver.</i>
<i>Mr. Rawle</i>		

Carried.

BRITISH COLUMBIA PROVINCIAL EXAMINATIONS AS ADMISSION REQUIREMENTS

The Committee had circulated for information a proposal to change UBC admissions policy for applicants following the British Columbia secondary school curriculum such that provincial examinations would not be required for admission to UBC. For applicants who chose to write provincial examinations, the examination scores would only be considered if they increased the applicant's admission average.

The Admissions Committee had intended to present this item for approval, but had recently been informed that it would be useful to wait one or two months to allow ongoing discussions between the University and the Ministry of Education to conclude. The item was therefore presented for information only, with the understanding that the Admissions Committee would report again on this issue in the near future.

In introducing the report, Dr. Berger explained that this change originated when the Ministry of Education discontinued grade 12 provincial examinations other than Language Arts as high school graduation requirements. The results of provincial examinations have not been available until the first week of August each year, meaning that admission offers could not be confirmed until after that time. Dr. Berger stated that it would be to UBC's advantage to make final offers as early as possible so as to attract the best students and to compete with Ontario universities that were making final offers to BC students in April and May.

Dr. Berger stated that a working group assembled to make recommendations to the Vice-President, Academic & Provost had not been able to reach consensus about the optimal way to proceed. The working group had therefore delivered a number of recommendations to Vice-President *pro tem*. George Mackie, who ultimately endorsed the option of discontinuing provin-

Admissions Committee, continued

cial examinations as admission requirements. The Admissions Committee later accepted that same recommendation and planned to recommend approval by the Senate in the near future.

DISCUSSION

Dr. Bluman emphasized the importance of this matter for the University and for the province. He stated that, if UBC were to make provincial examinations optional, Simon Fraser University and the University of Victoria would necessarily follow suit and the consensus was that provincial examinations would eventually disappear altogether. He added that the examinations would still be required for provincial scholarships, although that policy might also be changed in the near future if UBC were to discontinue provincial examinations as admission requirements.

Dr. Bluman cited studies from university mathematics departments that showed that students who wrote high school examinations performed better at the post-secondary level. These studies had been used during the 1970s to lobby the provincial government to reinstitute the provincial examination program in BC high schools. He read excerpts from letters in support of provincial examinations that he had received from BC high school teachers.

Dr. Bluman expressed concern about the formation of the working group and the process used. He stated that the group's membership included only three Senators and that it was not a sub-committee of the Senate Admissions Committee. As a member of the working group, Dr. Bluman was concerned that he had not been permitted to recommend or make changes to the final report to the Vice-President, Academic & Provost.

Dr. Berger stated that the use of provincial examinations for university admission could be considered separately from their use to monitor the performance of the secondary education system.

Dean Tierney was pleased that the University was in consultation with the Ministry of Education on this matter. Dr. Berger agreed, adding that the University had undertaken extensive consulta-

Admissions Committee, continued

tion with the Ministry one year previously. Dean Tierney drew attention to recent increases in students enrolling in online courses without access to teachers as an issue worthy of consideration.

In response to a question from Dr. Yaworsky, Dr. Berger clarified that provincial examinations would not be required for admission but would still be required for scholarships. Dr. Yaworsky expressed the opinion that UBC was at a competitive disadvantage compared to Ontario universities due to the provincial examinations requirement.

Upon recognition by the Chair, Dr. Mackie stated that provincial examinations were useless with respect to making sound admissions decisions in a timely manner. He added that the Ministry of Education agreed that the examinations were written too late to be of use for this purpose.

Agenda Committee

Agenda Committee Chair Dean Isaacson presented the report.

SENATE SECRETARIAT

The Agenda Committee had circulated for information a report about recent changes in the Senate Secretariat. The report included positive news about the Secretariat budget, a complete staff list, and an announcement about the alternate title of Associate Secretary of Senate to be used by the Assistant Registrar, Senate & Curriculum Services.

Joint Report from the Agenda Committee and the Nominating Committee

Agenda Committee Chair Dean Isaacson presented the joint report.

ROLES, RESPONSIBILITIES, AND PROCEDURES OF SENATE COMMITTEES

The two Committees had circulated for information a report on progress toward clarifying the respective roles, responsibilities, and procedures of the standing committees of Senate. The

Joint Report from the Agenda Committee and the Nominating Committee, continued

report asked that each standing committee develop, in collaboration with the Nominating Committee, a document listing the following:

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 following is an excerpt from the joint report from the Agenda Committee and the Nominating Committee outlining the rationale for this 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

Joint Report from the Agenda Committee and the Nominating Committee, continued

- 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 hoped to complete the above-mentioned template in collaboration with each Committee and report to the Senate on the matter by April 2008.

Curriculum Committee

Please see also ‘Appendix A: Curriculum Summary.’

Committee Chair Dr. Marshall presented the reports.

Curriculum Committee, continued

CURRICULUM PROPOSALS FROM THE FACULTY OF ARTS AND THE FACULTY OF COMMERCE & BUSINESS ADMINISTRATION

<i>Dr. Marshall</i>	}	<i>That the new courses and programs brought forward by the Faculties of Arts and Commerce & Business Administration be approved.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

Carried.

NEW CERTIFICATE PROGRAMS

The Committee had circulated information about three new certificate programs:

1. Certificate in Industrial Wood Finishing;
2. Certificate in Infection Prevention and Control; and
3. Certificate in Immigration Practice: Laws, Policies, and Procedures.

DISCUSSION

Dr. P. G. Harrison stated that one of the new certificates had implications for students in the Faculty of Science, and asked whether the appropriate consultations had taken place. Upon recognition by the Chair, Academic Governance Officer Mr. Christopher Eaton stated that the current policy on certificate approval did not include a requirement for consultation, but that the policy could be changed to institute such a requirement. Dr. Marshall confirmed that the Curriculum Committee was open to suggestions about prospective process improvements. President Toope suggested that the Curriculum Committee consider the approval process for certificate programs, in light of Dr. Harrison's comments, and report back to the Senate.

President Toope acknowledged that the Curriculum Committee's report, although discussed very briefly at meetings of the Senate, represented a great deal of work by the Committee.

Nominating Committee

VICE-CHAIR OF SENATE

Committee member Dean Isaacson presented the following report for information.

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.

Dr. Windsor-Liscombe stated that he was honoured to so serve.

ADJUSTMENTS TO SENATE COMMITTEES

Committee Chair Dr. Windsor-Liscombe presented the report that proposed the following membership adjustments for Committees of Senate.

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

Nominating Committee, continued

7. Tributes Committee

Add Ms. Judith Plessis to replace Ms. Jane Hutton

*Dr. Windsor-
Liscombe
Dr. Knight*

} *That Senate approve the proposed revisions to
membership of Committees of Senate.*

Carried.

SENIOR ACADEMIC ADMINISTRATIVE APPOINTMENT POLICIES

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

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 [not included in the Minutes of Senate] 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:

*Dr. Windsor-
Liscombe
Dr. Young*

} *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 18, 21-24) and
associated amendments or revisions thereto in
development.*

DISCUSSION

The President expressed frustration that this issue remained unresolved and stated that he would ensure delivery of a complete report on the matter as soon as possible.

The motion was put
and carried.

Student Awards Committee

Committee Chair Dr. Bluman presented the report.

NEW AWARDS

Please see also 'Appendix B: New Awards.'

<i>Dr. Bluman</i>	}	<i>That the new awards be accepted as listed and forward to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
<i>Mr. Ahmed</i>		

Carried.

Tributes Committee

Committee Chair Dr. Thorne presented the report.

MEMORIAL MINUTE FOR MR. CHARLES MCKINNON CAMPBELL JR.

Dr. Thorne read out the following report:

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*.

Tributes Committee, continued

In keeping with Mr. Campbell'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.

<i>Dr. Thorne</i>	}	<i>That the Memorial Minute for Charles McKinnon Campbell Jr. be entered into the Minutes of Senate and that a copy of the memorial minute be sent to the family of the deceased.</i>
<i>Mr. Leung</i>		

Carried.

Report from the Vice-President, Academic & Provost

Vice-President Farrar presented the report.

AMENDMENT TO UBC POLICY #21 ON THE APPOINTMENT OF DEANS AND PRINCIPALS

Vice-President Farrar presented a proposal to amend UBC Policy #21. The following is an excerpt from Vice-President Farrar's covering memorandum to the Senate:

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

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

these appointments is considered, the long standing practice in which the President convenes advisory committees will continue.

<i>Vice-President Farrar Dean Isaacson</i>	}	<i>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.</i>
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DISCUSSION

In response to a question from Dr. Harrison about presidential appointments to advisory committees, President Toope clarified that this mechanism would allow the President to balance a committee's composition without having undue influence.

Dr. Yaworsky noted an apparent inconsistency in the policy's language. Some sections appeared to be prescriptive, e.g., "will convene", while others contained much more flexible language such as "normally consult" and "generally consistent with."

By consent of the assembly, Governor Darren Peets addressed the Senate to suggest that the advisory committee for the selection of the Dean of Applied Science should include graduate student representation from each campus. He added that, for decanal search committees, the student membership section might need to be adjusted for Faculties where there are no undergraduate students.

The President and Vice-President, Academic & Provost confirmed that the policy would be returned to Senate prior to the approval expiry date of June 30, 2008.

The motion was put
and carried.

Report from the Secretary to Senate

In the absence of the Secretary, Associate Secretary Ms. Collins presented the report.

FORMAT CHANGE FOR GRADUATION CEREMONIES

The following is an excerpt from the report summarizing recent changes to the format for graduation ceremonies, which had been circulated for information. Ms. Collins explained that the Secretary to Senate had agreed to forward the report to the Senates on behalf of the Ceremonies Office.

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. 2
- 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 can-

Report from the Secretary to Senate, continued

didate'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.

These changes will be implemented for the November 2007 ceremonies. A review of these changes will be conducted before the Spring 2008 ceremonies.

DISCUSSION

Dean Isaacson stated that there had been some discussion about whether the report ought to have been presented to the Senate for information or for approval. He also stated that, although there was strong support for the Chancellor's wishes to shake hands, some of the above-mentioned arrangements had been made contrary to the wishes of a majority of the Deans, and it appeared to be unclear which person or body was able to make a final decision on such matters. He proposed that the review mentioned in the report be conducted through a committee chaired by the Vice-President, Academic & Provost, and that the committee include one dean and one member of Senate. President Toope agreed that a review seemed reasonable and stated that he and the Vice-President would take Dean Isaacson's suggestions under advisement.

In response to a question from Dr. Friedrichs, Ms. Collins stated that she was not certain what would happen if a future Chancellor wished to re-institute the practice of kneeling before the Chancellor at graduation, but that she expected there would be consultation before such a decision was taken.

Other Business

STUDENT EVALUATION OF TEACHING

Dr. Dunford suggested that a Senate discussion about the student evaluation of teaching would be timely. The Vice-President, Academic & Provost agreed to deliver a report on the implementation of the May 2007 Senate Policy on the Student Evaluation of Teaching.

Tributes Committee -- *in camera*

Committee Chair Dr. Thorne presented the report.

CANDIDATES FOR HONORARY DEGREES

The Tributes Committee had prepared a list of candidates for honorary degrees to be conferred during graduation ceremonies to take place in 2008. Dr. Thorne reminded Senators that the list was to remain confidential until such time as the candidates had agreed to accept the degree and a public announcement was made.

<i>Dr. Thorne</i>	}	<i>That Senate approve the list of candidates for honorary degrees.</i>
<i>Dr. Dennison</i>		

Carried.

APPENDIX A: CURRICULUM SUMMARY

Faculty of Arts

Curriculum changes related to the reorganization of the Department of Theatre, Film, and Creative Writing.

Curriculum Changes related the reorganization of the School of Social Work and Family Studies.

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.

Faculty of Commerce & Business Administration

The following new sub-specializations 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

Modify the following existing sub-specialization: Sustainability and Business

APPENDIX B: NEW AWARDS

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

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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.

Appendix B: New Awards, continued

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.

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)

Appendix B: New Awards, continued

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)

Appendix B: New Awards, continued

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 Wolkosky. 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)

Appendix B: New Awards, continued

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



December 3, 2007

Provost and Vice President Academic

6328 Memorial Road

Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

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

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in purple ink, appearing to read 'DA', followed by a horizontal line.

Re: **Report to Senate on Initiatives in Graduate Education**

I recommend that Senate receive for information the following Report to Senate on Initiatives in Graduate Education. During the past year, a number of very promising developments in support of graduate education and research at UBC have come to fruition. This report will summarize the highlights.

1. New Leadership. UBC welcomes its new Dean of the Faculty Graduate Studies, Dr. Barbara Evans who arrived in Vancouver last month. Dr. Evans brings a wealth of experience to this position, including a strong background in identifying and adopting the best practices in graduate education in order to assure the best outcomes for our students.

2. New graduate spaces. Graduate enrollment in the four major universities in BC has steadily increased during the past decade. The University Presidents, among others, have persistently advocated for an increase in the number of funded graduate places (or FTEs) to meet this obvious demand. Nonetheless, apart from several very specific initiatives, the focus of the Ministry of Advanced Education has been creating new undergraduate seats and on expanding education in the health professions. To its credit, the Ministry has now addressed the need to create more opportunities for graduate education and has funded 2500 new seats over a four year period starting on July 1, 2007. UBC's share will be 1250 seats, most of which are valued at \$20,000 per seat. The major share of the new revenue will be transferred to the Faculties and is expected to be used in support of graduate students and graduate programs.

The new seats are targeted towards provincial priorities including: Life Sciences, Technology, Clean Technology, Natural Resources, Aboriginal students, Asia-Pacific Studies, and Science & Engineering in Business. Nonetheless, all the Faculties at UBC will be able to participate in and benefit from this initiative. The actual allocation of seats by Faculty will be developed by the Graduate Task Force in consultation with the Faculties in light of data about enrollment, the performance and outcomes of graduate programs as demonstrated through the measures suggested in the draft Academic Planning Template.

3. The Pacific Century Graduate Scholarships. These *new* awards are \$10,000 Scholarships funded by the Province of British Columbia for the period from 2007 to 2011. The total value to UBC over the first four years of this program will be \$5.7 million. These merit-based graduate scholarships will be awarded through the annual university-wide adjudicated competition for University Graduate Fellowships and tri-agency scholarships. They may be renewed for a second year if the student retains good academic standing. Winners of this award also receive a partial University Graduate Fellowships for a combined total value of \$17,000. The net effect of this valuable program is to increase the number of scholarships funded from the UGF competition by about 80 per year.

4. The MITACS Graduate Internship Program. In June, the Ministry of Advanced Education announced \$10 million for a major expansion of the MITACS Internship Program. This funding launched *ACCELERATE BC – BC's Graduate Research Internship Program*, expanding it to include all university Faculties and disciplines in the province. Because of this new funding, 650 internships will be offered in BC from 2007 to 2011. ACCELERATE BC connects BC companies with the research expertise within the province's universities. Graduate student interns, under the supervision of a university faculty supervisor, undertake a four or eight month project which investigates a research challenge experienced by a partner company. Half of the intern's time is spent on site with the partner company, interacting with staff, collecting data and furthering their understanding of the challenge. The remainder of the intern's time is spent at his/her home university, developing a new tool, technique, methodology or solution to the partner company's research challenge. Companies benefit from accessing the vast intellectual capital within the province's universities while connecting with potential future employees. Graduate interns benefit from the opportunity to apply their research skills to real-world challenges.

5. The Graduate Support Initiative (GSI). The GSI is a new system for funding graduate students that adheres to six principles summarized in the accompanying report "Principles and Guidelines." It maintains the current level of support as a minimum, but offers greater flexibility and wider eligibility while supporting excellence. The GSI will gradually replace the current Ph.D. Tuition Award program and will be worth a minimum of \$10.8 million when it is fully implemented in 2012.

Faculties will enjoy considerable flexibility to suit the needs of their programs. At least four types of programs will be eligible to quality for GSI funds: entrance awards, multi-year awards, tuition awards, and top-ups of competitive external scholarships.

6. The Ph.D. Tuition Award. The current system of providing a Ph.D. tuition award is being phased out over a five year period ending on August 31, 2012. During this period, all students registered in a graduate program by September 30, 2007 will retain their eligibility for the existing tuition award. As students complete their eligibility, the funds so released will be transferred to the GSI program.

