

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

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

Vancouver Senate

AGENDA

THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, MAY 14, 2008

7:00 P.M.

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

1. **Minutes of the Meeting of April 16, 2008 -- Vice-Chair Dr. Rhodri Windsor-Liscombe**
(approval) (circulated)
2. **Business Arising from the Minutes**
3. **Remarks from the Vice-Chair and Related Questions -- Vice-Chair Dr. Rhodri Windsor-Liscombe**
 - a. Presentation of Certificates of Appreciation for Senators attending their last meeting
(information)
4. **Candidates for Degrees and Diplomas¹ (approval) -- Vice-Chair Dr. Rhodri Windsor-Liscombe**

The Vice-Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees for which they were recommended, effective May 2008, and that a committee composed of the Registrar, the appropriate Dean, and the Chair of the Vancouver Senate, be empowered to make any necessary adjustments. (2/3 majority required)

5. **From the Council of Senates**
 - a. Report from the Council of Senates Elections Committee in Response to Proposed Changes to Chancellor Selection Process -- Dr. Ronald Yaworsky
(approval) (circulated)
 - b. Oral Annual Report on Committee Activities from the Council of Senates Budget Committee -- Dr. Perry Adebar (information)
 - c. Senate Endorsement of Proposal to Change Budget Committee Composition -- Dr. Perry Adebar
(approval) (circulated)

1. Lists of candidates for degrees and diplomas will be available for advance inspection upon request from Enrolment Services and will also be available at the meeting.

6. From the Board of Governors (information) -- Vice-Chair Dr. Rhodri Windsor-Liscombe

Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act*

Senate Meeting of February 27, 2008

Curriculum Proposals from the Faculties of Commerce and Business Administration, Graduate Studies (Faculties of Applied Science, Arts, Education, Medicine, and Pharmaceutical Sciences, and the College for Interdisciplinary Studies) and Pharmaceutical Sciences

Student Awards

Establishment of the Department of Emergency Medicine within the Faculty of Medicine

Enrolment Targets 2008/2009

7. Admissions Committee -- Dr. James Berger

(all reports circulated)

- a. Academic Leave (approval)
- b. Admission Changes – Faculty of Arts and the Faculty of Graduate Studies (approval)
- c. Immunization Requirements – Faculty of Pharmaceutical Sciences (approval)
- d. Review of UBC Undergraduate Admission Policies: Principles of Effective Undergraduate Admission to UBC (approval)
- e. Application of Principles of Effective Undergraduate Admission to UBC: BC Provincial Examinations as Admission Requirements² (approval)
- f. Affiliation Agreement – Faculty of Education – Native Indian Teacher Education Program and Thompson Rivers University (approval)
- g. Annual Report to Senate – Admissions Appeals (May 1, 2007 – April 30, 2008) (information)

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

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

9. Curriculum Committee -- Dr. Peter Marshall

- a. Curriculum Proposals from the Faculties of Arts, Forestry, Graduate Studies (Applied Science, Arts, Education, Land and Food Systems and Science), and Science (approval) (circulated)

2. Includes a motion to suspend the rules of order.

10. Joint Report from the Curriculum and Admissions Committees -- Dr. Peter Marshall

- a. Master of Dental Science/Diploma in Endodontics (M.D.Sc./Dip.Endo)
(approval) (circulated)

11. Nominating Committee -- Dean Michael Isaacson

- a. Roles, Responsibilities, and Procedures Documentation for Standing Committees
(information) (circulated)

12. Committee on Student Appeals on Academic Discipline -- Prof. Christine Boyle

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

13. Student Awards Committee -- Dr. George Bluman

- a. New Awards (approval) (circulated)

14. Teaching & Learning Committee -- Dr. Mary Bryson

- a. Preliminary Report on Credit/D/Fail Grading Practices (approval) (circulated)

15. Tributes Committee -- Dr. Sally Thorne

- a. Candidates for Emeritus Status (approval) (circulated)
- b. Memorial Minute (approval) (circulated)

16. Reports from the Provost and Vice-President, Academic -- Dr. David Farrar

- a. UBC Policy #18: Appointment of Designated Senior Academic Administrators
(approval) (circulated)
- b. Teaching and Learning Initiatives (information) (circulated)
- c. Institute for the Scholarship of Teaching and Learning: Annual Report (approval) (circulated)

17. Proposed Agenda Items

18. Other Business

Section 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 e-mail: lisa.collins@ubc.ca

UBC Senates and Council of Senates website: <http://www.senate.ubc.ca>

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Vancouver Senate

MINUTES OF APRIL 16, 2008

Attendance

Present: President S. J. Toope (Chair), Mr. B. Silzer (Secretary), Dr. B. Arneil, Dr. G. Bluman, Dean M. A. Bobinski, Ms. H. Boyd, Mr. P. T. Brady, Principal M. Burgess, Dr. L. Chui, Mr. G. Costeloe, Mr. D. Dance, Dr. E. Dean, Vice-President D. Farrar, Mr. B. Frederick, Dean N. Gallini, Mr. C. L. Gorman, Dr. L. Gunderson, Dr. R. Harrison, Dr. R. Helsley, Dean M. Isman, Ms. W. King, Dr. B. S. Lalli, Mr. P. H. Lee, Mr. D. Leung, Mr. A. Loughheed, Mr. R. Lowe, Dr. P. L. Marshall, Dr. W. McKee, Mr. R. McLean, Mr. W. McNulty, Mr. A. Mohan, Dr. B. Osmond, Dr. J. Plessis, Dean J. Saddler, Ms. L. Silvester, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Mr. B. W. Wang, Mr. A. Wazeer, Dr. R. Yaworsky.

Guests: Dr. J. Cioe, Mr. C. Eaton, Ms. L. Hume, Mr. R. Jampala, Ms. M. Maghsoodi, Ms. A. Mann, Deputy Vice-Chancellor D. Owsram, Ms. G. Vallée.

Regrets: Dr. P. Adebar, Dr. N. Banthia, Dr. J. D. Berger, Prof. C. Boyle, Dr. J. Brander, Dr. M. Bryson, Dr. H. Burt, Dr. J. Dennison, Dr. W. Dunford, Mr. P. Edgcumbe, Dean B. Evans, Dr. D. Fielding, Dr. W. Fletcher, Dr. S. Grayston, Dr. P. G. Harrison, Mr. A. Ionescu, Dr. R. Irwin, Dean M. Isaacson, Dr. S. B. Knight, Dr. M. MacEntee, Dr. A. McAfee, Dr. T. McDaniels, Dr. D. McLean, Dean D. Muzyka, Principal L. Nasmith, Dean S. Peacock, Ms. A. Peterson, Dr. P. Potter, Dr. K. Russell, Dr. J. Sarra, Ms. A. Shaikh, Dean C. Shuler, Mr. B. Simpson, Dean R. Sindelar, Dean G. Stuart, Mr. R. Taddei, Dr. M. Upadhyaya, Dr. P. Ward, Dr. D. Weary, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dr. J. Young.

Recording Secretary: Associate Secretary Ms. L. M. Collins.

Call to Order

Senate Membership

STUDENT SENATORS

Mr. Silzer introduced the new and returning Student Senators for the term from April 1, 2008 to March 31, 2009 and thereafter until replaced.