Graduate Support Initiative (GSI) Awards

Principles and Guidelines

Underlying principles

In response to campus discussions about the replacement of the PhD tuition fee award program, a task force on graduate student strategy considered this issue in some detail. It agreed with the general consensus that the PhD Tuition Awards should be phased out and replaced with a more viable and sustainable means of graduate student support.

The Graduate Student Strategy Task Force developed a set of six principles to guide the development of the new graduate awards.

- 1) Support level. The total amount of annual University support for graduate students should be maintained, at a minimum, at the 2007/08 level.
- 2) Elimination of negative incentive. Faculty contributions to the PhD Tuition Fee Award, was perceived as a disincentive to graduate student admission and should be eliminated.
- 3) Flexibility. Considerations of effectiveness, timeliness, and efficiency argue in favour of Faculty-by-Faculty determination of the optimal arrangements with respect to graduate student support.
- 4) Recruitment and Excellence. Graduate student support programs should focus on recruiting excellent students and ensuring the conditions for their success.
- 5) Simplicity. UBC's programs of graduate student support should be simple to administer and the number of distinct funding programs should be minimized.
- 6) Grandparenting. The current Ph.D. Tuition Award program will be phased out over the next four years. All students currently eligible for that award will be "grandparented" for the duration of their eligibility. Complete details regarding eligibility for the PhD Tuition Fee Award may be found at the following link.
<http://www.grad.ubc.ca/awards/index.asp?menu=005.000.000.000>

The Graduate Support Initiative (GSI) Award Guidelines

The Graduate Support Initiative is a new system for funding graduate students that adheres to the guiding principles. It allows for a flexible and recurring source of funding that each Faculty can use to support their graduate students in ways that meet their individual needs.

Requests to allocate GSI awards outside these general parameters should be referred to the Dean of the Faculty of Graduate Studies. GSI cannot be used as payment for employment; nor to replace funding for TA-ships. Students enrolled in professional, full-cost recovery Master's programs are not eligible.

***Caveat:** Given the short time frame to develop these guidelines it is recommended they be reviewed by the Faculty of Graduate Studies and the Senate Student Awards Committee after the first year.*

a) Types of Awards

There are four possible types of GSI Awards that could be established by a Faculty and/or Graduate Program:

1. Entrance awards
2. Multi-year funding awards
3. Tuition awards
4. Scholarship top-up awards

b) Eligibility

All domestic and international students who are registered full-time in the following degree programs could be eligible for the Graduate Support Initiative funding within their Faculty:

- PhD
- DMA
- Research-based Master's (course-based or thesis-based)

With respect to time in program (months of graduate study), eligibility for GSI Awards should follow existing Faculty of Graduate Studies practice, complete details of which may be found at the following link.

<http://www.grad.ubc.ca/awards/index.asp?menu=004,003,000,000>

Each Faculty or functional equivalent (and/or their respective Graduate Programs) will establish and publish the particular criteria by which the GSI funds will be allocated after prior endorsement from the Faculty of Graduate Studies.

All eligible graduate students currently within a Graduate Program will be sent written information on the criteria for GSI Awards in their program. Applicants to eligible programs will be alerted to GSI funding opportunities and criteria through websites, publications and in response to formal applications for admission.

c) Roles and Responsibilities

Provost's Office

On an annual basis, beginning in the 2008-09 budget year, the Provost's Office will allocate to each Faculty (or functional equivalent) their portion of the GSI funding available based on a three year rolling average of their weighted Graduate FTE enrolments. The weightings will be: 4 for PhD students, 2 for Research Masters and 1 for course work Masters (excluding full cost-recovery programs). Each Faculty (or

functional equivalent) will be advised of their overall weighted FTE allocation as part of the overall budget allocation process.

Faculties and Graduate Programs

Once allocated their overall share of GSI funding, each Faculty or functional equivalent will determine annual allocations for their graduate programs and inform them as such. It is the responsibility of all Faculties and Graduate Programs to advise and seek approval of the Faculty of Graduate Studies of their published criteria for these awards. This oversight role will help to ensure consistency of practice across UBC.

Faculty of Graduate Studies

The Faculty of Graduate Studies will administer these funds on behalf of the entire UBC community. This will streamline procedures, ensure the funds are paid to the students in the most efficient and timely manner, and allow for streamlined reporting of budget, usage and statistics to the Board of Governors and the Graduate Student Society. The Faculty of Graduate Studies will also play an oversight role to ensure funds are awarded according to the criteria established by the responsible Faculty and/or Graduate Program.

d) Procedures

1. On an annual basis, the Provost's Office will inform each Faculty (or functional equivalent) and the Faculty of Graduate Studies of their GSI allocations.
2. On an annual basis each Faculty Dean's Office or their functional equivalent will inform the Faculty of Graduate Studies of the GSI allocation for each of their Graduate Programs.
3. Graduate Programs select graduate students for nomination and complete a University Award Recommendation Form for each award nomination. This form is available on the Faculty of Graduate Studies' Faculty/Staff Forms page.
4. Recommendation Forms for GSI Awards are forwarded to the Faculty of Graduate Studies – Dean's Office for processing.
5. Faculty of Graduate Studies will assign awards on the Student Information System. Graduate Awards are paid out in September, January and May. Please refer to <http://www.grad.ubc.ca/awards/index.asp?menu=004,010,000,000> for detailed information on payment procedures and existing Senate Regulations on Graduate Awards.

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 30, 2007

Memo to: Vancouver Senate
From: Academic Policy Committee
Re: Academic Concession (approval)

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

This item is a revision to the Academic Concession Calendar entry approved by Senate on October 18, 2006. The policy was brought to Senate on September 19, 2007 and was referred back to the Academic Policy Committee for further consultation. The revised policy has been approved by the Academic Policy Committee and includes additional circumstances which may warrant the granting of academic concession, such as conflicting responsibilities and unforeseen events.

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

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

From: Senate Academic Policy Committee	Date: Nov. 20, 2007 Contact Person: Paul Harrison, Chair Phone: 2-3659 Email: harrison@science.ubc.ca
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p><i>Academic Concession</i></p> <p>The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.</p> <p>Academic concession is different than academic accommodation for a disability. Students with disabilities may apply for an academic accommodation. (See Calendar Chapter V, Academic Accommodation for Students with Disabilities and UBC Policy 73).</p> <p>Conflicting responsibilities include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.</p> <p>Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.</p> <p>Students who intend to, or who as a result of circumstance must, request academic</p>	<p>URL: (http://www.students.ubc.ca/calendar/index.cfm?tree=3,48,0,0)</p> <p>Present Calendar Entry:</p> <p><i>Academic Concession</i></p> <p>Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Such circumstances include:</p> <ul style="list-style-type: none"> • a medical condition; • emotional or other problems; • religious observance; and • military service. <p>Academic concession is different than academic accommodation. Students with disabilities may apply for an academic accommodation. (See Calendar Chapter V, Academic Accommodation for Students with Disabilities and UBC Policy 73).</p> <p>Students who intend to, or who as a result of circumstance must, request academic concession must notify their dean, director, or instructor(s) as specified below.</p> <p>Religious observance may preclude attending classes or examinations at certain times. In accordance with the UBC Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.</p> <p>Students who also serve in the military</p>



concession must notify their **instructor, dean, or director as specified below.**

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

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

Students who, **because of unforeseen events, are absent during the term and are unable to complete tests or other graded work**, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see [Grading Practices](#)). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. **If ill-health is an issue, students are encouraged to seek attention from a health professional. The Student Health Service and Counselling Services will normally provide documentation only for students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their**

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

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

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



academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns to the office of their dean or director.

Students who, because of an unforeseen event, experience a prolonged absence during a term or who miss a final or term-end examination must report to their dean or director to request academic concession as close as possible to the time that attendance is adversely affected. The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. The occurrence of adverse personal circumstances that cannot be anticipated may necessitate that a student seek academic concession more than once. Each request for academic concession will be considered on its merits. Repeat requests based on the same or similar reasons may require a different response than de novo requests.

Before responding to a student's request, the dean or director may require supporting documentation and may also ask the student to formulate and follow an academic plan which could include: a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Access and Diversity office (Disability Resource Centre); or other appropriate actions. The student's personal circumstances will be taken into account in the development of such a plan. On-going support from the academic unit may require periodic updates from the student on their academic plan and/or the submission of documentation from a treating health professional or other source of personal support. This documentation might be a "Statement of

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

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

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

Action:

Simplify what is becoming a growing and yet incomplete list of circumstances that may lead to requests for academic concession by grouping them in two distinct categories. Provide one source of information that clarifies the responsibilities of both the University and the student when requests for academic concession are made. Introduce a reference to the Senate appeals process.

Rationale:

The changes are intended to:

(a) classify the reasons for seeking academic concession rather than revising and adding to a list of particular circumstances that highlights some but not



Illness" form obtained from the [Student Health Service](#) or **an informative letter from the attending physician, from Counselling Services or from another recognized counselor.**

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

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

Students who are denied academic concession from their dean or director may have grounds to appeal the decision. See [Senate Appeals on Academic Standing](#) (<http://www.students.ubc.ca/calendar/index.cfm?tree=3,53,0,0>).

Students in good academic standing who are permitted to withdraw from the University **as an academic concession** may apply to re-enrol in the program from which they withdrew. Application to re-enrol must be made by the published application deadline for the program (see [Chapter II, Readmission](#)). Students permitted to withdraw may be told the time period during which an application to re-enrol will be permitted. **Documentation from a medical or counselling professional or from the UBC office of Access and Diversity (Disability Resource Centre)** of a nature sufficient to satisfy the University that **the** student is ready to continue studies may be required before the student will be re-enrolled.

others that may be equally valid,

(b) ensure that students take responsibility for acknowledging personal circumstances that exist when classes start and which might conflict with their academic responsibilities,

(c) further clarify the roles and responsibilities of the instructor and the student's dean or director,

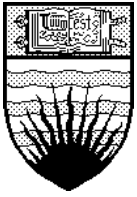
(d) clarify that missing a term-end examination, whether scheduled by Enrolment Services or administered in-class, necessitates contact with the student's dean or director just as missing required instruction or assessment over a prolonged period during the term does. Students who miss a major assessment such as a term-end examination may experience similar difficulties in more than one course and an individual instructor will not know. The student's dean or director is responsible for oversight of the student's academic progress and should be involved in decisions on requests for academic concession in those instances,

(e) expand the directions given to students on the documentation required, the support services available, and the possible conditions placed on the granting of academic concession. Some requests for academic concession arise from injuries, bereavements, or other events from which the student may recover quickly. The response of the academic unit will likely differ in those cases from that required when students try to cope with on-going adverse personal circumstances. In the latter case a process whereby the dean/director enters a discussion with the student about strategies and facilitates access to resources may help the student to recover academically and may also reduce the likelihood of future requests. Students may choose not to work with the faculty and University in this way but in so doing they should understand that they cannot



	<p>expect to be granted further academic concessions if they have not dealt with their recognized personal challenges effectively. On the other hand, new adverse circumstances do sometimes arise and students have the right to make new requests for academic concession; and</p> <p>f) Students have the right to appeal decisions on academic standing to the appropriate Senate committee.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



December 4, 2007

ACADEMIC POLICY COMMITTEE Vancouver Senate

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

To: Senate
From: Academic Policy Committee

Re: School for Population and Public Health – Extension to Deadline

We note that December 2007 was the deadline given to the Faculty of Medicine by Senate for submission of a final proposal for the establishment for a School of Population and Public Health. The Faculty has informed the Committee that although much progress has been made, they are not yet ready to seek final approval and would appreciate more time to bring the matter forward.

The Committee agrees that additional time would allow the Faculty to bring forward a more successful proposal and as such recommends to Senate that:

“The approval in principal granted by Senate on 19 September 2007 to the Faculty of Medicine for the establishment of a School of Population and Public Health – and which is to expire on 31 December 2007 – be extended to March 2008.”



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

December 3, 2007

Memo to: Vancouver Senate

From: Admissions Committee

Re: **Provincial Examinations as Admission Requirements**

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 attached 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.

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

6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

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

A handwritten signature in dark ink that reads 'George A. Mackie'.

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

Table of Contents:

Final Report	1
Subcommittee Recommendation	5
Appendix A: Overview of Consultation and Process	10
Appendix B: Canadian University Provincial Exam Requirements for BC Grade 12 Applicants	11
Appendix C: A Quantitative Analysis of the Role BC Provincial Examinations Play in UBC Undergraduate Admission Decisions	12

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.

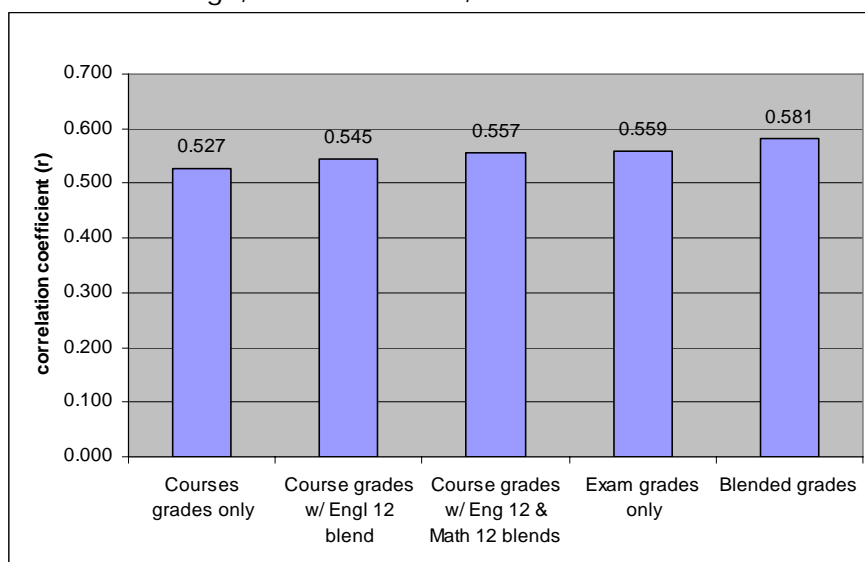
Table 2: Performance in Math 100 of students who wrote the Math scholarship exam, 1976.