Senate Membership, continued

REPRESENTING THE FACULTIES AND COLLEGE

Applied Science: Mr Philip Edgcumbe
Arts: Ms Helaine Boyd
Commerce and Business Administration: Ms Laura Silvester
Dentistry: Mr Andrei Ionescu*
Education: Mr Robert Taddei
Forestry: Mr Ashish Mohan
Graduate Studies: Ms Aidha Shaikh
Land and Food Systems: Ms Ashley Peterson
Law: Dr Brenda Osmond
Medicine: Mr Derry Dance
Pharmaceutical Sciences: Mr Bing Wei Wang
Science: Mr Geoff Costeloe
College for Interdisciplinary Studies: TBD

MEMBERS AT-LARGE

Mr Blake Frederick, Arts
Mr Alfie Lee, Science
Mr Alex Lougheed, Science
Mr Rob McLean, Science
Mr Azim Wazeer, Commerce & Business Administration

* Senator has completed term but has not yet been replaced.

ELECTION OF THE CHANCELLOR

Mr. Silzer reported that, pursuant to Section 16 (1) of the *University Act*, an election for the chancellorship of the University had occurred. Ms. Sarah Morgan-Silvester had been elected Chancellor of the University of British Columbia for a three-year term commencing July 1, 2008.

CALL FOR NOMINATIONS AND NOTICE OF ELECTION

Following a call for nominations that had been issued with the meeting agenda, Mr. Blake Frederick and Mr. Bing Wei Wang were declared acclaimed as elected as Student Senators serving on the Nominating Committee for the term from April 16, 2008 until March 31, 2009 and thereafter until replaced.

Senate Membership, continued

ELECTION OF SENATE REPRESENTATIVES TO PRESIDENT'S ADVISORY COMMITTEES

Following an earlier call for nominations, Ms. Aidha Shaikh was declared acclaimed as elected to serve as the Senate representative to the President's Advisory Committee on the Selection of the University Librarian.

Following an earlier call for nominations, the Secretary conducted an election by ballot at the meeting for one Senate representative to serve on the President's Advisory Committee on the Selection of the Registrar. Dr. Ronald Yaworsky was elected.

Minutes of the Previous Meeting

<i>Mr. Lee</i>	}	<i>That the minutes of the meeting of March 26, 2008 be adopted as circulated.</i>
<i>Mr. McNulty</i>		

The minutes were
adopted by consent.

Business Arising from the Minutes

ACCESS STUDIES AND ADMISSION TO THE FACULTY OF GRADUATE STUDIES

Admissions Committee Chair Dr. Berger recalled the discussion at the March 2008 Senate meeting about whether grades for courses taken under Access Studies could be used in the calculation of an admission average for admission to the Faculty of Graduate Studies as well applied as credit toward a graduate program (*Minutes of Senate*, pp. 07/08 140-1). Following consultation with the Faculty of Graduate Studies, Dr. Berger confirmed that courses taken under Access Studies were not normally included in the calculation of admission averages. In the special cases where such courses were included in average calculation, those courses became ineligible for transfer to a graduate program.

Remarks from the Chair and Related Questions

BUDGET UPDATE

The President reported that the March 12 provincial government budget cut of 2.62 percent to operating grants for all British Columbia public post-secondary institutions had come as a surprise. The UBC Okanagan budget had been further reduced by 313 student seats. The President acknowledged that the budget had included some areas of modest targeted growth for graduate students and some professional health programs. The cut had been particularly concerning in light of earlier written commitments that funding for BC universities would remain stable over a three-year period. The University remained in active discussions with the provincial government regarding the budget reduction.

One justification for the reduction was a reported failure to meet seat growth targets. The President stated that BC universities, however, had met the targets set for them. In the case of UBC, a modest shortfall in projected growth at UBC Okanagan was accommodated for by increased enrolment growth at the Vancouver campus. BC university presidents had expressed concern that perhaps the decision to reduce the budget had been based on misleading information. Plans were underway to schedule a meeting of university presidents with the Minister of Advanced Education and the Minister of Finance.

As a result of this sudden budgetary uncertainty, the President had decided to delay his submission of the University's proposed budget to the Board of Governors from April to June 2008. Faculties and Departments would be instructed to proceed as they had previously planned for the 2008/2009 fiscal year, with the resulting shortfall to be absorbed on a one-time basis by allocation of one-time surplus funds. The President had expressed concern to the government that absorbing a cut of this size (approximately \$12 million for UBC Vancouver and \$4 million for UBC Okanagan) on a permanent basis would entail making cuts to academic programs. Specif-

Remarks from the Chair and Related Questions, continued

ically in regard to UBC Okanagan, a permanent cut would endanger the fulfillment of a promise for a full university campus with a wide range of programs for the Okanagan region.

There had been discussions about demographic shifts affecting student enrolments in the province. Some institutions had adjusted their minimum entrance requirements in response to falling enrolments, and some colleges were operating at less than full capacity. These factors had drawn attention to the entire provincial postsecondary education sector. The President pointed out that UBC had maintained its admission averages, but that the University would need to work even harder in the following years to compete as an attractive destination for outstanding students.

MEETING WITH CHAIRS OF SENATE COMMITTEES

The President reported that he was scheduled to meet the following day with Chairs of Senate Committees to discuss ways to ensure a robust and fruitful role for the Senate within the University.

TREK 2010

The President indicated that the University would soon undertake a significant planning process as *Trek 2010* neared the end of its planned life span. The University community would be asked to think about its aspirations for the future of UBC. A steering committee was to be established to manage the visioning process. The President stated that he expected that the Senate and its Committees would play a central role.

PROPOSED DEVELOPMENT CAMPAIGN

The President reported that he would soon submit a proposal to the Board of Governors seeking authorization to create a comprehensive development campaign to address the gap resulting from the University's funding needs growing faster than could be supported by tuition fees and government grant funding. A preliminary case statement would be made available for comment.

Remarks from the Chair and Related Questions, continued

AMS REFERENDUM RESULTS

The President expressed his delight at the results of the recent SUB Renewal student referendum. Students had voted in favour of a new student fee that would generate up to \$80 million to fund the renewal of the Student Union Building. President Toope noted that this constituted the largest single cash gift ever received by the University and that he looked forward to working closely with the Alma Mater Society on the SUB Renewal and University Square projects.

Issues of Broad Academic Interest

UBC OKANAGAN GOVERNANCE UPDATE

As part of a series of discussion topics of broad academic interest, the Agenda Committee had invited two representatives of UBC Okanagan to update the Vancouver Senate on the growth and governance of UBC Okanagan. Vice-President Farrar introduced the following invited guest speakers:

1. Dr. Doug Oworm, Deputy Vice-Chancellor and Vice-President, Academic & Research, UBC Okanagan.
2. Dr. Jan Cioe, Associate Professor of Psychology and elected faculty representative of the Faculty of Arts & Sciences to the Okanagan Senate.

The Chair was pleased to recognize both guest speakers.

Highlights of Deputy Vice-Chancellor Oworm's presentation were as follows:

- The division of the former Okanagan University College into Okanagan College and UBC Okanagan had been controversial. A great deal of time, energy, and money had been required to establish UBC Okanagan, and there had been preliminary questions about how the new campus would fit into UBC as an established institution and whether the creation of the new campus would effectively dilute the UBC brand.
- Three years after its establishment, UBC Okanagan was well placed to make important contributions to the UBC system. While capitalizing on the tremendous strengths of the UBC name, UBC Okanagan aimed to take particular advantage of its smaller scale to create a transformative undergraduate student experience.
- UBC Okanagan had opened in July 2005 with a mandate to expand its enrolment by 2 800 students to a total of 7 500 students by 2010/2011.

UBC Okanagan Governance Update, continued

- An expansion of this size had required massive investments in capital development, including \$300 million for new buildings.
- The campus' operating budget had grown from approximately \$40 million to approximately \$77 million.
- Despite recent cuts to the provincial operating grant, UBC Okanagan was proceeding to hire 30 new faculty and some new staff during the following year.
- A UBC Okanagan branch of the distributed UBC medical school program was planned for 2011.
- By virtue of having an independent Senate, UBC Okanagan had assumed responsibility for its academic programs.
- Faculty hiring practices, promotion and tenure rules, and a commitment to research excellence were common to both campuses within the UBC system.
- While always considering what matters in the Okanagan region, UBC Okanagan planned to establish for itself national and international significance in postsecondary education.
- Faculty and staff recruitment initiatives had been tremendously successful, with top researchers and teachers choosing to apply in significant numbers.
- Although the lowest competitive average for admission to a UBC Okanagan program was 75 percent, the average across programs was more than 80 percent.
- 40% of new UBC Okanagan students were from the Okanagan region, with 25% from the Lower Mainland, and 15 percent from the rest of British Columbia. 20% came from outside the province.

Highlights from Dr. Cioe's presentation were as follows:

- Dr. Cioe had relocated from Prince George to Kelowna to accept an appointment at Okanagan University College (OUC) at a time when the new university college was under the direct tutelage of UBC.
- Many OUC programs had been based directly on UBC curricula. As OUC became more independent, its programs diverged somewhat from those at UBC.
- Admitting large numbers of undergraduate students, and creating some large undergraduate class sections, enabled the University to fund the education of graduate students.
- There had been some concerns within the OUC community about joining the UBC system, but there had also proven to be some great benefits, e.g., the ability to attract top faculty.
- Okanagan Senators felt that they had the opportunity to do something special and different at UBC Okanagan, and would not be silenced on matters that they perceived as essential.
- Building on the traditions established by the Vancouver Senate, the Okanagan Senate looked at issues from the Okanagan perspective, creating a healthy diversity of opinion.

UBC Okanagan Governance Update, continued

- Some issues were common to both campuses, e.g., the need for a robust writing/communications requirement.
- The current inability of students to move freely between campuses had caused concern. Dr. Cioe expressed frustration that UBC Okanagan students are evaluated for transfer to Vancouver no differently than students from BC colleges.
- With two Senates, academic programs would undoubtedly be different on each campus.
- Mutual respect had developed over the previous three years, and Dr. Cioe encouraged Vancouver Senators to continue to consider the potential value in the perspectives of their Okanagan colleagues.

DISCUSSION

Dr. Dennison drew attention to a former provincial government promise to open a fully independent university in Kelowna, noting that many people in the region had not forgotten. He asked whether Deputy Vice-Chancellor Owram could envision a University of Kelowna. Dr. Owram replied that he did not see separation from the UBC system as a part of the natural evolution of UBC Okanagan. He felt that the location of UBC Okanagan within the system was stable, and that the campus already enjoyed sufficient autonomy. He stated a preference for moving toward a model similar to the University of California. The Deputy Vice-Chancellor stated that it would be a mistake to create a second-tier university in the Okanagan region.

Dr. Windsor-Liscombe described the two campuses as “two solitudes” and reflected on ways in which collaboration might be increased. Deputy Vice-Chancellor Owram suggested that some of these discussions ought to begin at the Faculty level. There were challenges around developing protocols and securing funding for the many interesting opportunities, e.g., faculty exchanges, sharing graduate supervision, research collaboration.

Mr. Lee requested clarification about whether students could attend the other campus under a student exchange arrangement. Dr. Cioe responded that Senate Committees were working toward mechanisms for transferring courses between campuses, but that there remained significant challenges at the level of program requirements. Students planning to transfer between cam-

UBC Okanagan Governance Update, continued

pusers would require good advising support and would need to exercise particular care in course selection.

In response to a question from Mr. Lee, Deputy Vice-Chancellor Oworm stated that the recent budget reduction for UBC Okanagan represented a slowing of growth, rather than an actual cut. Although the campus had decided to maintain its course for the current year with respect to faculty hiring, persistent budget cuts would affect UBC Okanagan programs. President Toope added that UBC Okanagan programs were being built with the assumption that funding and enrolments would meet original targets.

The President thanked Deputy Vice-Chancellor and Dr. Cioe for their presentations.

Admissions Committee

Committee Chair Dr. Berger presented the reports.

INTERNATIONAL BACCALAUREATE AND ADVANCED PLACEMENT CREDIT FOR SCIENCE COURSES

The Committee had circulated changes to Calendar language with respect to credit for International Baccalaureate and Advanced Placement science courses. Dr. Berger noted that the motion before the Senate had been modified to correct an error in the circulated materials.

<i>Dr. Berger</i>	}	<i>That Senate approve the revised Calendar entry on International Baccalaureate and Advanced Placement credit, commencing September 2008.</i>
<i>Dr. P. G. Harrison</i>		

Carried.

Admissions Committee, continued

MATURE STUDENT CLASSIFICATION

The Committee had circulated a proposed Calendar statement defining the classification of 'Mature Student.'

<i>Dr. Berger</i>	}	<i>That Senate approve the revised Calendar entry on the classification of 'Mature Student.'</i>
<i>Mr. McNulty</i>		

DISCUSSION

Dr. Osmond suggested that the verb tense be changed from past to present throughout the Calendar entry. Dr. Paul Harrison disagreed. At the suggestion of the Chair, the assembly agreed that Enrolment Services would consider the question and make any appropriate changes.

The motion was put
and carried.

REVOCATION OF OFFERS OF ADMISSION

The Committee had circulated the following report for information.

At its March 26 meeting, the Senate Admissions Committee met with delegates of the Provost's Office to discuss the revocation of offers of admission made to applicants to undergraduate programs at the University. Current practice is that offers of admission are not rescinded unless the applicant's overall admission average falls below the published University minimum average for admission eligibility. Following extensive discussion, the Senate Admissions Committee supports the continuation of the current practice for the 2008 admission cycle; that offers of admission made to applicants to undergraduate programs* who meet the published University minimum, meet program requirements (including provincial exams) and have graduated from high school normally be considered final offers that will not be revoked.

The Senate Admissions Subcommittee on the Review of UBC Undergraduate Admission Policies will consider the issue of revocation of offers in a broader context and make recommendations to the Senate Admissions Committee for the 2009 admission cycle.

* For the purposes of the revocation of offers of admission, undergraduate programs do not include those that formally require post-secondary study prior to admission. Examples include but are not limited to the Doctor of Dental Medicine (DMD), Doctor of Medicine (MD), Bachelor of Laws (LLB/JD) and the Bachelor of Education (B.Ed.) programs.

Curriculum Committee

Please see also 'Appendix A: Curriculum Summary.

Committee Chair Dr. Marshall presented the report.

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculties of Applied Science, Commerce & Business Administration, Arts, Graduate Studies (Arts, Commerce & Business Administration) be approved.</i>
<i>Dean Gallini</i>		

Carried.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the reports.