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

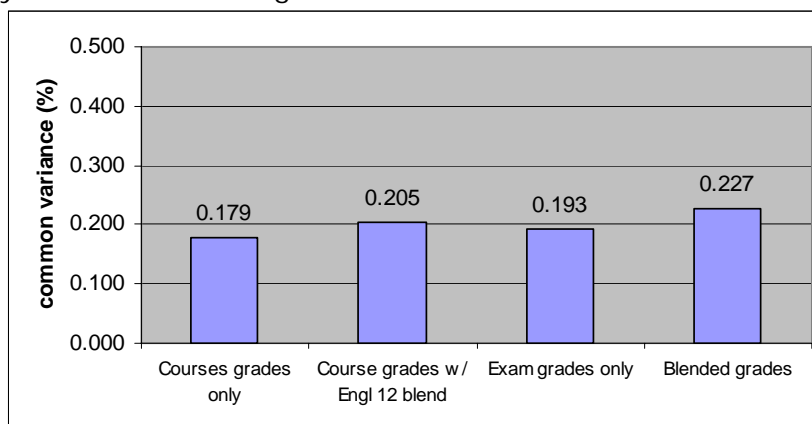


Figure 3: BSc, common variance between admission criteria and first year sessional average 2003 - 2005

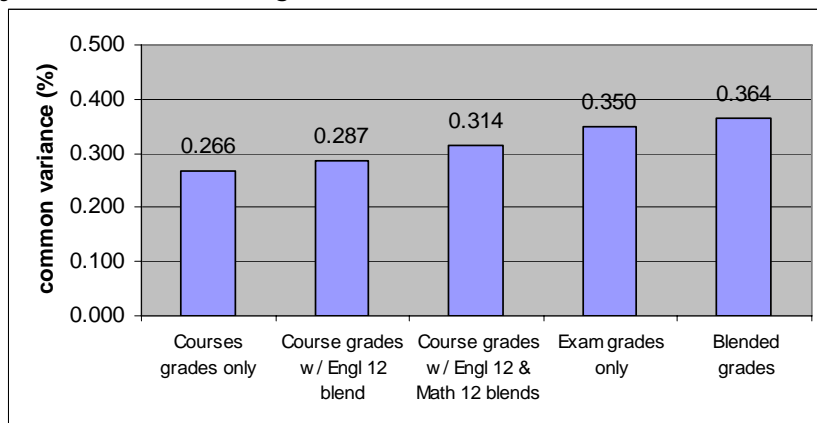


Figure 4: BASc, common variance between admission criteria and first year sessional average 2003 - 2005

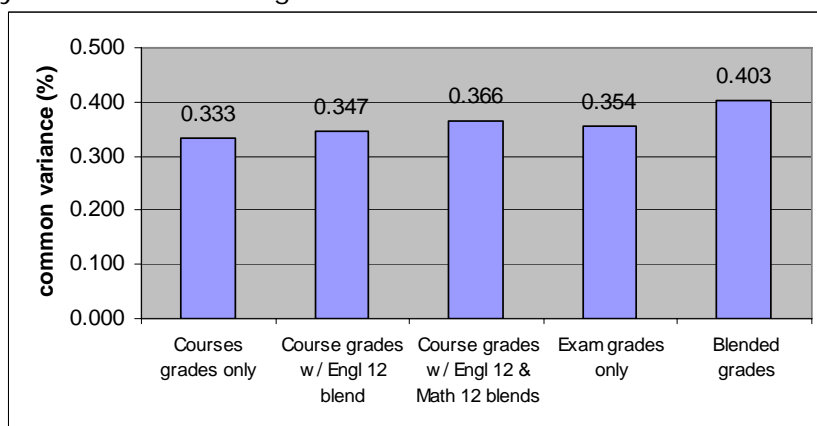
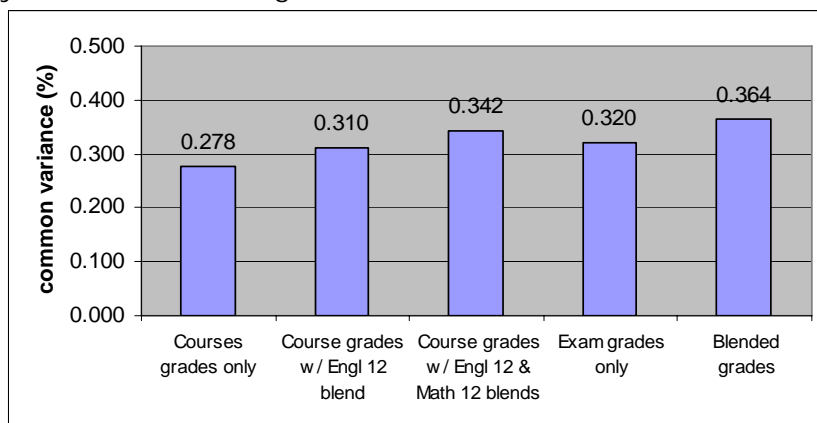


Figure 5: BCom, common variance between admission criteria and first year sessional average 2003 - 2005



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

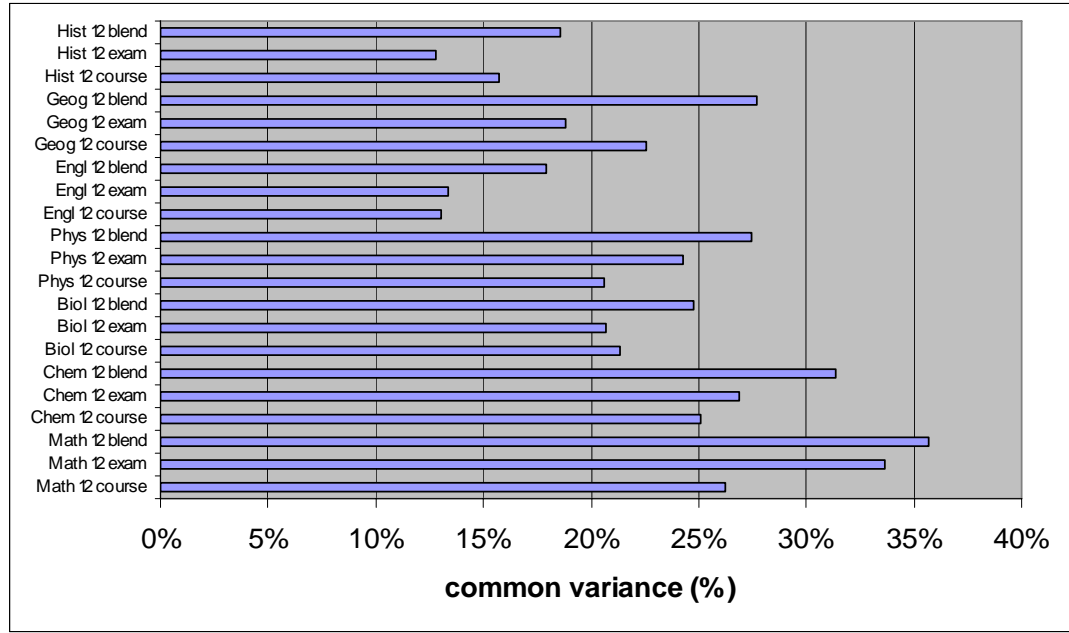
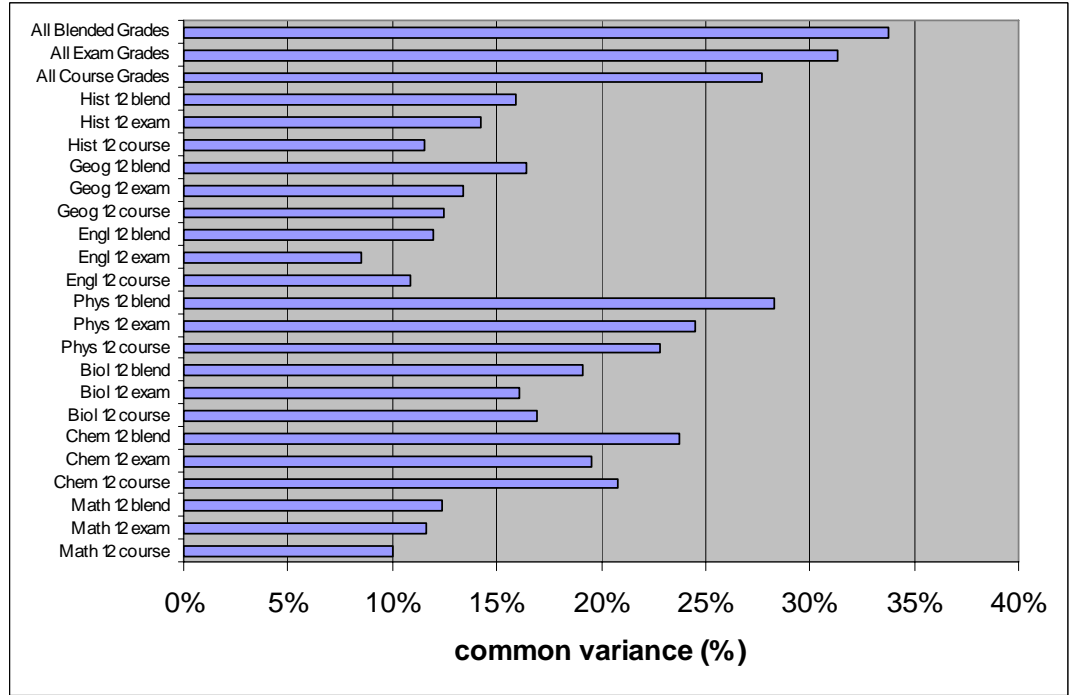


Figure 7: Discipline-Specific Admission Criteria Correlation with Overall First Year Sessional Average 2003 – 2005



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.

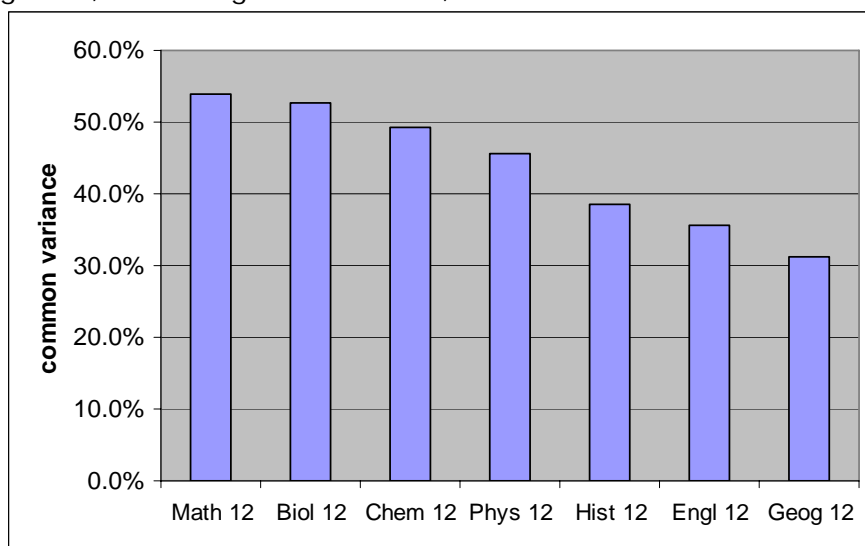
Imagine that provincial examinations grades are not associated whatsoever with course grades. Course grades and examination grades are distributed in a manner that is completely independent of one another. We can assume that if one of those two measures was eliminated, it would have no effect on the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

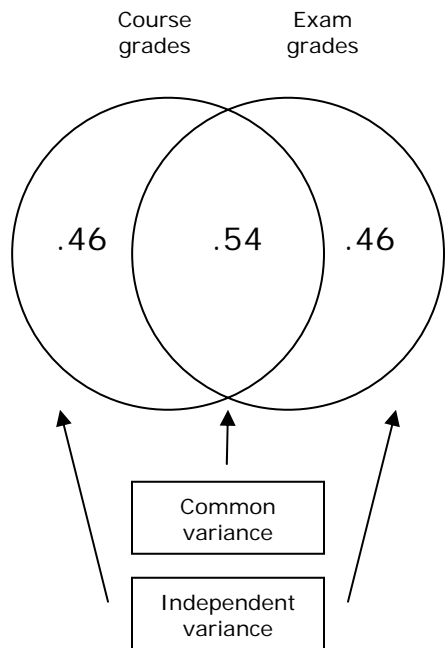
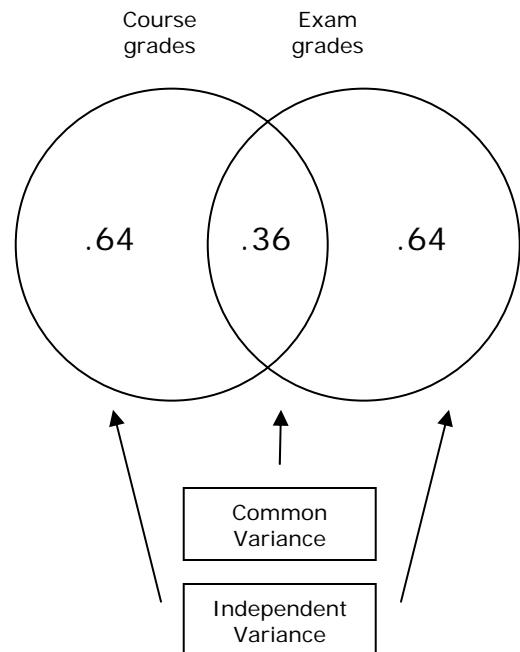


Figure 10: Independent and common variance in English 12 course grades and examination grades, 2003-2005



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%

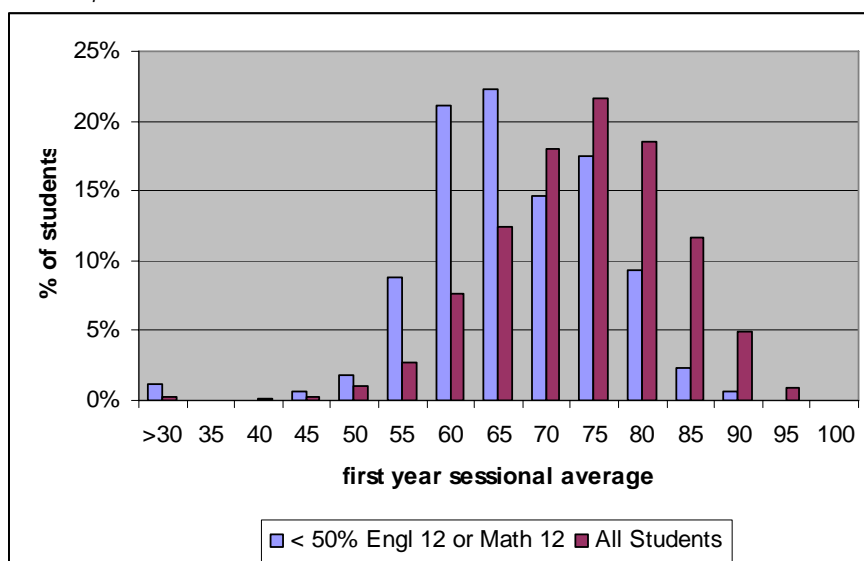
As we can tell from Figure 11, up to 172 students between 2003 and 2005 may have had their offer of admission revoked in the summer had UBC imposed a minimum standard of 50% on both English 12 and Math 12 provincial examinations⁵.

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

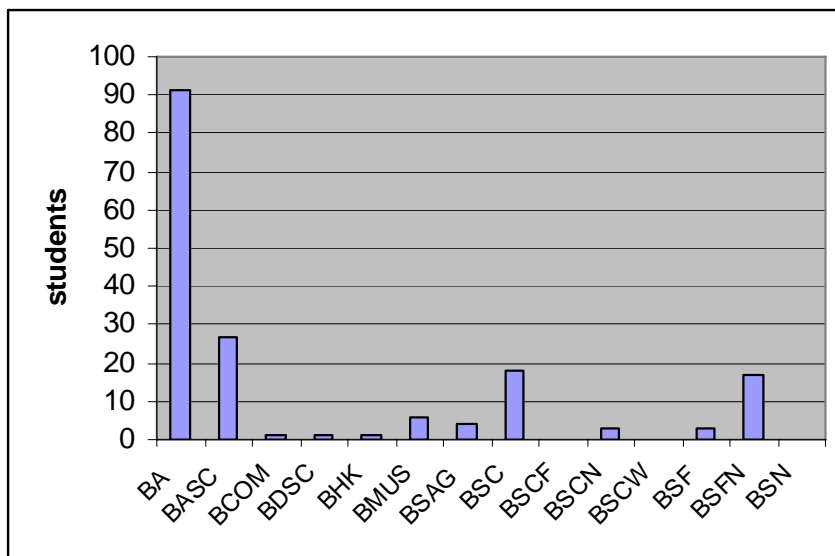
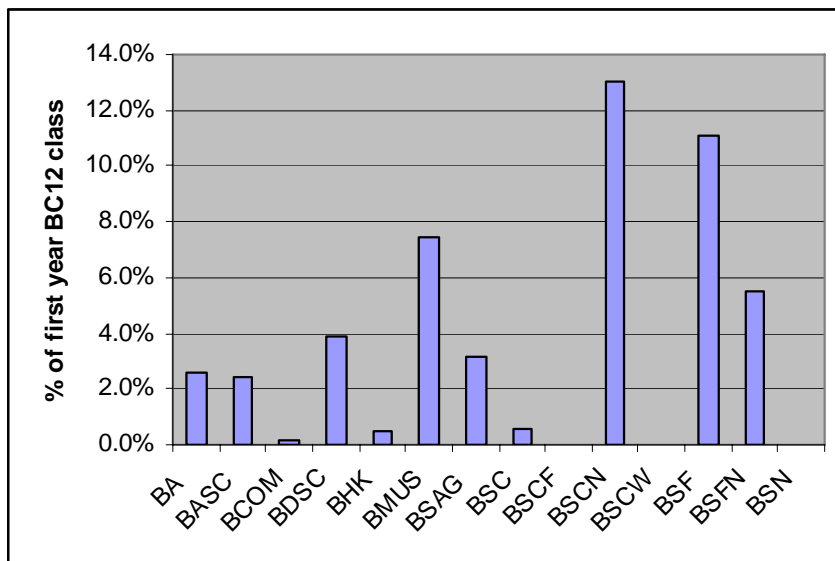


Figure 13: UBC first year students from BC secondary schools who did not present min. 50% on English 12 and/or Math 12 provincial examination results as a proportion of total program enrolment, 2003 – 2005



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.

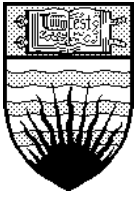
	2003	2004	2005
Total Admitted - BA	1,193	1,169	1,134
Mean, Sessional Average	70.2%	69.3%	69.3%
Engl 12 exam < 50%	10	20	13
% of Registered BC 12s in program	0.8%	1.7%	1.1%
Mean, Sessional Average	65.0%	58.6%	63.8%
Proportion in bottom 10% percentile, overall 1st year	20.0%	40.0%	30.8%

	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%

THE UNIVERSITY OF BRITISH COLUMBIA



November 30, 2007

CURRICULUM 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: Curriculum Committee

Re: December Curriculum Proposals and Comments on Certificate
Consultation Processes

a) December 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 and changed courses and programs brought forward by the Faculties of Applied Science, Arts, Graduate Studies (Faculty of Arts), Law and Science be approved.”

b) Certificate Consultation Processes

Further, the Committee has discussed the issue regarding consultation for certificate programs raised by the Senator for the Faculty of Science at the last meeting of Senate. The Committee agrees that consultation with affected academic units is important for the integrity of our certificate offerings and other programs, both academic and otherwise.

As such, the Committee has directed that all new certificate programs are to be held to the same standard for consultations currently expected for academic programs such as degrees, specializations, and courses. The Committee hopes that this will resolve the issue raised.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC V6T 1Z1
ginette.vallee@ubc.ca
T: 604-822-0140; F: 604-822-5945

29 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF APPLIED SCIENCE CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

Course	Title	Action
APSC 481 (3)	Entrepreneurial Projects I	new course
APSC Program Change	Academic Performance Evaluation	modify entry
APSC Program Change	Course Enrolment Restrictions	new entry
EECE 405 (3)	Quantum Dots and Device Applications	new course
EECE 484 (3)	Semiconductor Lasers	new course

FACULTY OF APPLIED SCIENCE - ENGINEERING
CATEGORY 1
FALL 2007
UNDERGRADUATE PROPOSALS

Category 1

Faculty: Applied Science Department: Engineering Physics Faculty Approval Date: November 1, 2007 Effective Session: Term 1 - Winter 2008	Contact Person: Andre Marziali Phone: 2-4514 Email: andre@phas.ubc.ca
APSC New Course	
Proposed Calendar entry: APSC 481 (3) ENTREPRENEURIAL PROJECTS I. A project course for students pursuing entrepreneurial training within Engineering Physics, and wishing to further develop projects resulting from APSC 459. Prerequisite: APSC 459 [0-5-1]	URL: n/a Present Calendar Entry: n/a Action: New course. Rationale: To provide an additional optional project course between APSC 459 and APSC 479 for students wishing to pursue a project-intensive entrepreneurial specialization of Engineering Physics.

Category 1

Faculty: Applied Science Department: Engineering Physics Faculty Approval Date: November 1, 2007 Effective Session: Term 1 - Winter 2008	Contact Person: Bruce Dunwoody Phone: 2-6556 Email: bruce.dunwoody@ubc.ca																				
APSC Program Changes Effective: September 2008 Proposed Calendar Entry: ACADEMIC PERFORMANCE EVALUATION A student will be evaluated for academic progress once he or she has taken at least 12 credits of coursework, excluding co-op courses, since last evaluated. One of three academic standings is assigned as a result of an academic performance evaluation; in Good Standing, on Academic Probation or Failed. All students are in Good Standing when first admitted to the Faculty. A student in Good Standing who achieves a credit-weighted average of at least 55% over all courses taken since the last academic performance evaluation and who passes at least 65% of those credits will remain in Good Standing. A student in Good Standing who does not achieve at least a 55% average or who does not pass at least 65% of the credits taken will be placed on Academic Probation. A student on Academic Probation who achieves a credit-weighted average of at least 60% and passes all courses taken since the last academic performance evaluation will be placed in Good Standing. Otherwise, the student will be assigned a standing of Failed. A student assigned an academic standing of Failed will be required to discontinue his or her studies for one year prior to an appeal for readmission. (Note: a student required to discontinue studies will be allowed to complete any courses already begun at the time of the requirement to discontinue studies.) A student who is assigned an academic standing of Failed for a second time will be required to withdraw from the University and will not normally be readmitted.	http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,29 Present Calendar Entry: ACADEMIC PERFORMANCE EVALUATION Students will be evaluated for academic progress according to the approach described under this section, Academic Regulations. Specifically , a student will be evaluated for academic progress once he or she has completed at least 12 credits of coursework, excluding co-op courses, since last evaluated. One of three academic standings is assigned as a result of an academic performance evaluation; in good standing, on probation or failed. All students are in good standing when first admitted to the Faculty. The following table shows the academic standing assigned depending on current academic standing, credit-weighted average (Ave) and credits passed (CP): <table><tr><th>Current Standing</th><th colspan="3">Standing Assigned</th></tr><tr><th></th><th>Good</th><th>Probation</th><th>Failed</th></tr><tr><td>Good</td><td>Ave>55% CP>65%</td><td>otherwise</td><td></td></tr><tr><td>Probation (first)</td><td>Ave>60% CP=100%</td><td>Ave>55% CP>65%</td><td>otherwise</td></tr><tr><td>Probation (second)</td><td>Ave>60% CP=100%</td><td></td><td>otherwise</td></tr></table> A student assigned an academic standing of failed will be required to discontinue his or her studies for one year prior to an appeal for readmission. (Note: a student required to discontinue studies will be allowed to complete any courses already begun at the time of the requirement to discontinue studies.) A student who is assigned an academic standing of failed after having previously being required to discontinue studies will be required to withdraw from the University and will not normally be readmitted. Type of Action: Modify entry	Current Standing	Standing Assigned				Good	Probation	Failed	Good	Ave>55% CP>65%	otherwise		Probation (first)	Ave>60% CP=100%	Ave>55% CP>65%	otherwise	Probation (second)	Ave>60% CP=100%		otherwise
Current Standing	Standing Assigned																				
	Good	Probation	Failed																		
Good	Ave>55% CP>65%	otherwise																			
Probation (first)	Ave>60% CP=100%	Ave>55% CP>65%	otherwise																		
Probation (second)	Ave>60% CP=100%		otherwise																		

FACULTY OF APPLIED SCIENCE - ENGINEERING CATEGORY 1 FALL 2007

	<p>Rationale: We have now had one year's experience with the term-based academic performance evaluation. Unfortunately, we have found that it is too easy for a student who is doing poorly to continue at the University, when being forced to temporarily discontinue is ultimately in the student's best interest.</p> <p>The regulation has been rewritten to allow a student only a single term of probation in which to improve his or her performance before being required to discontinue.</p> <p>Also, an editorial change was made to clarify that a successful appeal to continue immediately despite a standing of "Failed" is still considered when a student is required to withdraw after a second "Failed" standing.</p>
<p>Proposed Calendar Entry:</p> <p>Course Enrolment Restrictions</p> <p>A student who is on Academic Probation is strongly encouraged to take 12 credits of coursework while on Academic Probation and is restricted to taking no more than 15 credits. A student taking 12 credits of coursework will be able to clear his or her Academic Probation status at the end of the term while being able to fully devote his or her energies to a limited number of courses.</p>	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,29</p> <p>This new Calendar entry should follow the "Academic Performance Evaluation" entry and precede the "Promotion" entry.</p> <p>Type of Action: Add new entry.</p> <p>Rationale: Students with weak academic performance should take a light course load. Unfortunately, many students in this situation are reluctant to act accordingly and must be forced to take actions that are in their own best interests.</p>

FACULTY OF APPLIED SCIENCE - ENGINEERING CATEGORY 1 FALL 2007

Category 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: November 1, 2007 Effective Date: Term 1 - Winter 2008	Contact Person: Andre Ivanov Phone: 2-6936 Email: ivanov@ece.ubc.ca
EECE New Courses	
<p>Proposed Calendar Entry: EECE 405 (3) QUANTUM DOTS AND DEVICE APPLICATIONS. Theory and modeling techniques of 0-dimensional structures. Electronic, magnetic, and optical properties of quantum dots. Current and future applications of quantum dots including: single electron transistors, quantum dot lasers, optical detectors. [3-0-0].</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: UBC does not currently offer such a course. The course will be of particular interest to students enrolled in the Microsystems and Nanotechnology Option in Electrical and Computer Engineering, but will also be of interest to Engineering Physics and Bioengineering students.</p>
<p>Proposed Calendar Entry: EECE 484 (3) SEMICONDUCTOR LASERS. An introduction to lasers and applications. Theory, modeling, fabrication and performance of semiconductor lasers. Optical communications links. [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: UBC does not currently offer such a course. This course will complement the Optical Waveguides and Photonics (EECE 482). This course will be of interest to students in Electrical Engineering, Engineering Physics, Physics, as well as some students in Mechanical Engineering and Bioengineering. This course is part of the undergraduate Microsystems and Nanotechnology Option.</p>

THE UNIVERSITY OF BRITISH COLUMBIA



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29 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

Course	Title	Action
AFST 350 (3/6) D	Introductory Topics in African Studies	change credit value from (3) to (3/6) D
ASIA 441 (3/6) D	Masterworks of Chinese Fiction and Drama in Translation	new course
CLST 319 (3)	The Roman Army	new course
HIST 495 (3)	Evolution and the Sciences of Mind, Brain, and Behaviour	new course
MUSC 128 (3)	Musical Rhythm and Human Experience	new course
MUSC 323 (3)	History of Popular Music	new course
PUNJ 401 (3)	Devotional Literature in Punjabi	new course
PUNJ 402 (3)	Medieval and Early Modern Punjabi Literature	new course
Dual Degree Program	Dual Degree Program in Arts and Science	add Calendar reference



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: African Studies Minor Faculty Approval Date: October 11, 2007 Effective Session 07W Term 2 Year 2008 for Change	Date: 21 May 2007 Contact Person: Margery Fee Phone: 2-4085 Email: Margery.fee@ubc.ca
Proposed Calendar Entry: AFST 350 (3/6) D INTRODUCTORY TOPICS IN AFRICAN STUDIES. Major issues and theoretical approaches.	AFST 350 (3) Introduction to African Studies Major issues and theoretical approaches. Type of Action: Change credit value from (3) to (3/6) D. Rationale: As new instructors take over the course, it may change in focus. We attach a version of the course that has a development focus. The course outline used presently is more literary in its focus.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: October 11, 2007 Effective Session 2008W Term 1 Year 2008 for Change	Date: August 3, 2007 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 441 (3/6) D MASTERWORKS OF CHINESE FICTION AND DRAMA IN TRANSLATION. Reading of a "classic" novel or play, with attention to intellectual, social, and political subtexts as well as aesthetic dimensions and problems of interpretation.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: Pre-modern Chinese novels and dramatic works are too long to be incorporated into a survey course. At best, students taking Asia 342 and 352 read severe abridgements or selected episodes only. In this course, the entire semester will be devoted to examining a single masterwork, with the choice changing from year to year. This will enable students to explore the selected work in depth, in terms of its aesthetic structure, historical context, and reception history. The latter topic may include adaptations in other media such as classical opera, film, serialized TV versions, and animated cartoons. Course may be taken up to two times for credit.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: CNEERS Faculty Approval Date: October 11, 2007 Effective Session _Winter___ Term __1_ Year 2008 for Change	Date: Jun 24, 2007 Contact Person: L. BABLITZ Phone:2-4063 Email: lbablitz@interchange.ubc.ca
Proposed Calendar Entry: CLST 319 (3) THE ROMAN ARMY. Rome's military from the early Republic to the Imperial period. Topics range from those of a military nature such as equipment and strategy to social topics such as policing and marriage of soldiers.	URL: Present Calendar Entry: NONE Type of Action: NEW COURSE Rationale: This course will be of interest to those students taking a major in any of the programs offered through the Department of Classical, Near Eastern, and Religious Studies who are interested in aspects of Rome's culture and history, students who are taking a major in the History department with an interest in Roman history or military history as well as other students in Arts or Science with a more general interest in Rome's history and development.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: ARTS Department: HISTORY Faculty Approval Date: Effective Session FALL Term 1 ____ Year __2007 for Change	Date: 18 NOVEMBER 2006 Contact Person: Robert Brain Phone: 604 922 5409 Email: rbrain@interchange.ubc.ca
Proposed Calendar Entry: HIST 495 (3) EVOLUTION AND THE SCIENCES OF MIND, BRAIN, AND BEHAVIOUR. Examines how Darwin's theory of evolution changed the investigation of human nature. Questions will be historical and scientific, but will also concern the social, ethical, and existential stakes raised by the human mind as a product of evolution.	URL: N/A Present Calendar Entry: None. Type of Action: New course Rationale: This new course covers a very important development in the modern biological and human sciences, and the background to one of the most exciting areas of current scientific research. The new course will allow the department to expand its offerings in new areas that reflect the expertise of newly-hired faculty.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Music Faculty Approval Date: October 11 2007 Effective Session Winter Year__07_ for Change	Date: Oct. 5 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 128 (3) MUSICAL RHYTHM AND HUMAN EXPERIENCE. A multidisciplinary survey of musical rhythm in selected world traditions and genres, connecting it to ideas of time, evolution, history, anthropology, philosophy, and contemporary globalised culture.	URL: None Present Calendar Entry: None Type of Action: New course Rationale: Students from all corners of the university will benefit from this wide-ranging course dealing with music as a human phenomenon. It combines introductory critical perspectives from multiple disciplines with experiential, music-making activities. The School of Music currently does not offer anything with comparable content.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Music Faculty Approval Date: October 11, 2007 Effective Session Winter Year__08_ for Change	Date: Jul. 5 2007 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 323 (3) HISTORY OF POPULAR MUSIC. Major genres in popular music from 1920 to the present. Not for credit towards the B.Mus., the B.A. in Music, or minors in Music.	URL: None Present Calendar Entry: None Type of Action: New course Rationale: This is a music appreciation course designed for the entire university. For the last decade, it has been offered every two years under the variable-topics course number MUSC 322, always enrolling a full class. Given that similar courses are a common fixture of most university course rosters, it seems appropriate to regularize it at UBC.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: October 11, 2007 Effective Session 2008W Term 1 Year 2008 for Change	Date: May 28, 2007 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: PUNJ 401 (3) DEVOTIONAL LITERATURE IN PUNJABI. Emphasis is on reading and written expression. Analytical writing in English and Punjabi required. Prerequisite: PUNJ 300.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: These courses generally develop students' reading skills in medieval and early modern Punjabi at an advanced level, building upon the knowledge acquired in the first through third year courses.
Proposed Calendar Entry: PUNJ 402 (3) MEDIEVAL AND EARLY MODERN PUNJABI LITERATURE. Emphasis is on reading and written expression. Analytical writing in English and Punjabi required. Prerequisite: PUNJ 300.	URL: none Present Calendar Entry: n/a Type of Action: New course Rationale: Same as above.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Arts Faculty Approval Date: October 11, 2007 Effective Session __08W__ Term __1__ Year __2008__ for Change	Date: 29 August 2007 Contact Person: Dr. John Cooper, Associate Dean, Students, Faculty of Arts Phone: 23247 Email: 26607
Proposed Calendar Entry: DUAL DEGREE PROGRAM IN ARTS AND SCIENCE This program offers qualified students the opportunity to earn a Bachelor of Arts and a Bachelor of Science degree in most combinations of one Arts major program and one Science (B.Sc.) major program. Most combinations can be completed between four and one-half to five and one-half winter sessions. Application for admission to the program is made to the Board of Studies through the Center for Arts Student Services (www.arts.ubc.ca/students). Acceptance into the program will be determined based on a review of both the applicant's transcript and a statement of academic purpose. Normally, application for admission will be made in the second term of the first year at UBC for students admitted directly from high school and in the summer before winter session for students admitted on transfer. Admission at any time is conditional; maintenance of good academic standing is required throughout the program. Admission to specializations within Arts and Science may be competitive and admission to the Dual Degree program does not imply future admission to particular specializations. The Dual Degree option is not open to students with a previous degree. Students must satisfy all of the degree	URL: Present Calendar Entry: None Type of Action: Add Calendar reference. Rationale: Over the last decade there has been more interest among undergraduate students in combining studies in Arts and Science disciplines. The number of students doing double Majors in Arts and Science has grown, there are more students in our Dual Degree program with Applied Science, and more students in Arts are Minorng in a Science subject. The present proposal brings to Arts and Science students the same opportunity that Arts and Applied Science students already have in earning two degrees through one program of study. As this new degree combination does not entail the creation of new courses or programs, the resource implications are minimal. The Faculty of Arts already has experience in monitoring this kind of program as a result of our existing Dual Degree arrangements with Applied Science. Admission to the program is by application to the Faculty of Arts Board of Studies. Membership of the Board is as follows: the Associate Dean (Students), the Assistant Dean (Student Services) the Director (or designate, usually the Senior Advisor) of the Arts Academic Advising office, and one other Advisor.



and program requirements for both one major in the Bachelor of Arts and one major in the Bachelor of Science degrees. Students completing a B.A. Major in one of the following disciplines may not also complete a B.Sc. Major in the same discipline: Computer Science, Geography, Mathematics, Psychology, and Cognitive Systems. Individual courses may be considered to satisfy requirements for both degrees. Students should endeavour to satisfy lower-level course prerequisites for both programs in their first two years. Entry into and continuation in a Dual Degree program require that the student remains in good academic standing.