COMMITTEE ASSIGNMENTS FOR STUDENT SENATORS

<i>Dr. Windsor-Liscombe</i>	}	<i>That Senate appoint student senators to the Committees of Senate as recommended by the Nominating Committee, for the term ending March 31, 2009 and thereafter until replaced.</i>
<i>Mr. Frederick</i>		

Carried.

ADJUSTMENT TO SENATE COMMITTEE MEMBERSHIP

<i>Dr. Windsor-Liscombe</i>	}	<i>That the membership of the ad hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body be adjusted as recommended by the Nominating Committee.</i>
<i>Mr. Gorman</i>		

Carried.

Nominating Committee, continued

ELECTION OF STUDENT SENATORS TO THE COUNCIL OF SENATES

<i>Dr. Windsor-</i>	}	<i>That Senate elect Mr. Blake Frederick and Mr. Rob McLean to the Council of Senates.</i>
<i>Liscombe</i>		
<i>Mr. McLean</i>		

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

Carried.

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

Committee Chair Dr. Dean presented the reports.

EXTENSION OF REPORTING DEADLINE

<i>Dr. Dean</i>	}	<i>That the reporting deadline of the ad hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body be extended from April 2008 to October 2008.</i>
<i>Dr. Bluman</i>		

DISCUSSION

Dr. Dean explained that the reason for the requested extension was to allow additional time to survey students and faculty prior to finalizing the Committee's report. She acknowledged the

Ad Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body, continued

work of Dr. George Bluman, Mr. Brendon Goodmurphy, Ms. Amandeep Mann, and Ms. Ginette Vallée.

The motion was put
and carried.

PROGRESS REPORT

The Committee circulated for information a summary of its progress to date.

Ad Hoc Committee on Writing and Communication Skills

Committee Chair Dr. Paul Harrison presented the report.

FINAL COMMITTEE REPORT

<i>Dr. P. G. Harrison</i>	}	<i>That the Report of the ad hoc Committee on Writing and Communication Skills be received.</i>
<i>Mr. Brady</i>		

Carried by consent.

<i>Dr. P. G. Harrison</i>	}	<i>That Recommendation 1 through 9 contained in pages 7 and 8 of the Report of the ad hoc Committee on Writing and Communication Skills be approved.</i>
<i>Ms. Friesen</i>		

The recommendations for approval were as follows:

1. That all undergraduate degree programs submit to the Senate Curriculum Committee - in time for consideration for publication in the 2009-2010 print version of the UBC Vancouver Calendar - a statement (of 200-300 words) of the nature of communication in the discipline, the value of acquiring general and discipline-specific communication skills, and the characteristics of courses that would provide opportunities for the acquisition of those communication skills, i.e., courses with appropriate learning outcomes and instructional practices that include feedback before summative evaluation of communication abilities occurs;
2. That all undergraduate degree programs audit their course offerings with the aim of identifying "communication courses" that support the development of communication skills as defined in that program's new Calendar statement; that each program submits to the Senate Curriculum Committee a list of such communication courses; that the Senate Curriculum Committee recommend to Senate for inclusion in the program's Calendar entry the list of those courses that meet with their approval; and

Ad Hoc Committee on Writing and Communication Skills, continued

- that said process be completed in time for production of the 2009-2010 print version of the UBC Vancouver Calendar;
3. That the Senate Curriculum Committee be directed to report to Senate on the participation of undergraduate degree programs in recommendations 1 and 2 at least annually;
 4. That the Faculty of Arts continue to offer a first-year course accessible to students across the University that provides instruction in writing suitable for university studies and that other faculties and schools be encouraged to collaborate with the Faculty of Arts on the design of the curriculum in that course to better suit the needs of students in their programs;
 5. That the Faculty of Arts be encouraged to pilot ASTU 150 and writing-intensive courses at second-year and above and that the Faculty of Applied Science be encouraged to pilot APSC 176 and that both faculties provide Senate with a report by March 2010 including data that can inform future budget allocation decisions at the level of the faculty and the university. Other faculties are also encouraged to initiate changes consistent with the recommendations in Appendix I as opportunities arise and to provide Senate with reports;
 6. That faculties and schools be encouraged to use resources such as the Teaching & Learning Enhancement Fund and the Teaching & Academic Growth unit to improve the effectiveness of instruction in communication; and that the Provost be encouraged to put priority on the allocation of discretionary funds to this effort;
 7. That the Vancouver sub-committee of the Council of Senates Budget Committee be asked to take up the issue of decision-making and priority-setting with regard to campus-wide academic initiatives in general as well as this initiative specifically;
 8. That Senate request the Provost to put priority on funding for a Writing and Communication Requirement in future budget discussions with the goal of implementing the proposal for a Writing and Communication Requirement as detailed in Recommendations A through I (Appendix I), and that the Provost report to Senate annually regarding progress towards implementing these Recommendations; and
 9. That, having completed its responsibilities to the best of its abilities given the realities of financial constraint, the Ad Hoc Committee on Writing and Communication Skills be discharged.

DISCUSSION

Dr. Harrison clarified that, while the Committee was seeking approval of the above-mentioned recommendations, the report also contained for information a separate set of recommendations (appearing in Appendix 1 of the Committee's report) that the Committee hoped that the Provost & Vice-President Academic would keep in mind in future.

Ad Hoc Committee on Writing and Communication Skills, continued

Dr. Harrison stated that the goal of the Committee's recommendations was to raise the profile of writing and communications skills in undergraduate programs. He acknowledged that implementation of all of the Committee's recommendations would be costly, and was hopeful that the University would consider this a worthy investment of resources. When the same issues had been considered in the past, implementation costs had been considered prohibitive. The Committee hoped that the recommendations for approval represented a small step toward improvement without creating an undue financial burden. Although the Committee was pleased to have made progress, members would have preferred to propose much more action in the short term. The Committee asked that the Provost keep this matter high on the agenda during budgetary discussions with deans and principals.

In response to a question from Dr. Bluman, Dr. Harrison stated that the Committee had not undertaken an assessment of existing courses to determine how many would qualify as writing-intensive. Dr. Harrison noted that communication and writing skills could be developed in a number of ways in the different disciplines, and that some programs already had such courses in place. In response to a further question, Dr. Harrison confirmed that the core requirement was for written communication, although certain programs might require certain oral communication competencies.

In response to a question from Dr. MacEntee about the apparent broadness of Recommendation 7, Dr. Harrison stated that the present proposal was just one example of a campus-wide initiative that could not be funded to the desired extent, and that the Council of Senates Budget Committee could possibly assist in this regard. President Toope agreed that, given the University's Faculty structure, it was difficult to identify champions for campus-wide initiatives in budgetary discussions.

Ad Hoc Committee on Writing and Communication Skills, continued

Mr. McLean expressed concern that the Committee's recommendations might hinder interdisciplinarity or limit focus on the necessary writing skills within a discipline. Dr. Harrison clarified that the Committee viewed a common core of skills as essential for all students. The Committee had also considered writing within disciplines and groups of disciplines. He was optimistic that implementation would proceed in a positive way.

Dr. Thorne spoke in favour of the proposal, noting that programs in the health disciplines shared a common commitment to embedding interprofessional communication in their curricula.