THE UNIVERSITY OF BRITISH COLUMBIA



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1874 – 2016 East Mall
Vancouver, BC V6T 1Z1
ginette.vallee@ubc.ca
T: 604-822-0140; F: 604-822-5945

29 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **GRADUATE CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

Course	Title	Action
PSYC 512 (3)	Psychology of Emotion	new course
SOWK 699 (0)	Doctoral Dissertation	new course



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: 2008	Date: August, 2007 Contact Person: Tannis MacBeth Phone: 822-4826 Email: tmacbeth@psych.ubc.ca
Proposed Calendar Entry: PSYC 512 (3) PSYCHOLOGY OF EMOTION	Present Calendar Entry: N/A Type of Action: New course Rationale: PSYC 512 will focus on the breadth of research on emotions. This is a central research interest for several faculty members (Dunn, Christoff, Eich, Schooler, Tracy), but there is currently no graduate course in the Psychology Department's curriculum devoted to this topic. This content was taught last year and will be taught again this year as PSYC 529, Special Topics in Social Psychology, but, given that emotion is one of the largest and expanding areas of psychology, and social-personality psychology in particular, we want to offer it as its own stand-alone course with its own title and calendar entry. This will be more informative for graduate students in our own and other UBC departments, as well as those reading their transcripts. ID Number for Supporting Documents: PSYC 512-NEW



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Proposed Calendar Entry:</p> <p>SOWK 699 (0) Doctoral Dissertation</p>	<p>URL:</p> <p>Present Calendar Entry: None.</p> <hr/> <p>Type of Action: New course.</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." In following this recommendation, we are creating SOWK 699 to reflect the separation of the two disciplines.</p>
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29 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF LAW CURRICULUM REPORT**

Attached please find the following proposal for your consideration:

Proposal to Change the Name of LL.B. Degree to J.D.

Please note that as a result of this proposal, all graduates holding LL.B. degrees will have the option to convert their degree to a J.D., provided they surrender their LL.B. degree to the University.

Proposal to the Senate Curriculum Committee, and other Relevant Committees, to Change the Degree Designation for the Faculty of Law from LL.B to J.D.

Executive Summary of Proposal

- The UBC Faculty of Law proposes to change the name of its first degree from LL.B. to J.D. The purpose of the change is to avoid confusion and to be consistent with usage in North America and other common law jurisdictions. All law faculties in the United States use the J.D. designation, as do post-graduate law programs in most other common law jurisdictions.
 - In Canada, the University of Toronto's Faculty of Law converted to the J.D. designation approximately seven years ago, and there is movement, albeit informal at this stage, to do the same at some other Canadian law faculties.
 - The change is a change in name only. There would be no implications for curriculum, admissions, student tuition/fees, or any other element of the program.
 - Like the M.D., the J.D. would not attract involvement of the Faculty of Graduate studies.
 - The change was initiated by strong student advocacy backed by a survey showing overwhelming support. There is also strong support among Faculty members, who voted overwhelmingly in favour of it. Alumni, who were solicited for their views, and given a genuine opportunity to respond, demonstrated strong support - among those who responded two favoured the change for every one who did not.
 - The change would be consistent with University Senate Policy, as well as with the Provincial Government's Degree Program Review Criteria and Guidelines.
 - Currently enrolled students would have the option to receive either a J.D. or an LL.B. Alumni would have the option to convert their LL.B degrees to J.D. degrees.
 - The change would not affect the ability of the Faculty's graduates to attain eligibility to practice law and the proposal does not require Law Society review or approval. The Law Society of British Columbia has been informed of the proposal.
-

THE UNIVERSITY OF BRITISH COLUMBIA



Faculty of Law

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MEMORANDUM

TO: Senate Curriculum Committee, c/o Christopher Eaton, Academic Governance Officer—
Enrolment Services, Senate & Curriculum Services

FROM: Joost Blom, Chair, Faculty of Law Curriculum Committee

DATE: 28 November 2007

RE: **Proposal to change name of LL.B. degree to J.D.—Calendar changes**

You asked me to provide you with the Calendar changes required for the change of the name of our LL.B. degree to J.D., the proposal for which has been conditionally approved by the Senate Curriculum Committee. These are the changes we would propose. (I have not used the normal change form because the present change does not lend itself to that format.) The headings referred to are those in the online Calendar.

I. Information about the transition from LL.B. to J.D.

IX Faculties, Colleges and Schools > The Faculty of Law > Bachelor of Laws > Introduction

The **present text** reads:

The Bachelor of Laws degree is granted on the successful completion of a three-year course and prepares students for admission to the practice of law (subject to further requirements that are set out below) and for business and public service. The number of students entering the practice of law in Canada has increased in the last few years and a degree in law is no guarantee of a position in either the necessary year of articles (described below) or in the practice of law. Enrolment in the first year of legal studies at the Faculty of Law is approximately 198 full-time equivalent students.

The **proposed new heading and text** would read:

IX Faculties, Colleges and Schools > The Faculty of Law > Juris Doctor > Introduction

The Juris Doctor degree is granted on the successful completion of a three-year course and prepares students for admission to the practice of law (subject to further requirements that are set out below) and for business and public service. The number of students entering the practice of law in Canada has increased in the last few years and a degree in law is no guarantee of a position in either the necessary year of articles (described below) or in the practice of law. Enrolment in the first year of legal studies at the Faculty of Law is approximately 198 full-time equivalent students.

Students who entered the LL.B program before July 1, 2008, and who were enrolled in the program in January, 2008, will receive J.D. degrees upon graduation from the program, unless they elect to receive the LL.B degree instead. All students admitted to the Faculty of Law's J.D. program for the academic year 2008/2009 and thereafter will receive J.D. degrees upon graduation. Alumni who received an LL.B degree

from the University of British Columbia can elect to convert their degree to a J.D. degree. Please contact the Faculty of Law for further information.

II. Other references to the name of the degree

The only other Calendar changes we propose are:

- To replace “Bachelor of Laws”, wherever it occurs, with “Juris Doctor”
- To replace “LL.B.”, wherever it occurs, with “J.D.”

The following is believed to be a complete list of the online Calendar headings where these changes would be needed:

I. Dates and Deadlines (deadline for LL.B.—change to J.D.)

IX. Faculties, Colleges, and Schools > College for Interdisciplinary Studies>Graduate Programs>Asia-Pacific Policy Studies (Replace “LL.B./M.A.A.P.S.” with “J.D./M.A.A.P.S.”).

IX. Faculties, Colleges, and Schools > The Faculty of Commerce and Business Administration>Professional Master’s Degrees>Joint M.B.A./LL.B. (Replace “LL.B.” with “J.D.” in the heading and throughout the section.)

IX. Faculties, Colleges, and Schools > The Faculty of Law>Introduction

IX. Faculties, Colleges, and Schools > The Faculty of Law>Bachelor of Laws>Admission

IX. Faculties, Colleges, and Schools > The Faculty of Law>Bachelor of Laws>Degree Requirements

IX. Faculties, Colleges, and Schools > The Faculty of Law>Bachelor of Laws>Combined Bachelor of Laws and Master of Business Administration

IX. Faculties, Colleges, and Schools > The Faculty of Law>Bachelor of Laws>Combined Master of Asia-Pacific Studies with Bachelor of Laws

Courses of Study and Degrees>Arts (Replace “LL.B./M.A.A.P.S.” with “J.D./M.A.A.P.S.”.)

Courses of Study and Degrees>Commerce and Business Administration (Replace “M.B.A./LL.B.” with “M.B.A./J.D.”.).

Courses of Study and Degrees>Law (Replace “Bachelor of Laws” with “Juris Doctor” in the first three items, and replace “LL.B.” with “J.D.”.)

Course Descriptions>LAW 560 (replace LL.B. with J.D.).

Please let me know if you need any further information concerning the Calendar changes.

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29 November 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF SCIENCE CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

For Approval:

Course	Title	Action
BIOL 417 (3)	Phylogenetic Biology	new course
PHYL 398 (3)	Co-operative Work Placement I	new course
PHYL 399 (3)	Co-operative Work Placement II	new course
PHYL 498 (3)	Co-operative Work Placement III	new course
PHYL 499 (3)	Co-operative Work Placement IV	new course
CHEM 340 (3)	Chemistry in Contemporary Society	new course description
ATSC 490 (3)	Student Directed Seminars in Atmospheric Science	new course
ENVR 490 (3)	Student Directed Seminars in Environmental Science	new course
EOSC 321 (3)	Igneous Petrology	change to course title, description, pre- and co-requisites
EOSC 490 (3)	Student Directed Seminars in Earth and Ocean Sciences	new course
PSYC 398 (3)	Co-operative Work Placement I	new course
PSYC 399 (3)	Co-operative Work Placement II	new course
PSYC 498 (3)	Co-operative Work Placement III	new course
PSYC 499 (3)	Co-operative Work Placement IV	new course

Program changes	From: Dean's Office Cellular and Physiological Sciences Psychology	
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Contact: Dr. Bill Ramey
Phone: 822-3300

October 30, 2007
Email: wramey@interchange.ubc.ca

BIOLOGY

Effective Date for Change: 08W
Proposed Calendar Entry:

BIOL 417 (3) Phylogenetic Biology
Biodiversity from an evolutionary perspective.
The evolutionary (phylogenetic) tree of genetic
descent that links all organisms: its
reconstruction, interpretation, and implications
for fields from ecology to molecular biology.
Prerequisites: BIOL 334. BIOL 336 is
recommended. [2-0-2]

Present Calendar Entry:

None.

Action: New course.

Rationale: Over the last 30 years, study of deep genetic history (phylogeny) has grown tremendously and come to play an important and integrating role for many other biological disciplines, from molecular biology through ecology. To keep the biology curriculum current, this discipline needs to be represented by a full course at the undergraduate level.

CELLULAR AND PHYSIOLOGICAL SCIENCES

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PHYL 398 (3) CO-OPERATIVE WORK PLACEMENT I Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Work term report required. Restricted to students admitted to the Co-op Program in Honours Physiology (B.Sc.). Prerequisite: Co-op Workshops, PHYL 301 and PHYL 303.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Honours Physiology (B.Sc.) program. The course is required to structure the Co-operative Education Program for Physiology (B.Sc.).</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PHYL 399 (3) CO-OPERATIVE WORK PLACEMENT II Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Work term report required. Restricted to students admitted to the Co-op Program in Honours Physiology (B.Sc.). Prerequisite: PHYL 398</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Honours Physiology (B.Sc.) program. The course is required to structure the Co-operative Education Program for Physiology (B.Sc.).</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PHYL 498 (3) CO-OPERATIVE WORK PLACEMENT III Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Work term report required. Restricted to students admitted to the Co-op Program in Honours Physiology (B.Sc.). Prerequisite: PHYL 399.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Honours Psychology (B.Sc.) program. The course is required to structure the Co-operative Education Program for Physiology (B.Sc.).</p>

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PHYL 499 (3) CO-OPERATIVE WORK PLACEMENT IV Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Work term report required. Restricted to students admitted to the Co-op Program in Honours Physiology (B.Sc.). Prerequisite: PHYL 498</p>	<p>Present Calendar entry: None. Action: New course Rationale: This will be a co-operative work placement course in the Honours Physiology (B.Sc.) program. The course is required to structure the Co-operative Education Program for Physiology (B.Sc.).</p>
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CHEMISTRY	
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>CHEM 340 (3) Chemistry in Contemporary Society. Discussion of important chemistry topics that affect our lives, e.g. pollution, climate change, household chemicals, plastics, and chemical forensics. Concepts to allow understanding of chemical issues and to examine the role of chemistry research. Open to students with third year standing. Not open to students who have taken a university-level course in chemistry. [3-0-0]</p>	<p>Present Calendar Entry: None. Action: New course description. Rationale: The goal of this course is to extend chemical literacy to students that are not studying science, and to help them appreciate the role of chemistry and chemical research in society.</p>

EARTH AND OCEAN SCIENCES

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>ATSC 490 (3) Student Directed Seminars in Atmospheric Science. Pass/Fail. Self-directed, collaborative studies in atmospheric science, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrollment, and delivery methods will comply with the "Handbook for Student Directed Seminars." [link to http://www.vpacademic.ubc.ca/sds/sds_handbook.pdf] Prerequisite: Third-year standing.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: The course is created as a response to the Student Directed Seminar course program as described on the web site of the Office of the Associate VP, Academic Programs. It will be offered on a Pass/Fail basis. The initiation of this course will differentiate it from existing Directed Studies courses which are directed and graded by faculty members. This also responds to the Registrar's request to clearly differentiate such courses.</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>ENVR 490 (3) Student Directed Seminars in Environmental Sciences. Pass/Fail. Self-directed, collaborative studies in environmental sciences, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrollment, and delivery methods will comply with the "Handbook for Student Directed Seminars." [link to http://www.vpacademic.ubc.ca/sds/sds_handbook.pdf] Prerequisite: Third-year standing.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: The course is created as a response to the Student Directed Seminar course program as described on the web site of the Office of the Associate VP, Academic Programs. It will be offered on a Pass/Fail basis. The initiation of this course will differentiate it from existing Directed Studies courses which are directed and graded by faculty members. This also responds to the Registrar's request to clearly differentiate such courses.</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>EOSC 321 (3) Igneous Petrology. The origin and formation of igneous rocks. Prerequisite: EOSC 221. [2-3-0]</p>	<p>Present Calendar Entry: EOSC 321 (3) Igneous and Metamorphic Petrology: The origin and formation of igneous and metamorphic rocks. Prerequisite: All of EOSC 221, EOSC 327. Co-requisite: EOSC 333. [2-3] Action: Change course title, description, prerequisites and co-requisites. Rationale: A planned merger of this course and EOSC 322 has been canceled. Merged course did not fulfill program requirements in face of increased student enrollment. Reduced prerequisites are the same as was required before merger.</p>

<p>Effective Date for Change: 08W Proposed Calendar Entry: EOSC 490 (3) Student Directed Seminars in Earth and Ocean Sciences. Pass/Fail. Self-directed, collaborative studies in earth and ocean sciences, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrollment, and delivery methods will comply with the "Handbook for Student Directed Seminars." [link to http://www.vpacademic.ubc.ca/sds/sds_handbook.pdf] Prerequisite: Third-year standing.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: The course is created as a response to the Student Directed Seminar course program as described on the web site of the Office of the Associate VP, Academic Programs. It will be offered on a Pass/Fail basis. The initiation of this course will differentiate it from existing Directed Studies courses which are directed and graded by faculty members. This also responds to the Registrar's request to clearly differentiate such courses.</p>
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PSYCHOLOGY	
<p>Effective Date for Change: 08W Proposed Calendar Entry: PSYC 398 (3) Co-operative Work Placement I. Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Normally taken in Summer Session after third year. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: Co-op Workshops, PSYC 360 and PSYC 366.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Psychology (B.Sc.) program. The course is required for the Co-operative Education Program for Psychology (B.Sc.), but has not had a calendar entry.</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry: PSYC 399 (3) Co-operative Work Placement II. Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Normally taken in fourth year Winter Session, Term 1. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 398.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Psychology (B.Sc.) program. The course is required for the Co-operative Education Program for Psychology (B.Sc.)</p>

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PSYC 498 (3) Co-operative Work Placement III. Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Normally taken in fourth year Winter Session, Term 2. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 399.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Psychology (B.Sc.) program. The course is required for the Co-operative Education Program for Psychology (B.Sc.) but has not had a calendar entry.</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>PSYC 499 (3) Co-operative Work Placement IV. Approved and supervised relevant work experience in an industrial, academic or government setting for a minimum of 13 weeks full time. Normally taken in Summer Session after fourth year. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 498.</p>	<p>Present Calendar Entry: None. Action: New course. Rationale: This will be a co-operative work placement course in the Psychology (B.Sc.) program. The course is required for the Co-operative Education Program for Psychology (B.Sc.) but has not had a calendar entry.</p>

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: Oct. 30, 2007
Email: wramey@interchange.ubc.ca

DEAN'S OFFICE

Effective Date for Change: 08W
Proposed Web site Entry:

First-year credit

UBC recognizes the IB enriched secondary school program. The table below shows how first-year credit is granted for IB courses

...
take the course anyway.