In response to a question from Mr. Frederick about why it had taken so long for recommendations to come before the Senate, Dr. Harrison clarified that he could not speak for other committees that had considered the issue. The current Committee had built upon the good work of one of the previous committees.

Dr. Harrison pointed out that the Curriculum Committee would need to report back to Senate as implementation proceeded. The Committee asked that Senators continue to discuss these issues to ensure success of the proposal.

In response to a question about the possible impact on students who transfer between Faculties, Dr. Harrison stated that the receiving Faculty or program would need to make a decision about what would be appropriate. The Committee did not view its recommendations as restricting students' ability to move between programs, although the Curriculum Committee might consider this issue in its monitoring of implementation.

The motion was put
and carried.

Proposed Agenda Items

SPECIAL SENATE MEETINGS ON BROAD ACADEMIC ISSUES

At the request of Mr. Frederick, the Agenda Committee was asked to consider scheduling one or two special meetings of the Senate to consider issues of broad academic interest.

Other Business

SENATE DISAPPROVAL OF BUDGET REDUCTIONS

A motion made by Mr. Brady to add the following item of business to the agenda was put and carried. The following motion was then put before the Senate for consideration.

Mr. Brady
Mr. Gorman

}

That Senate:

(a) express its strong disapproval of the provincial government's funding cutbacks for postsecondary education, and

(b) endorse and commend the efforts of postsecondary education leaders in their attempts to effect the restoration of that funding.

The motion was put
and unanimously
carried.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, May 14, 2008 at 7:00 p.m.

APPENDIX A: CURRICULUM SUMMARY

Faculty of Applied Science

COURSES

APSC 176 (3)

APSC 201 (3)

EECE 489 (3)

Faculty of Arts

PROGRAMS

Minor in Migration and Globalization Studies

Degree Requirements, First Year English, LPI

Dual Degree Program in Music and Science

BFA in Film Production

Diploma in Film Production

COURSES

FNLG 201 (3/12) D

FNLG 202 (3/12) D

FNLG 211 (3/12) D

FNLG 212 (3/12) D

FNLG 301 (3/12) D

FNLG 302 (3/12) D

POLS 424 (3)

SPAN 310 (3)

GEOG 364 (3)

GEOG 461 (3)

HIST 401 (3)

POLI 443 (3/6) D

CRWR 207 (3)

CRWR 208 (3)

CRWR 213 (3)

CRWR 217 (3)

CRWR 423 (3)

CRWR 447 (3-12) C

FIPR 234 (3)

FIPR 235 (3)

FIPR 299 (3)

FIPR 337 (3)

FIPR 338 (3)

FIPR 399 (3/6) C

Appendix A: Curriculum Summary, continued

FIPR 434 (6)
FIPR 435 (6)
FIPR 436 (6)
FIST 300 (3)
ASTU 150 (3)

Faculty of Commerce & Business Administration

PROGRAMS

Commerce Scholars Program

COURSES

COMM 311 (3)
COMM 482 (3)

Faculty of Graduate Studies

FACULTY OF ARTS

COURSES

POLI 513 (3/6) D
PSYC 504 (3/6) D

FACULTY OF COMMERCE & BUSINESS ADMINISTRATION

COURSES

COMM 622 (3)

APPENDIX B: NEW AWARDS

Faculty of ARTS Entrance Award for Aboriginal Students: Two awards of \$2,500 each have been endowed by the Faculty of Arts for aboriginal students entering a program of studies in the Faculty of Arts and enrolled in at least 24 credits of course work over the Winter Session. The awards may be renewed for one year only, subject to satisfactory completion of the first year and enrolment in a second year of study in the Faculty of Arts with at least 24 credits of course work. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2008/09 Winter Session)

CHINESE Canadian Medical Society (B.C.) Scholarship: A \$1,500 scholarship has been endowed by the Chinese Canadian Medical Society (B.C.) for an M.D. student who has demonstrated an interest in and an aptitude for medical practice in rural communities. The award is made on the recommendation of the Faculty of Medicine, with preference for a student in the second year of the M.D. Program. (First award available for the 2008/09 Winter Session)

DE BEERS Scholarship in Mining Engineering, Materials Engineering and Geological Engineering: Three scholarships of \$2,000 each are offered by De Beers Canada to students in Mining Engineering, Materials Engineering and Geological Engineering. Candidates must have completed their first year of study and have a high academic average. The awards are made on the recommendation of the respective three departments. (First awards available for the 2008/09 Winter Session)

Paul DODD Memorial Bursary: Bursaries totalling \$6,500 have been endowed through a bequest by Paul Wakefield Dodd for students in the Master of Social Work Program who plan a career in clinical Social Work. (First awards available for the 2008/09 Winter Session)

GO GLOBAL International Learning Programs Award: Awards valued up to \$5,000 each are offered to undergraduate and graduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships/ practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with the Office of Student Financial Assistance and Awards. (First award available for the 2008/09 Winter Session)

GRADUATING Class of 1947 Entrance Scholarship: A \$2,800 scholarship has been endowed by members of the Class of 1947 on the occasion of their 60th anniversary. The award is offered to an outstanding student entering the University from secondary school. The award is made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2008/09 Winter Session)

Appendix B: New Awards, continued

GRADUATING Class of Electrical Engineering 1971 Service Award: A \$1,000 award has been endowed by members of the Graduating Class of 1971 in Electrical Engineering for an undergraduate student with good academic standing in Electrical and Computer Engineering who has demonstrated leadership through active involvement in professional societies, student government, and/or campus and community activities. The award is made on the recommendation of the Department of Electrical and Computer Engineering. (First award available for the 2008/09 Winter Session)

Bernard LAPOINTE Graduate Bursary in Food and Resource Economics: A \$1,200 bursary is offered by Bernard Lapointe (M.Sc. in Agricultural Economics, 1988) to a student in the Master of Science Program in Agricultural Economics or in Food and Resource Economics. (First award available for the 2008/09 Winter Session)

LAW Alumni Association Entrance Scholarship: A \$2,500 scholarship is offered by the Law Alumni Association to a student entering the LL.B./J.D. Program who demonstrates academic excellence. The award is made on the recommendation of the Faculty of Law. (First award available for the 2008/09 Winter Session)

MASTER of Food Science Scholarship: Scholarships totalling \$20,000 are offered to students in the Master of Food Science Program who are Canadian citizens or Permanent Residents. The awards are made on the basis of academic merit on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

MASTER of Food Science International Scholarship: Scholarships totalling \$50,000 are offered to international students in the Master of Food Science Program. The awards are made on the basis of academic merit on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

Doug MITCHELL Thunderbird Award: One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of Thunderbird teams, with a preference for members of the UBC football team, in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2008/09 Winter Session)

Appendix B: New Awards, continued

PHYSICAL Medicine and Rehabilitation Kiran van Rijn Centenary Scholarship: A \$1,000 scholarship has been endowed by Dr. Theo van Rijn (Head of the UBC Division of PM&R from 2002 to 2007) in memory of his son, Kiran van Rijn (1975-2005). Kiran was a dedicated student, a scholar, an aspiring researcher, and a committed athlete who, in his time, contributed to UBC's Physical Medicine and Rehabilitation Residency program both directly and indirectly. Candidates for the scholarship must be active residents in the Physical Medicine and Rehabilitation Residency Training Program, demonstrate scholarly and research excellence, and demonstrate qualities of a caring, dedicated clinician. The award is made on the recommendation of the Division of Physical Medicine and Rehabilitation in the Faculty of Medicine. (First award available for the 2008/09 Winter Session)