Subject	Minimum IB higher level score*	UBC course granted (including credit values)
Physics HL	6	PHYS 100 (3), PHYS 1st (3), PHYS 101 (0) exempt
Physics SL	6	PHYS 100 (3)

*** HL or SL in the case of Physics**

Present you@UBC Web site Entry:

<http://you.ubc.ca/ubc/vancouver/ib.ezc#fyc>

First-year credit

UBC recognizes the IB enriched secondary school program. The table below shows how first-year credit is granted for IB courses

...
take the course anyway.

Subject	IB higher level grade	UBC course granted (including credit values)
Physics	6	100-level PHYS (6)

Action: Make the recognition given to IB Physics courses more specific and distinguish the higher level from the standard level course. Add "minimum" to the required IB score.

Rationale: Offering credit for completion of advanced high school courses has two purposes: to advise students of the appropriate university courses to take and to recognize the extra work done as a way of recruiting strong students. While the high school courses may help students to develop strong learning skills their curriculum never matches that in first-year university courses. UBC has a fairly generous recognition policy but a balance has to be struck between offering credit to attract students and encouraging students to take critical first-year courses.

The Department of Physics and Astronomy has conducted an in-depth study of the curriculum of IB Physics courses and of the performance at UBC of students entering with credit for those courses. Offering specific credit and exemption for the HL course will allow many students to fulfill their first-year physics requirement with the IB course. The department recommends that for the first time at UBC an SL course be granted specific credit but only three credits because much less time is spent in the SL course than in the HL course. (The SL program provides 80 hours of instruction over two

	<p>years and covers chapters 1-6 and options A& H. The HL program provides an additional 55 hours on chapters 7-12 and option G on relativity.) Some other universities (e.g., SFU) may grant more credit but they permit students to take theory-only physics courses whereas UBC links the theory and practical aspects of the subject in courses such as PHYS 100, 101, and 102 and so to offer inappropriate credit or exemption would do a disservice to UBC students. Adding “minimum” to the required score will encourage top students because the highest score possible is 7.</p> <p>The suggestion to change “grade” to “score” is semantic. Typically, the IB Organization uses “score” to refer to the mark assigned out on a scale of 1-7 for each course and “points” to refer to the total score for a Diploma student.</p>												
<p>Effective Date for Change: 08W Proposed Web Entry:</p> <p>First-year credit</p> <p>If you achieve a grade of 4 or better on approved AP exams, UBC will grant you credit.</p> <p>...</p> <p>take the course anyway.</p> <table border="1" data-bbox="151 1108 748 1587"> <tr> <th>Subject</th><th>UBC course granted (including credit values)</th></tr> <tr> <td>Physics B</td><td>100-level PHYS (3), PHYS 100 (3)</td></tr> <tr> <td>Physics C Mechanics*</td><td>PHYS 107 (3)</td></tr> <tr> <td>Physics C Electricity and Magnetism*</td><td>PHYS 108 (3)</td></tr> </table> <p>* Students who are intending to pursue a program in Physics should read footnote 1 on the following website before registering. http://www.physics.ubc.ca/undergrad/ph_intro.php</p>	Subject	UBC course granted (including credit values)	Physics B	100-level PHYS (3), PHYS 100 (3)	Physics C Mechanics*	PHYS 107 (3)	Physics C Electricity and Magnetism*	PHYS 108 (3)	<p>Present you@UBC Web site Entry: (https://you.ubc.ca/ubc/vancouver/ap.ezc)</p> <p>First-year credit</p> <p>If you achieve a grade of 4 or better on approved AP exams, UBC will grant you credit.</p> <p>...</p> <p>take the course anyway.</p> <table border="1" data-bbox="808 1108 1463 1383"> <tr> <th>Subject</th><th>UBC course granted (including credit values)</th></tr> <tr> <td>Physics B or Physic C (Elec) and Physic C (Mech)</td><td>100-level PHYS (3), PHYS 100 (3)</td></tr> </table> <p>Action: Make the recognition given to AP Physics courses more specific. Correct spelling. Rationale: Offering credit for completion of advanced high school courses has two purposes: to advise students of the appropriate university courses to take and to recognize the extra work done as a way of recruiting strong students. While the high school courses may help students to develop strong learning skills their curriculum never matches that in first-year university courses. UBC has a fairly generous recognition policy but a balance has to be struck between offering credit to attract students and encouraging students to take critical first-year courses.</p>	Subject	UBC course granted (including credit values)	Physics B or Physic C (Elec) and Physic C (Mech)	100-level PHYS (3), PHYS 100 (3)
Subject	UBC course granted (including credit values)												
Physics B	100-level PHYS (3), PHYS 100 (3)												
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Physics C Electricity and Magnetism*	PHYS 108 (3)												
Subject	UBC course granted (including credit values)												
Physics B or Physic C (Elec) and Physic C (Mech)	100-level PHYS (3), PHYS 100 (3)												

	<p>The Department of Physics and Astronomy has conducted an in-depth study of the curriculum of AP Physics courses and of the performance at UBC of students entering with credit for those courses.</p> <p>Students interested in study in the physical sciences are encouraged to take PHYS 107, 108, and 109 at UBC so a clear distinction between the AP Physics B and C courses will help students plan their programs. Students successfully completing AP Physics C will be exempted from PHYS 100 on the basis that their AP course is considered more than the equivalent of Physics 12. They will also need more course planning advice; hence the reference to the department's Web site.</p> <p>Students interested in study in other disciplines normally take PHYS 100 (or Physics 12) and PHYS 101. The current (and proposed) arrangement gives explicit credit for PHYS 100 but not 101. In some programs the extra unassigned 100-level PHYS credits will be useful in satisfying part of the "breadth" requirement for the B.Sc. degree.</p>
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<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>Dual Degree Program in Science and Music</p> <p>This program offers capable students the opportunity to earn a Bachelor of Science and a Bachelor of Music degree in most combinations of one Science (B.Sc.) major program and one Music (B.Mus.) major program. Most combinations can be completed in six winter sessions.</p> <p>Admission to the B.Mus. program requires an audition. Interested B.Sc. students must consult a senior advisor in the School of Music at the time of application to UBC. Admitted B.Sc. students who are recommended by the School of Music may apply for admission to the Dual Degree program through the Science Information & Advising Centre (see www.eScience.ubc.ca/academic/advising).</p> <p>Acceptance into the program will be based on the recommendation from the School of Music and a review of both the applicant's transcript and a statement of academic purpose.</p> <p>Registered first- or second-year BSc students may apply to the Dual Degree program but they must meet the admission requirements of the School of Music. Applications from students with a higher year standing will not be considered.</p> <p>Admission to specializations within Science and Music may be competitive and admission to the Dual Degree program does not imply future admission to particular specializations.</p> <p>The Dual Degree program is not open to students with a previous degree.</p> <p>Admission at any time is conditional; maintenance of good academic standing and at least a B⁻ (68%) average in each term are required throughout the program. Students must satisfy all of the degree and program requirements for both the major in the</p>	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,408#14610 Insert after Dual Degree Program in Science and Arts</p> <p>Present Calendar Entry: None.</p> <p>Action: New Dual Degree program.</p> <p>Rationale: The Dual Degree Program in Science and Arts was created to meet the needs of a small but motivated group of students with interests that cross the traditional faculty boundary. Now an agreement has been reached between the Faculty of Science and the School of Music to allow exceptional B.Sc. students greater access to performance courses in Music and the possibility of graduating with two degrees. Because of the demands of the two programs and the requirement for careful academic planning, the only students who will be considered are those in their early years who have maintained a high average. Students in the Dual Degree Program will be able to double count some courses and so shorten their period of study but the Faculty of Science regulations governing upper-level requirements will take precedence.</p>
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Bachelor of Science and the major in the Bachelor of Music. Individual courses may be considered to satisfy requirements for both degrees; MUSC courses may satisfy the Arts and Breadth requirements for the B.Sc. major program. MUSC courses numbered below 300 may not count toward the upper-level credit requirement for the B.Sc. program.

Students should endeavour to satisfy lower-level course prerequisites for both programs in their first two years. Students must communicate with an advisor in the Science advising office prior to enrolling in their first year of courses and at least annually thereafter.

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>Academic Standing</p> <p>Student academic performance is monitored closely so as to identify early any student whose performance is likely to lead to academic failure. The Faculty works with individual students to provide academic guidance so as to maximize the chances of all students succeeding. Two kinds of academic performance review take place, one at the end of a term and another at the end of both winter session and summer session. Both kinds of reviews evaluate recent academic performance in light of past performance but cumulative average over more than one session is not assessed.</p> <p>The review at the end of a term will identify students at risk of academic failure as described below under Students at Risk. The review at the end of each session (winter and summer) will determine whether or not a student can continue in the next session and under what conditions (see Sessional Evaluation and Continuation Requirements below).</p> <p>Students at Risk The following table identifies students “At Risk” following an academic performance evaluation based on the current academic standing, the credit-weighted average (AVG) and the percentage of the credits passed (CP) in the term.</p> <p>Co-operative Education work terms are not included in the evaluation. Courses are only included in a term evaluation once a final grade has been assigned. For example, courses for which a deferred examination has been granted will be considered within the academic performance evaluation for the period in which the deferred examination is written. Students will be considered “At Risk” if, in a term, one of the following conditions is met:</p>	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,407#2525 Present Calendar Entry:</p> <p>Academic Standing</p> <p>The Academic Standing section applies to only those students entering the Faculty in 2007 Winter and thereafter. All other students are referred to the <u>Continuation Requirements</u> in the archived Calendar online.</p> <p>An academic performance evaluation will be performed on each student at the end of each term of winter session and at the end of summer session, as described under Academic Performance Evaluations (see "Academic Regulations", Calendar Chapter V). Co-operative education work terms are not included in the evaluation. Courses are only included in an academic performance evaluation once a final grade has been assigned. For example, courses for which a deferred examination has been granted will be considered within the academic performance evaluation for the period in which the deferred examination is written.</p> <p>The following tables determine the academic standing of a student following an academic performance evaluation based on the current academic standing, the credit-weighted average (AVG) and the percentage of the credits passed (CP).</p> <p>Table 1: Academic Standing (9 credits or fewer attempted)</p>
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Either 9 credits or fewer attempted	
Current Standing	Performance in Term
ACPR or Failed already on record	AVG<65% or CP<100%
In Good Standing	AVG<50% or CP<50%
Or more than 9 credits attempted	
Current Standing	Performance in Term
ACPR or Failed already on record	AVG<55% or CP<100%
In Good Standing	AVG<55% or CP<65%

Students At Risk may be asked by their dean or director to do one or more of the following: to formulate an academic plan; to take part in academic skills workshops; to reduce their course load; and to commit to an on-going program of medical care or support from counselling services, the Access and Diversity office (Disability Resource Centre) or another health professional. Students At Risk who do not show improvement in academic performance in the next sessional evaluation risk being placed on Academic Probation with a reduced credit allotment or being assigned a Failed Year and being required to withdraw (see Sessional Evaluation and Continuation Requirements below). Students who achieve Good Standing on a sessional evaluation but whose most recent term places them At Risk will also be subject to the terms in this paragraph.

Sessional Evaluation and Continuation Requirements.

There are three sessional standings: Good Standing, Academic Probation, and Failed Standing. Sessional evaluations are conducted twice yearly, after winter session and after summer session if the student was registered. The possible outcomes are listed in the table "Summary of Continuation Requirements" below. Co-operative education work terms are not included in the evaluation. If one or more courses do not have a final grade at the time that the sessional evaluation is conducted, e.g.,

Current Academic Standing	Academic Performance	New Academic Standing
In-Good Standing	AVG>=50% and CP>=50%	In-Good Standing
	AVG<50% or CP<50%	On Academic Probation
On Academic Probation	AVG>=65% and CP=100%	In-Good Standing
	AVG<50% or CP<50%	Failed
	Otherwise	On Academic Probation

Table 2: Academic Standing (more than 9 credits attempted)

Current Academic Standing	Academic Performance	New Academic Standing
In-Good Standing	AVG>=55% and CP>=65%	In-Good Standing
	AVG<55% or CP<65%	On Academic Probation
On Academic Probation	AVG>=55% and CP=100%	In-Good Standing
	AVG<55% and CP<100%	Failed
	Otherwise	On Academic Probation

A student who is on Academic Probation is restricted to taking no more than 12 credits in either term of winter session or no more than 11 credits during summer session. That student must also submit an academic plan to an advisor in the Science Information & Advising Centre during each study term. A meeting with the advisor may be required.

~~A student who receives a standing of On Academic Probation for three consecutive academic progress~~

if a final examination has been deferred, and the recorded grades in completed courses indicate that an unsatisfactory standing is likely, then eligibility for future registration may be withheld until all the grades for the session under review are final.

Good Standing

Students who enter a Winter or Summer session in Good Standing and who pass all courses will be eligible to continue their studies in Good Standing. If they do not pass all courses but attain a sessional average of 55.0% or more they will also be eligible to continue in Good Standing as long as they did not have a Failed Standing in any previous session (see *Academic Probation Standing* below).

Students who enter a session on Academic Probation or with Failed Standing must take at least 12 credits in a session, must successfully complete all courses attempted and must attain a sessional average of at least 55.0% to leave the session in Good Standing.

Academic Probation Standing

Students who enter a session in Good Standing and who were not assigned Failed Standing in any previous session who then fail one or more courses and attain a sessional average of less than 55.0% but at least 50.0% will be placed on Academic Probation.

Also, students who had a Failed Standing sometime before the immediately preceding session but who enter the session in Good Standing, who then fail one or more courses but attain a sessional average of 55.0% or higher will be placed on Academic Probation.

In addition, three categories of students who enter a session on Academic Probation or who were permitted to continue with Failed Standing from the previous session will enter the next session on Academic Probation:

- 1) those who pass all courses with an average of at least 55.0% but on a load of less than 12 credits,
- 2) those who pass all courses but do not attain an average of at least 55.0%,
- 3) those who attain an average of at least 55.0% but do not pass all courses.

A student who is on Academic Probation is

~~evaluations will be assigned a Failed academic standing.~~

A student who receives a ~~Failed academic~~ standing will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies, starting immediately.

However, a student registered in and attending one or more courses will be permitted to complete those courses ~~if the determination of an academic standing of Failed is only~~ made after the last date for withdrawal without a 'W' being recorded on the transcript.

A student appealing to the Faculty to be permitted to continue his or her studies immediately despite having received an academic standing of ~~Failed~~ may not register for or attend courses while awaiting the results of the appeal, except as noted above. ~~A student on Academic Probation should maintain contact with his or her faculty advisor in case any circumstances arise that might adversely affect academic performance.~~

A student in Good Standing may withdraw voluntarily (i.e., not register for courses in a winter session) and apply for re-admission to a later session. No requirements to take courses at another institution or to meet a competitive admission average apply to such a student.

A student with a ~~Failed standing or who fails to meet promotion requirements within the maximum credit limits (see Promotion Requirements under Bachelor of Science, Degree Requirements)~~ or who leaves UBC while on Academic Probation may apply for readmission after one full year, but such a student does not have the right to automatic readmission. Applications for readmission should be submitted to the Undergraduate Admissions Office. ~~Applications~~ will be considered by the Science Admissions, Adjudication, and Appeals Committee. In considering an application for readmission, the Committee will take into account any and all evidence of a student's ability to perform satisfactorily at the university level. The committee will expect students with a Failed standing who had successfully completed fewer than 60 science-eligible credits and those who leave while on Academic Probation to demonstrate their abilities by completing the following amount of work at a BC College or similar institution and attaining an overall G.P.A. of 2.50, calculated on all university-transfer work attempted after they

restricted to taking no more than 12 credits in either term of winter session or no more than 11 credits during summer session. That student must also submit an academic plan to an advisor in the Science Information & Advising Centre during each study term. A meeting with the advisor may be required.