ST. JOHN's College Li Pai Lin Memorial Graduate Scholarship: Scholarships totalling \$2,500 have been endowed by Anita K.F. Li and family in memory of her husband, Li Pai Lin, who was an alumnus of St. John's University in Shanghai. The awards are offered to students in the Faculty of Graduate Studies who are residents of St. John's College at UBC and are made on the recommendation of the Faculty. (First awards available for the 2008/09 Winter Session)

STROTHER Family Entrance Scholarship in Law: The Strother family offers an entrance scholarship of \$12,000 per year to a student with an excellent academic record entering the LL.B./J.D. program who displays great promise for the practice and study of law. The award is made on the recommendation of the Faculty of Law. Students receiving the entrance award will be eligible for renewal provided they maintain a grade point average within the top 10% of their class. (First award available for the 2008/09 Winter Session)

YOUNGER Family Centenary Award in Medicine: A \$2,500 award has been endowed by the family of the late Dr. Andrew H. Younger of Calgary (B.A.Sc.1945, M.A.Sc.1946) for a student in the M.D. Program who has achieved good academic standing and demonstrated significant contributions or leadership in student associations, community services, athletics and/or cultural activities. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2008/09 Winter Session)

Appendix B: New Awards, continued

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

Award 05340 - ASSOCIATED Engineering Award: (revised description) 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. The award is made on the recommendation of the Faculty of Applied Science.

How amended: The following sentence has been deleted from the terms with the agreement of the donors: "Award recipients are invited to apply for a cooperative education placement or internship with Associated Engineering."

Award 02515 - B.C. Home Economics Scholarships Foundation BC Home Economists in Business Prize: (revised description) A \$900 prize has been endowed by the Home Economists in Business section of the British Columbia Home Economics Scholarships Foundation for a student entering the fourth year in a program in Food, Nutrition and Health with preference for a student who has shown leadership in an undergraduate society. The award is made on the recommendation of the Faculty of Land and Food Systems.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed (with \$18,346 in principal) as a prize. In addition, the terms have been amended to reflect changes in UBC's academic structure.

Award 02511 – BC Home Economics Scholarships Foundation Evelyn Kerr Memorial Scholarship: (revised description) A \$1,000 scholarship has been endowed by the British Columbia Home Economics Association Scholarships Foundation in memory of Evelyn Kerr, a well-respected home economics teacher in British Columbia. The award is made to a student entering fourth year in a B.A. program. The student must have completed courses with a focus on the family, and plan to pursue family life education or home economics/family studies teaching. The award is made by the Department of Sociology on the recommendation of Family Studies scholars in that unit.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed at \$20,000. In addition, the terms have been amended to reflect changes in UBC's academic structure.

Award 02414 – BC Home Economics Scholarships Foundation Charlotte Black Memorial Scholarship: (revised description) A \$750 scholarship has been endowed by the British Columbia Home Economics Association Scholarships Foundation in memory of Charlotte Black, Director of the School of Home Economics at UBC from 1951 to 1965. The award is made to a student who is preparing for a teaching career in Home Economics Education. The award is made on the recommendation of the Faculty of Education.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed at \$15,500+. In addition, the terms have been amended to reflect changes in UBC's academic structure.

Appendix B: New Awards, continued

Award 03355 – Erich Wagner Memorial Scholarship: (revised description) A \$500 scholarship has been endowed in memory of Erich Wagner, a violinist and music teacher in Germany, by his daughter. It is awarded on the recommendation of the School of Music to a student of a stringed instrument.

How amended: The donor has deleted Voice as an eligible area of study. In addition, she has deleted the requirement that the recipient must have previously completed at least one year of study at UBC. The terms of the endowment deed signed by the donor on January 5, 2001 are sufficiently open to permit the requested amendments to the award description.

THE UNIVERSITY OF BRITISH COLUMBIA



1 May 2008

ELECTIONS COMMITTEE

Council of Senates

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

To: Senate
From: Council of Senates Election Committee
Dr. Ronald Yaworsky, Chair
Subject: Proposed Changes to Chancellor Selection Process

As Senate may be aware, our provincial government has introduced Bill 34, The University Amendment Act and scheduled it for second reading (May 1, 2008).

The provision that affects UBC relates to the selection of the Chancellor. Bill 34 proposes to amend the University Act such that the Chancellor will no longer be elected by and from the Convocation, but rather he/she "is to be appointed by the Board of Governors on nomination by the alumni association and after consultation with the council [of senates]".

The Elections Committee believes that this provision and its implementation are inappropriate for a number of important reasons, and accordingly, we feel it appropriate that this issue be brought to the attention of both Vancouver and Okanagan Senates.

First, our university's convocation is significantly broader than the group represented by the Alumni Association - our convocation includes not only alumni, but faculty, librarians, senators, and most recently those honoured with emeritus status – all of whom have now been disenfranchised by the practice of having the Board appointed a chancellor upon the sole nomination of the Alumni Association (who previously did have a tradition of nominating a candidate, but this candidate was required to stand for election by the convocation).

Second, the history and tradition of our Chancellor's election runs deep and indeed dates back to the centenary we now are celebrating – I am informed that the first Chancellor election was in 1908, between Francis Carter-Cotton and Sir Charles Tupper. For the next 90 years or so, election turn-out was strong, averaging 20%, although the usual pattern was for a chancellor seeking re-election to stand unopposed, and for an election for new chancellor, it resulted in what was often an interesting contest.

In the past decade, thousands of people have voted with the size of our convocation doubling over the past 17 years, the percentage of those voting is of course low. In those years with low turnout, specifically the 1990s, it should be noted that the university significantly reduced the publicity around the election and its nomination process. Nevertheless, over the past three elections the number of votes cast for Chancellor has more than doubled. In our view, none of the above indicates the need for a replacement of a long-standing tradition without, at the very least, open discussion and review.

Third, the general practice throughout Canada is for the Chancellor to be elected - either from their convocations or by their senates; joint senates and board or by a joint council

of various sorts. Only one major institution, McGill, appoints its Chancellor by its Board alone. The British universities upon whom our structures are based also generally continue to elect their (vice) chancellors.

Finally, this provision was advanced by the government in the absence of consultation and communication with our Convocation, our Senates, and critically, our Council Elections Committee. Note that the Elections Committee's Terms of Reference state we "shall be responsible for recommending to the Council of Senates, in consultation with the Secretary to the Council of Senates, any rules necessary for nominations, elections, and voting in any election of the Chancellor."