Failed Standing

Students who attain a sessional average of less than 50.0% in any Winter or Summer Session will be assigned Failed Standing. They will be required to withdraw from the Faculty unless this sessional average is based on fewer than 12 credits (Winter Session) or 6 credits (Summer Session) and they entered the session in Good Standing, in which case they will be permitted to continue under the credit limitations and the requirement for consultation with an advisor described above under *Academic Probation Standing*.

Students who enter a session on Academic Probation or with Failed Standing in any previous session, who then attain a sessional average of at least 50.0% but less than 55.0%, and who fail one or more courses will be assigned Failed Standing and be required to withdraw.

Withdrawal

A student who is required to withdraw because of **Failed** Standing will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses **only if the determination of Failed standing is** made after the last date for withdrawal without a 'W' being recorded on the transcript.

A student appealing to the Faculty to be permitted to continue his or her studies immediately despite having received an academic standing of **Failed** may not register for or attend courses while awaiting the results of the appeal, except as noted above.

A student in Good Standing may withdraw voluntarily (i.e., not register for courses in a winter session) and apply for re-admission to a later session. No requirements to take courses at

were required to withdraw. A negative decision may be appealed to the Senate Admissions Committee. That Committee does not change decisions of the Faculty based on academic **grounds**, but may grant an appeal if due process was not followed by the Faculty. Thus, unless the appellant supplies additional information in support of special consideration, the appeal to Senate is unlikely to succeed.

Students required to withdraw after completing more than 60 Science-eligible credits are encouraged to take courses at a college or similar institution, even though some of the credits so earned may not be transferable to UBC.

Credits Completed Before Withdrawal	College Transfer Credits Required Before Applying For Readmission
30 or fewer	30
31-45	24
46-60	12
More than 60	No requirement

A student who had a standing of either On Academic Probation or Failed in their last term at UBC and who is re-admitted to the Faculty will be placed On Academic Probation in their first term.

Action: Re-introduce rules for sessional evaluation and distinguish between that process and term-based performance review. Clarify both the requirements for maintaining good academic standing based on the two types of review and the consequences of unsatisfactory standing.

Rationale: Sessional Evaluation rules that were in the Calendar until 2005-2006 are being re-introduced because they are still the guidelines for students against which they can compare their academic performance in each session. The term-based academic performance review introduced last year was intended to supplement but not to replace the sessional evaluation process so that together the two kinds of review enable the Faculty to identify students at risk of failure early and to provide opportunities for corrective actions. Students who experience poor academic performance may have encountered a short-term disadvantageous situation but often there are on-going personal issues that need to be identified and rectified before the

<p>another institution or to meet a competitive admission average apply to such a student but any such study must be declared at the time of applying for re-admission and the results may be taken into consideration. Students are restricted in the number of credits that may be attempted before completing the LPI and English requirements, before gaining promotion to the next year level, and before qualifying for graduation. Students who fail to meet these requirements within the allotted credit limits will be required to discontinue studies in the Faculty of Science (See Language Proficiency Index (LPI) Requirement for First-Year English [link to http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,55#9356], English Requirement under Bachelor of Science, Degree Requirements [link to http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,408#2566], and Promotion Requirements [link to http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,408#4932]).</p> <p>A student who is required to withdraw because of Failed Standing or because of failure to meet the LPI, English or promotion requirements within the maximum credit limits or who leaves UBC while on Academic Probation may apply for readmission after one full year, but such a student does not have the right to automatic readmission. Applications for readmission should be submitted to the Undergraduate Admissions Office together with a letter of appeal which will be considered by the Science Admissions, Adjudication, and Appeals Committee. In considering an application for readmission, the Committee will take into account any and all evidence of a student's ability to perform satisfactorily at the university level. A written self-assessment, documentation of action taken to rectify personal issues that interfered with academic progress, and a reasoned academic plan are among the items that will be reviewed.</p> <p>The Faculty committee will expect students with a Failed standing who had successfully completed fewer than 60 science-eligible credits</p>	<p>student can succeed academically. Students who do not succeed academically can seek support from instructors, academic advising units, and health service units, among other sources. Students may choose not to take advantage of the services provided by the University but the University in turn does not have to continue to provide access to courses if the student's academic performance does not improve.</p>
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and those who leave while on Academic Probation to demonstrate their abilities by completing the following amount of work at a BC college or similar institution and attaining an overall G.P.A. of 2.50, calculated on all university-transfer work attempted after they **leave UBC**.

Credits Completed Before Withdrawal	College Transfer Credits Required Before Applying For Readmission
30 or fewer	30
31-45	24
46-60	12
More than 60	No requirement

Students required to withdraw after completing more than 60 Science-eligible credits are encouraged to take courses at a college or similar institution, even though some **or all** of the credits so earned may not be transferable to the degree.

A negative decision by the Faculty on an application for re-admission may be appealed to the Senate Admissions Committee. That Committee does not change decisions of the Faculty based on academic **judgment**, but may grant an appeal if due process was not followed by the Faculty. Thus, unless the appellant supplies additional information in support of special consideration, the appeal to Senate is unlikely to succeed.

A student who had been required to discontinue his or her studies and later successfully appealed for readmission will be placed **on** Academic Probation in their first session back at UBC **and then will be subject to the academic standing rules below**.

Summary of Continuation Requirements determined through Sessional Evaluation with new standing based on prior standing, sessional average, and success in courses

Sessional Average, Course Success	<i>Standing Upon Entering Session</i>		
	Good Standing	Academic Probation (ACPR)	Failed Standing, Permitted to Continue
	<i>New Standing</i>		
55% or higher, passed all courses	Good Standing	Good Standing if enrolled in 12 or more credits. Other-wise, ACPR	Good Standing if enrolled in 12 or more credits. Other-wise, ACPR ¹
At least 50% but less than 55%, passed all courses	Good Standing	ACPR	ACPR ¹
55% or higher, failed one or more courses	Good Standing if no Failed Standing on record otherwise ACPR	ACPR	ACPR ¹
At least 50% but less than 55%, failed one or more courses	ACPR if no Failed Standing on record otherwise Failed, required to withdraw	Failed, required to withdraw	Failed, required to withdraw
Below 50%; enrolled in 12 or more credits (Winter) or 6 or more (Summer)	Failed, required to withdraw	Failed, required to withdraw	Failed, required to withdraw
Below 50%; enrolled in under 12 credits (Winter) or under 6 (Summer)	Failed, permitted to continue	Failed, required to withdraw	Failed, required to withdraw
¹ Fail Standing remains on record and may affect future academic standing.			

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>Student Academic Performance</p> <p>Science Scholar</p> <p>Graduating students and students promoted to second, third, or fourth year with a standing of 90% or better in the previous Winter Session will receive the notation "Science Scholar" on their records. A course load of at least 27 credits must have been completed in Winter Session and students must have passed all courses in order to receive this designation. Students in a co-operative education or an education abroad program who are registered at UBC for only one term in Winter Session must complete at least 15 credits and pass all credits attempted with a standing of at least 90% in order to receive the designation.</p> <p>Dean's Honour List</p> <p>Graduating students and students promoted to second, third, or fourth year with a standing of 80% or better in the previous Winter Session will receive the notation "Dean's Honour List" on their records. A course load of at least 27 credits must have been completed in Winter Session and students must have passed all courses in order to receive this designation. Students in a co-operative education or an education abroad program who are registered at UBC for only one term in Winter Session must complete at least 15 credits and pass all credits attempted with a standing of at least 80% in order to receive the designation.</p> <p>Graduation Standing</p> <p>The designation “with Distinction” will be entered on the degree parchment for any student who graduates while in good standing and who has achieved an average of at least 85.0% on 30 credits of Science courses numbered 300 or above designated as part of the program by the department and approved by the Dean.</p>	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,407# 2513 Present Calendar Entry:</p> <p>Student Academic Performance</p> <p>Science Scholar</p> <p>Graduating students and students promoted to second, third, or fourth year with a standing of 90% or better in the previous year will receive the notation "Science Scholar" on their records. The average is calculated on the best 27 credits in Winter Session, but students must have passed all courses in order to receive this designation. Students in a co-operative education or an education abroad program who are registered at UBC for only one term in Winter Session must complete at least 15 credits and pass all credits attempted with a standing of at least 90% in order to receive the designation.</p> <p>Dean's Honour List</p> <p>Graduating students and students promoted to second, third, or fourth year with a standing of 80% or better in the previous year will receive the notation "Dean's Honour List" on their records. The average is calculated on the best 27 credits in Winter Session, but students must have passed all courses in order to receive this designation. Students in a co-operative education or an education abroad program who are registered at UBC for only one term in Winter Session must complete at least 15 credits and pass all credits attempted with a standing of at least 80% in order to receive the designation.</p> <p>Graduation Standing</p> <p>In an honours or combined honours program the categories of degree are Class 1 and Class 2, calculated on the basis of a minimum of 42 credits of courses, numbered 300 or above, designated as part of the program by the department, and approved by the Dean. In a major or double major program the graduation standing is based on a minimum of 30 credits of courses, numbered 300 or above, designated as part</p>
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<p>A program may specify one or more of the courses to be included in the 30-credit average. For all students completing an honours thesis, the course and grade will be included in the average.</p>	<p>of the program by the department(s), and approved by the Dean.</p> <p>In the General Science program the graduation standing is based on the required work of the third and fourth years, including a minimum of 30 credits of courses numbered 300 or higher.</p> <p>In the Integrated Sciences program, graduation standing is based on the required work of the third or fourth years including a minimum of 30 credits of science courses numbered 300 or higher, among which must be 9 credits of Integration courses (ISCI) and 18 credits of upper level courses in the area of focus.</p> <p>Action: Modify the calculation for Winter Session academic standing and institute a new graduating standing.</p> <p>Rationale: For several years, practice has not followed the Calendar statement, principally with regard to Graduation Standing. Students have been assigned a “graduating average” based on the best 30 or 42 (Honours programs) credits of upper-level courses required for the program with, in some cases, some of the credits being specified by the program. “Class 1” and “Class 2” have not been used in recent years. Preparation of a separate proposal to Senate to increase the amount of information on the degree parchment revealed a diversity of designations for outstanding academic performance across undergraduate faculties. The faculties of Applied Science and Commerce & Business Administration each have a standing (“with distinction”, “with honours”) on the degree parchment based on the student achieving an average of at least 80% on all courses numbered 200 and above (Applied Science) or all upper-level COMM courses. Science has used a more generous calculation but has not given value to the resulting average by applying an honorific term that might tell an outsider that the faculty regards the accomplishment as outstanding. Instituting the standing “with Distinction” would rectify that omission. The minimum of an A average ensures that only true scholars are recognized and will be easy to explain to those unfamiliar with the intricacies of University grading practices. Standardizing the credit base at 30 across program types may benefit students in Honours programs who have to complete at least 42 upper-level Science credits and often take more challenging courses; they will have more flexibility in the</p>
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	<p>courses that are used to calculate the average. Using the term “distinction” rather than “honours” will avoid using the same term for the graduating standing as for some programs offered in Science. In terms of an annual designation of outstanding achievement, the Faculties of Applied Science, Arts, and Commerce & Business Administration all use a straight average (80 or 85%) on a minimum course load (27 or 30 credits) to determine the standing after each Winter Session. In contrast, the Science calculation has been more generous, using the best average on only 27 credits and having two levels of achievement (A^- and A^+ averages). The basic structure is retained but the calculation is simplified to a straight average on all courses attempted, bringing the faculty closer to the practices in other faculties.</p>
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CELLULAR AND PHYSIOLOGICAL SCIENCES

Effective Date for Change: 08W

Proposed Calendar Entry:

Co-operative Education Program

The Department offers an optional five- year Co-operative Education Program for students in the Honours Physiology (B.Sc.) Program. In addition to the traditional laboratory based university instruction, the students will receive 12 or 16 months of work placement (i.e. three or four work terms) supervised by scientists in industrial, academic or governmental positions. Work placements typically start in May or September after the completion of third year and continue to the beginning of Fourth year. Selection of students will be based on academic performance and general suitability to the work environment as determined by resume and interview. The total enrolment will be subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Students in the Co-op program register in PHYL 398, 399, 498 and pay the Cooperative Education program fee per course and Co-op Workshop fees (See Index for Fees - Special Fees)

[<http://www.students.ubc.ca/calendar/index.cfm?tree=14,268,796,0#10372>].

Graduation in the Co-operative Education requires a student to complete PHYL 398, 399, 498 in addition to the normal academic requirements. PHYL 499 is optional for students who wish to have four work placements.

Detailed information on the program can be obtained from the Director for the Physiology Co-op Program or from the Office of Co-operative Education in Room 170, Chemistry and Physics Building, The University of British Columbia, 6221 University Boulevard, Vancouver, B.C. V6T 1Z1

Present Calendar Entry:

None.

Action: General description of new Co-operative Education program for students in Honours Physiology (B.Sc.) program and its admission process to be placed at the very end of the description of the Physiology programs in the Calendar, i.e. after the section 'PHYSIOLOGY' on p. 453 in the current Calendar and before the section 'HONOURS PROGRAM' describing the course listings.

Rationale: It is essential that, like other students in the Faculty of Science, a co-op option is available to the Honours Physiology (B.Sc.) students so that they can explore research and working options in industrial, academic and governmental settings.

Admission to Honours undergraduate programs in Science is currently handled through departments. The admission statement is included to clarify this procedure.

Admission

Students must apply to the Department for admission and continuation in the B.Sc. or B.Sc. Co-op program no later than March 31 prior to the third year. Application forms are available on the department website:

www.cellphys.ubc.ca or www.physiology.ubc.ca.

PSYCHOLOGY

Effective Date for Change: 08W

Proposed Calendar Entry:

Co-operative Education Program in Psychology (B.Sc.).

Co-operative Education is a process of education which integrates academic study with related and supervised work experience in co-operating employer organizations.

An optional Co-operative Education Program is available for students in the Psychology (B.Sc.) Program. The Program, which is intended to help prepare interested and qualified students for research careers in industry, university, or government settings, includes at least 16 months of work placement (i.e., at least four work terms) supervised by scientists in industrial, academic or governmental positions. Faculty advisers or Co-op coordinators visit students at their place of work and provide advice on work term reports required of all students in the program. The four work terms are normally taken consecutively beginning in Summer Session after third year and ending in Summer Session after fourth year. To be eligible, students must be in the Psychology (B.Sc.) program, and they must have completed at least one academic term in this program. Admission is by application to the Science Co-op Office. Selection of students is based on academic performance and general suitability to the work environment, as determined by CV and interview. The total enrolment is subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for PSYC 398, 399, 498, or 499, as appropriate, and pay the Cooperative Education program fee per course as well as Co-op Workshop fees (see Index for Fees - Special Fees). [http://www.students.ubc.ca/calendar/index.cfm?tree=14,268,796,0#10372]

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,436#10556>

Present Calendar Entry:

None.

Action: General description of new Co-operative Education program for the Psychology (B.Sc.) Program, to be placed under the heading 'Co-operative Education Program in Psychology (B.Sc.)' before "Programs" section.

Rationale: Other students in the Faculty of Science, have access to co-op. It is essential that a Co-op option is available to the Psychology (B.Sc.) students so that they can explore research and working options in industrial, academic, and governmental settings.

<p>Graduation in the Co-operative Education Program for Psychology (B.Sc.) requires a student to complete PSYC 398, 399, 498 and 499, in addition to the normal academic requirements. Students may choose appropriate timing of their work terms, but some of the four work placements required should not be in the summer.</p> <p>Detailed information on the program can be obtained from the Director for the Psychology (B.Sc.) Program or from the Office of Co-operative Education in Room 170, Chemistry and Physics Building, The University of British Columbia, 6221 University Boulevard, Vancouver, B.C. V6T 1Z1</p>	
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THE UNIVERSITY OF BRITISH COLUMBIA



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

November 30, 2007

Memo to: Vancouver Senate

From: Nominating Committee

Re: Adjustments to Senate Committees (approval)

a) Adjustments to Senate Committee (approval)

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

1. Academic Policy Committee

Add Dean Barbara Evans to replace Dean Ann Rose

2. Tributes Committee

Add Dean Barbara Evans to replace Dean Ann Rose

3. Ad Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body

Add Mr. Raymond Pan (at the request of the Committee to increase student representation)

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

November 28, 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.

Awards recommended for acceptance by the Senate Committee

Javier O. ARAGON Graduate Scholarship in Cancer Research: A \$2,000 scholarship is offered by Husayn and Britta Moody, in memory of his father-in-law and her father, Javier O. Aragon, to a graduate student in the Faculty of Medicine who is engaged in cancer research. Preference is given to a doctoral student researching cancers of the lung, liver, colon or brain. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)

CA Education Foundation Peter Stanley Scholarship: A \$1,200 scholarship is offered to a full-time student entering fourth year in the Accounting Option of the Sauder School of Business. The recipient must be continuing with the Accounting Option, have a high academic standing, express intent to become a Chartered Accountant, and be deserving of financial assistance. The award is made on the recommendation of the School. (First award available for the 2008/09 Winter Session)

ChemEd 2005 Bursary in Chemistry Education: Bursaries totalling \$1,250 have been endowed by the organizers of ChemEd 2005, a chemistry education conference which was held at UBC. The bursaries are offered to students enrolled in the Bachelor of Education (Secondary) Program who have satisfied the entrance requirement of a Major or Concentration in Chemistry and plan to pursue teaching in Chemistry Education at the secondary school level. Recipients must be in good academic standing and in need of financial assistance. (First awards available for the 2008/09 Winter Session)

Lorraine DOUGLASS Prize in Real Estate Law: Prizes totalling \$1,000 have been endowed for students who have obtained high academic standing in any course or seminar in Real Estate Law with preference given to those students who have demonstrated excellence in condominium law. The awards are made on the recommendation of the Faculty of Law. (First awards available for the 2008/09 Winter Session)

Beans JUSTICE Memorial Scholarship in Architecture: A \$1,600 scholarship has been endowed by family, friends and colleagues in memory of B. (Beans) Geoffrey Clive Justice, a founding partner in the architectural firm of Downs Archambault & Partners, for a student in the Master of Architecture or Master of Advanced Studies in Architecture Programs. Beans' legacy is a simple one: observe life with a perceptive eye, appreciate the spirit of place, seek beauty and delight in all things natural, let humour prevail. The award is made on the recommendation of the

School of Architecture and Landscape Architecture. (First award available for the 2008/09 Winter Session)

KRITZEL Award in Agroecology: A \$500 award is offered to a fourth year student in the B.Sc. (Agroecology) Program who has demonstrated a strong sense of professionalism and community spirit and an understanding of the importance of, and a personal commitment to, primary agriculture. The award is established in honour of the Kritzel Family who, since 1977, have hosted at their dairy farm in Surrey, B.C. over 3,000 students and researchers from the Faculty of Land and Food Systems. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Peter M. LANSDORP Bursary: Bursaries totalling \$1,000 have been endowed by Dr. Peter M. Lansdorp through his company, Tetramerics Biotechnology Inc., for students in any year or faculty who are in need of financial assistance to begin or continue their postsecondary education. (First awards available for the 2008/09 Winter Session)

George E. LOVESETH Award in Geological Sciences: Awards totalling \$4,300 have been endowed by George E. Loveseth (B.A.Sc. 1958) to support and recognize undergraduate students registered in the final year of Geological Engineering or Honours Geology. The awards are made on the recommendation of the Department of Earth and Ocean Sciences. (First awards available for the 2008/09 Winter Session)

Ernest K. MURAKAMI Scholarship in Medicine: Scholarships totalling \$1,000 have been endowed in honour of Ernest K. Murakami (B.A. 1953, M.D. 1958) for students in the M.D. Program participating in an Infectious Disease elective. The awards are made on the recommendation of the Faculty of Medicine. (First awards available for the 2008/09 Winter Session)

PRO BONO Law of B.C. Award: A \$1,000 service award is offered by Pro Bono Law of B.C. to recognize a student entering third year in the Faculty of Law who is in good academic standing and has demonstrated community service through pro bono work. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Richard SPLANE Doctoral Scholarship: A \$2,500 scholarship has been endowed to recognize and honour Dr. Richard Splane's work as a distinguished Social Policy and Social Work academic and Professor Emeritus at UBC. Dr. Splane's initial contribution to the endowment principal has been matched by the Faculty of Arts. The award is made on the recommendation of the School of Social Work, in consultation with the Faculty of Graduate Studies, to a doctoral student doing research in the area of social policy. (First award available for the 2008/09 Winter Session)

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

Award 01421 – Natalie and James LOH International Student Award – (revised description) Awards totalling US\$30,000 are offered by Natalie and James Loh and intended for international undergraduate students in any year or faculty. The awards, adjudicated on the basis of academic merit, potential for leadership and community service, are granted to students from Hong Kong, China or Singapore, with a preference for students who graduated from Wan Yah College or St. Stephen's Girls' College, both based in Hong Kong. The awards are made by the Office of Student Financial Assistance and Awards in consultation with the International Student Initiatives Program.

How amended: Financial need has been removed as a criterion and the terms have been clarified to indicate that, if there are potential candidates from the two preferred schools, they can be considered whether they are international, Canadian, or Permanent Residents.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
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November 30, 2007

Memo to: Vancouver Senate

From: Student Awards Committee

Re: The Graduate Support Initiative (GSI) Award Guidelines (approval)

The Senate Committee on Student Awards has reviewed and approved the proposed Graduate Support Initiative (GSI) Award Guidelines forwarded to it by the Faculty of Graduate Studies.

Motion:

That Senate approve the Award Guidelines established for the Graduate Support Initiative (GSI) including a) Types of Awards; b) Eligibility Criteria; c) Roles and Responsibilities of the Provost's Office, Faculties and Graduate Programs, and the Faculty of Graduate Studies; and d) Procedures.

Graduate Support Initiative (GSI) Awards

Principles and Guidelines

Underlying principles

In response to campus discussions about the replacement of the PhD tuition fee award program, a task force on graduate student strategy considered this issue in some detail. It agreed with the general consensus that the PhD Tuition Awards should be phased out and replaced with a more viable and sustainable means of graduate student support.

The Graduate Student Strategy Task Force developed a set of six principles to guide the development of the new graduate awards.

- 1) Support level. The total amount of annual University support for graduate students should be maintained, at a minimum, at the 2007/08 level.
- 2) Elimination of negative incentive. Faculty contributions to the PhD Tuition Fee Award, was perceived as a disincentive to graduate student admission and should be eliminated.
- 3) Flexibility. Considerations of effectiveness, timeliness, and efficiency argue in favour of Faculty-by-Faculty determination of the optimal arrangements with respect to graduate student support.
- 4) Recruitment and Excellence. Graduate student support programs should focus on recruiting excellent students and ensuring the conditions for their success.
- 5) Simplicity. UBC's programs of graduate student support should be simple to administer and the number of distinct funding programs should be minimized.
- 6) Grandparenting. The current Ph.D. Tuition Award program will be phased out over the next four years. All students currently eligible for that award will be "grandparented" for the duration of their eligibility. Complete details regarding eligibility for the PhD Tuition Fee Award may be found at the following link. <http://www.grad.ubc.ca/awards/index.asp?menu=005,000,000,000>

The Graduate Support Initiative (GSI) Award Guidelines

The Graduate Support Initiative is a new system for funding graduate students that adheres to the guiding principles. It allows for a flexible and recurring source of funding that each Faculty can use to support their graduate students in ways that meet their individual needs.

Requests to allocate GSI awards outside these general parameters should be referred to the Dean of the Faculty of Graduate Studies. GSI cannot be used as payment for employment; nor to replace funding for TA-ships. Students enrolled in professional, full-cost recovery Master's programs are not eligible.

***Caveat:** Given the short time frame to develop these guidelines it is recommended they be reviewed by the Faculty of Graduate Studies and the Senate Student Awards Committee after the first year.*

a) Types of Awards

There are four possible types of GSI Awards that could be established by a Faculty and/or Graduate Program:

1. Entrance awards
2. Multi-year funding awards
3. Tuition awards
4. Scholarship top-up awards

b) Eligibility

All domestic and international students who are registered full-time in the following degree programs could be eligible for the Graduate Support Initiative funding within their Faculty:

- PhD
- DMA
- Research-based Master's (course-based or thesis-based)

With respect to time in program (months of graduate study), eligibility for GSI Awards should follow existing Faculty of Graduate Studies practice, complete details of which may be found at the following link.

<http://www.grad.ubc.ca/awards/index.asp?menu=004,003,000,000>

Each Faculty or functional equivalent (and/or their respective Graduate Programs) will establish and publish the particular criteria by which the GSI funds will be allocated after prior endorsement from the Faculty of Graduate Studies.

All eligible graduate students currently within a Graduate Program will be sent written information on the criteria for GSI Awards in their program. Applicants to eligible programs will be alerted to GSI funding opportunities and criteria through websites, publications and in response to formal applications for admission.

c) Roles and Responsibilities

Provost's Office

On an annual basis, beginning in the 2008-09 budget year, the Provost's Office will allocate to each Faculty (or functional equivalent) their portion of the GSI funding available based on a three year rolling average of their weighted Graduate FTE enrolments. The weightings will be: 4 for PhD students, 2 for Research Masters and 1 for course work Masters (excluding full cost-recovery programs). Each Faculty (or functional equivalent) will be advised of their overall weighted FTE allocation as part of the overall budget allocation process.

Faculties and Graduate Programs

Once allocated their overall share of GSI funding, each Faculty or functional equivalent will determine annual allocations for their graduate programs and inform them as such. It is the responsibility of all Faculties and Graduate Programs to advise and seek approval of the Faculty of Graduate Studies of their published criteria for these awards. This oversight role will help to ensure consistency of practice across UBC.

Faculty of Graduate Studies

The Faculty of Graduate Studies will administer these funds on behalf of the entire UBC community. This will streamline procedures, ensure the funds are paid to the students in the most efficient and timely manner, and allow for streamlined reporting of budget, usage and statistics to the Board of Governors and the Graduate Student Society. The Faculty of Graduate Studies will also play an oversight role to ensure funds are awarded according to the criteria established by the responsible Faculty and/or Graduate Program.

d) Procedures

1. On an annual basis, the Provost's Office will inform each Faculty (or functional equivalent) and the Faculty of Graduate Studies of their GSI allocations.
2. On an annual basis each Faculty Dean's Office or their functional equivalent will inform the Faculty of Graduate Studies of the GSI allocation for each of their Graduate Programs.
3. Graduate Programs select graduate students for nomination and complete a University Award Recommendation Form for each award nomination. This form is available on the Faculty of Graduate Studies' Faculty/Staff Forms page.
4. Recommendation Forms for GSI Awards are forwarded to the Faculty of Graduate Studies – Dean's Office for processing.
5. Faculty of Graduate Studies will assign awards on the Student Information System. Graduate Awards are paid out in September, January and May. Please refer to <http://www.grad.ubc.ca/awards/index.asp?menu=004,010,000,000> for detailed information on payment procedures and existing Senate Regulations on Graduate Awards.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
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Vancouver, BC V6T 1Z1

November 30, 2007

To: Senate
From: Tributes Committee
Subject: **Candidates for Emeritus and Emerita Status**

The Tributes Committee recommends approval of the following motion:

Motion: *That Senate approve the attached list of individuals for emeritus or emerita status.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Faculty Members Eligible for Emeritus Status				
Last Name	First Name	Faculty	Department	Rank
Allen	Robert C.	Arts	Economics	Professor
Anderson	Duncan P.	Medicine	Ophthalmology	Associate Professor
Busch	Peter A.	Arts	Political Science	Associate Professor
Clement	Philip	Medicine	Pathology	Professor
Eastwood	Terry	Arts	Library, Archival & Information Studies	Associate Professor
Egan	Susanna	Arts	English	Professor
Goldstein	Robert	Commerce & Business Administration		Associate Professor
Kimmins	James Peter	Forestry	Forest Sciences	Professor
Long	Bonita	Education	Educational & Cnsing Psych & Special Ed.	Professor
MacBeth	Tannis M.	Arts	Psychology	Associate Professor
Paterson	Donald G.	Arts	Economics	Professor
Pearson	James Anthony	Medicine	Physiology	Professor
Perlman	Dan	Arts	Social Work & Family Studies	Professor
Shack	Joel	Applied Science	School of Arch & Landscape Arch	Assistant Professor
Sullivan	Shirley	Arts	Classical N. Eastern & Religious Studies	Professor

Clinical Emeriti				
Last Name	First Name	Faculty	Department	Rank
Hahn	George	Medicine	Medicine	Clinical Associate Professor
Johnson*	Hjalmar	Medicine	Surgery	Clinical Professor
MacGregor	Arthur	Medicine	Family Practice	Clinical Associate Professor
Shick	Roger	Medicine	Psychiatry	Clinical Associate Professor
Wong	Milton	Medicine	Medicine	Clinical Associate Professor

Adjustment to Rank-this individual was approved for Emeritus Status by Senate in May 2007 as Clinical Associate Professor

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Ad-hoc Committee on Writing and Communication Skills

c/o
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27 November 2007

To: Vancouver Senate
From: Ad Hoc Committee on Writing and Communication Skills
Re: Reporting Deadline

At the May 16, 2007 meeting of Senate, the Ad Hoc Committee on Writing and Communication Skills was struck. The Committee's terms of reference included a reporting deadline of December 2007.

Although the Committee first met only in October it has had four fruitful meetings. However, we require more time to consult key constituents and to gauge the resource implications of our possible recommendations.

Motion:

That the reporting deadline of the Ad Hoc Committee on Writing and Communication Skills be extended from December 2007 to March 2008.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Vancouver Senate Ad hoc Committee on Writing and Communication Skills

St. Mark's Theological College
Annual Report to the University Senate
December 2007

St. Mark's College is currently celebrating its 52nd year on the campus as an affiliated theological college chartered by the provincial government. Several important developments have taken place recently at the College, all of which point to new relevance for the St. Mark's both on the campus and throughout the province.

In 2005, the Basilian Fathers, the founding order of priests at St. Mark's, officially took their leave from the College after many years of service to the campus community and Vancouver. Outgoing Principal, Fr. Jim Hanrahan, CSB, who originally came to campus in 1957 and taught for many years in the University's department of History, has now retired to the congregational community at St. Michael's at the University of Toronto. In 2005, the Board of Management of St. Mark's appointed Dr. David Sylvester Principal *pro tem* and Vice-Chancellor.

The departure of the Basilian Fathers has not meant the end of St. Mark's, however, and the College is experiencing new life in its academic programs in theology, and in its campus ministry programs serving the U.B.C. community. Enrolment at the College has risen dramatically and St. Mark's is now offering three degrees at the Master's level (in Religious Education, Theological Studies and Pastoral Studies). The College continues to offer graduate certificates in theological disciplines and has added non-graduate diplomas in Spirituality, Theology, Religious Education, and Pastoral Studies. Unlike the other theological Colleges on campus, St. Mark's was never a seminary for the training of priests. Its students are teachers and administrators in Catholic schools, as well as employees, volunteers and leaders in parish or health ministries. The College is also responding to the educational needs of adult learners interested in furthering studies in philosophy and theology. As the need for non-clerical leadership in the Catholic Church continues to expand, so will the academic programming and enrolment at St. Mark's.

The College also continues to provide a centre for Catholics on campus, and the St. Mark's Chapel (completed in 1998) offers daily mass, three weekend liturgies and regularly hosts, weddings, baptisms and funerals for students, faculty and alumni of both the College and the University. The St. Mark's Campus Ministry team also coordinates a multitude of programs for social justice and community outreach, hosts study groups and AMS clubs, and works with the interfaith UBC Chaplains' Association to help meet the material and spiritual needs of students, faculty and staff across the campus.

St. Mark's also continues to explore mutually-beneficial partnerships on campus. The College provides infrastructure for Corpus Christi College, which offers a two-year humanities university transfer program. Most recently, St. Mark's has entered into dialogue with the other affiliated theological colleges on the campus to explore the benefits of formalizing a consortium to facilitate shared course offerings and transferability, conferencing, joint faculty appointments, and improved communication with the University.