In summary, our Committee is strongly opposed to this intended change - without consultation and careful consideration at the very least - and thus we are recommending the following resolution to both the Vancouver and Okanagan Senates for their consideration:

Whereas the office of Chancellor and its election is an institution dating back to the founding of UBC and our predecessor universities; and

Whereas the election of the Chancellor is an important symbol to many parts of the UBC community - including alumni, faculty, librarians, senators, and most recently those honoured with emeritus status - together forming our Convocation and coming together to select the ceremonial head of our University; and

Whereas the Chancellor is a member of university senates and serves in an academic role as conferrer of degrees and chair of the Convocation in addition to its ceremonial position; and

Whereas the autonomy of the University to govern its affairs should be respected and its internal governance should not be adjusted externally without thorough study, consultation, and consideration;

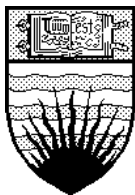
That this Senate resolve to express its concern for the lack of consultation with the University of British Columbia on the changes to the manner in which the Chancellor is selected;

And that this Senate further resolve to express its concern for the changing of an office elected by and from the Convocation to an office appointed by the Board of Governors;

And that this Senate further resolve to direct the Secretary of Senate to inform the Board of Governors, and the other senates currently under the University Act of the position of the Senate on this matter;

And that this Senate further resolve to direct the Chair of Senate to inform the Honourable Murray Coell, Minister of Advanced Education and Minister Responsible for Research and Technology, of the position of the Senate on this matter with the request that he communicate these concerns to others in the Government of British Columbia.

THE UNIVERSITY OF BRITISH COLUMBIA



13 April 2008

COUNCIL OF SENATES

Enrolment Services

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 822-9952 Fax: (604) 822-5945

christopher.eaton@ubc.ca

To: Senate
From: Budget Committee

Re: Proposed Change in Budget Committee membership

The Budget Committee has reviewed its operations and the operation of its Okanagan and Vancouver Sub-Committees over the past few years. It has become apparent that the original assumption of one UBC budget for which the Committee could advise the president is not the state of affairs that has developed, and that campus-specific budgets will be the norm. As the Sub-Committees for each campus are based on the full membership of the Committee from each campus, the current sub-committees are quite small.

The Committee therefore proposes increasing its membership so as to provide the sub-committees with more members and thus the ability to better advise the President and Academic Vice-Presidents on academic matters relating to the University Budget. We note that the size of the full committee will be large – 21 members – but note that a great majority of meetings are sub-committee meetings, and their more manageable memberships of between 10 and 12 people are in line with the previous Senate Budget Committee. For full meetings, 21 is not an unworkable number.

At present, the composition of the Committee is as follows:

44. The Budget Committee shall be composed of:
- Three (3) Councillors, elected by and from the Council of Senates;
 - Four (4) members of the Okanagan Senate appointed by and from the Okanagan Senate, who must include at least two (2) faculty members and one (1) student; and
 - Four (4) members of the Vancouver Senate appointed by and from the Vancouver Senate, who must include at least two (2) faculty members and one (1) student.

The Committee proposes amending its composition as follows (new text in **bold**, removed text ~~struck through~~):

44. The Budget Committee shall be composed of:
- Three (3) Councillors, elected by and from the Council of Senates;
 - ~~Four (4)~~ **Nine (9)** members of the Okanagan Senate appointed by and from the Okanagan Senate, who must include at least ~~two (2)~~ **six (6)** faculty members and ~~one (1)~~ **two (2)** students; and
 - ~~Four (4)~~ **Nine (9)** members of the Vancouver Senate appointed by and from the Vancouver Senate, who must include at least ~~two (2)~~ **six (6)** faculty members and ~~one (1)~~ **two (2)** students.

The Committee therefore recommends:

That Senate endorse the changes in the Budget Committee membership specified for above. (NB: This item will be considered by the Council this June)

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945

May 2, 2008

To: Vancouver Senate

From: Admissions Committee

Re: **Academic Leave (approval) and Calendar Changes on Admission Items (Faculty of Arts and Faculty of Graduate Studies) (approval) and Immunization Requirements – Faculty of Pharmaceutical Sciences (approval)**

a. Academic Leave (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed calendar entry on Academic Leave. A student in good academic standing may take an academic leave of up to two consecutive Winter Sessions and maintain registration eligibility in the same program.

Motion: *That Senate approve the proposed calendar entry on Academic Leave.*

b. Calendar Changes on Admission Items – Faculty of Arts and Faculty of Graduate Studies (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed calendar changes to admission requirements for applicants to the Faculty of Arts (Department of Theatre and Film – Diploma in Film Studies) and to the Faculty of Graduate Studies (Land and Food Systems – Integrated Studies in Land and Food Systems graduate programs)

Motion: *That Senate approve the revised calendar entries on admission requirements for applicants to the Faculty of Arts (Department of Theatre and Film – Diploma in Film Studies) and the Faculty of Graduate Studies (Land and Food Systems -Integrated Studies in Land and Food Systems graduate programs), effective September 2008.*

c. Immunization Requirements – Faculty of Pharmaceutical Sciences (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed calendar entry on Post-Acceptance Requirements for applicants to the Faculty of Pharmaceutical Sciences. Prior to the start of all clinical rotations, all students must submit evidence of immunization as described in the attached calendar entry.

Motion: *That Senate approve the proposed calendar entry on Post-Acceptance Requirements for applicants to the Faculty of Pharmaceutical Sciences, effective September 2008.*

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Department: Undergraduate Admissions</p> <p>SAC Approval Date: : April 23, 2008</p> <p>Effective Session: Effective for automatic eligibility generation for the 2009 sessions and onward</p>	<p>Date: April 23, 2008</p> <p>Contact Person: Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions</p> <p>Phone: 604-822-4240</p> <p>Email: Rosalie.Vlaar@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p style="color: blue; font-weight: bold; font-size: 1.2em;">V. Policies and Regulations</p> <p style="text-align: center; color: gray;">Contents</p> <ul style="list-style-type: none"> <u>Definitions</u> ➤ <u>Student Declaration and Responsibility</u> ➤ <u>Academic Honesty and Standards</u> ➤ <u>Academic Freedom</u> ➤ <u>Academic Accommodation for Students with Disabilities</u> ➤ <u>Teaching Evaluation</u> ➤ <u>Attendance</u> ➤ <u>Space in Courses</u> ➤ <u>Cancellation of Classes</u> ➤ <u>Program Requirements</u> ➤ <u>Requirements to Receive a Degree or Diploma</u> ➤ <u>Academic Assessment</u> ➤ <u>Grading Practices</u> ➤ <u>Academic Standing</u> ➤ <u>Academic Performance Evaluations</u> ➤ <u>Advancement Regulations</u> ➤ <u>Graduation</u> ➤ <u>Change of Registration</u> ➤ <u>Withdrawal</u> ➤ <u>Letter of Permission to Study at Another Institution</u> ➤ <u>Academic Leave</u> ➤ <u>Academic Concession</u> ➤ <u>Review of Assigned Standing</u> ➤ 	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=3,0,0,0</p> <p>Present Calendar Entry:</p> <p style="color: blue; font-weight: bold; font-size: 1.2em;">V. Policies and Regulations</p> <p style="text-align: center; color: gray;">Contents</p> <ul style="list-style-type: none"> <u>Definitions</u> ➤ <u>Student Declaration and Responsibility</u> ➤ <u>Academic Honesty and Standards</u> ➤ <u>Academic Freedom</u> ➤ <u>Academic Accommodation for Students with Disabilities</u> ➤ <u>Teaching Evaluation</u> ➤ <u>Attendance</u> ➤ <u>Space in Courses</u> ➤ <u>Cancellation of Classes</u> ➤ <u>Program Requirements</u> ➤ <u>Requirements to Receive a Degree or Diploma</u> ➤ <u>Academic Assessment</u> ➤ <u>Grading Practices</u> ➤ <u>Academic Standing</u> ➤ <u>Academic Performance Evaluations</u> ➤ <u>Advancement Regulations</u> ➤ <u>Graduation</u> ➤ <u>Change of Registration</u> ➤ <u>Withdrawal</u> ➤


[Transcript of Academic Record](#)
[Retention of Student Records](#)
[Senate Appeals on Academic Standing](#)
[Student Conduct and Discipline](#)

Text for new page linked to the contents page above:

Academic Leave

A student who is in good academic standing may take an academic leave of up to two consecutive Winter Sessions. Before taking leave, all students are advised to discuss their plans with an academic advisor in their faculty or school. Students in cohort-based or limited enrolment programs are required to seek permission for an academic leave prior to departing due to a limited ability to accommodate leaves in such programs (e.g. Commerce and Medicine). Please consult the appropriate section of the UBC Calendar for information regarding taking a leave from your Faculty or program.

Students with a student loan or scholarship are advised to consult with the Student Financial Assistance and Awards Office prior to taking a leave as there may be financial implications.

A student in good academic standing in their last session at UBC but who has not registered at UBC for more than two consecutive Winter Sessions must apply to re-enter their academic program of study. Readmission is not guaranteed. Students who are readmitted will be governed by the academic regulations and program requirements in effect at the time of readmission to the University and are advised to consult with an academic advisor.

[Letter of Permission to Study at Another Institution](#)
[Academic Concession](#)
[Review of Assigned Standing](#)
[Transcript of Academic Record](#)
[Retention of Student Records](#)
[Senate Appeals on Academic Standing](#)
[Student Conduct and Discipline](#)

Type of Action: Add new “Academic Leave” calendar entry describing the extension of automatic eligibilities to register in the same program for a two-year period after the student is in good academic standing.

Rationale: UBC currently has no policy on academic leave from undergraduate programs. Rather than grant students a formal academic leave, requiring additional paperwork and an adjudication process, many universities simply extend the eligible period over which a student who was in good academic standing may register for courses in the same program. For example, a student might be able to withdraw from study for parental, employment, financial, elder-care or any other reason for some period of time before which they would be required to reapply for admission.

The ultimate goal of extending eligibilities to allow for academic leave is to offer flexibility to undergraduate students, reduce manual processing that does not add value, and encourage a higher rate of return to studies at UBC following a leave.



Proposed Calendar Entry:

II. Admissions

Readmission

Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.

Students who have previously attended UBC **and who are no longer automatically eligible to register** may apply for readmission online at the [Student Service Centre](#). There is a non-refundable \$60.00 application fee for all readmission applications. Students who have attended any post-secondary institution(s) since last in attendance at UBC will be required to submit a transcript(s) and must qualify for readmission. Please see [readmission and academic leave for more information](#).

URL:

<http://www.students.ubc.ca/calendar/index.cfm?tree=2,273,0,0>

Present Calendar Entry:

II. Admissions

Readmission

Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.

Students who have previously attended UBC may apply for readmission online at the [Student Service Centre](#). There is a non-refundable \$60.00 application fee for all readmission applications. Students who have attended any post-secondary institution(s) since last in attendance at UBC will be required to submit a transcript(s) and must qualify for readmission. Please see [readmission information](#).

Type of Action: Update admission section of calendar to reflect the extended automatic eligibilities to register.

Rationale: Clarity with respect to new policy, as described above.



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Arts Department: Theatre and Film</p> <p>Effective Session: W Term 1 Year 2008 for Change</p>	<p>Date: October 14, 2007 Contact Person: Sharon McGowan Phone: 604-720-9629 Email: sharon.mcgowan@ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,287,0</p> <p>Proposed Calendar Entry: Diploma in Film Production</p> <p>The Department of Theatre and Film offers the Diploma in Film Production consisting of three years of concentrated study.</p> <p>In this program, students learn the techniques, practices and theory of filmmaking. There are options to study more deeply in the areas of documentary filmmaking, alternative cinema, and screenwriting.</p> <p>Applicants must have completed a bachelor's degree.</p> <p>The number of available places is strictly limited: application and submission of supporting materials is required. Preference will be given to students with strong evidence of creative ability. Prospective applicants should consult the Film Program website concerning admission requirements, application deadline, and current course offerings, or contact the Film Program office.</p> <p>All students enrolled in the Diploma in Film Production program will be reviewed annually to determine whether they should continue in their course of study.</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,287,0</p> <p>Present Calendar Entry: Diploma in Film Production</p> <p>The Department of Theatre and Film offers the Diploma in Film Production consisting of three years of concentrated study.</p> <p>In this program, students learn the techniques, practices and theory of filmmaking. There are options to study more deeply in the areas of documentary filmmaking, alternative cinema, and screenwriting.</p> <p>Applicants must have completed a bachelor's degree in Arts, Science or Commerce.</p> <p>The number of available places is strictly limited: application and submission of supporting materials is required. Preference will be given to students with strong evidence of creative ability. Prospective applicants should consult the Film Program website concerning admission requirements, application deadline, and current course offerings, or contact the Film Program office.</p> <p>All students enrolled in the Diploma in Film Production program will be reviewed annually to determine whether they should continue in their course of study.</p> <p>Type of Action: Delete restrictions on the types of bachelor's degrees that applicants may present.</p> <p>Rationale: To remove restrictions on potential applicants with other backgrounds.</p>



UBC Admissions Proposal Form Change to Admission Requirements

Faculty: Graduate Studies Land & Food Systems Soil Science SAC Approval Date: April 23, 2008 Effective Session: 2008W	Date: February 12, 2008 Contact Person: Dr. Art Bomke Phone: 2-6534 Email: fert@interchange.ubc.ca
Proposed Calendar Entry: TOEFL and GRE Requirements ... Integrated Studies in Land and Food Systems: 577 / 233 ... Internet-based TOEFL Scores ... Integrated Studies in Land and Food Systems: 90	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0 Present Calendar Entry: enter new line in TOEFL/GRE table [3101] Type of Action: To indicate TOEFL minimum for admission to the Integrated Studies in Land and Food Systems graduate programs. Rationale: The requirements are not currently listed in the calendar. The levels chosen are consistent with other LFS graduate programs.



UBC Admissions Proposal Form Change to Course or Program

Faculty: Pharmaceutical Sciences Faculty Approval Date: April 17, 2008 SAC Approval Date: April 23, 2008 Effective Session: <u>W</u> Term: <u>1</u> Year: <u>2008</u>	Date: April 20, 2008 Contact Person: David Fielding Phone: 2-5447 Email: dwfield@interchange.ubc.ca
Proposed Calendar Entry: Post-Acceptance Requirements The Faculty of Pharmaceutical Sciences requires all students to be fully compliant with the current guidelines against vaccine-preventable diseases prior to the commencement of clinical activities. These guidelines state proof of immunity status must be available and the clinical site can request a copy of immunization documentation from students at any time in preparation for or during a clinical placement. Prior to November 1 st , or prior to the start of any clinical rotations or patient contact (whichever occurs first), all first-year undergraduate students must submit to the Faculty's Office of Student Services evidence of immunization for Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox and Hepatitis B and a negative TB skin test result (if the skin test is positive, a chest x-ray is required). Documentation of disease and vaccinations must be provided through a written assessment from a health care provider (physician or nurse), and must include the type of disease/immunization, the date of the event, laboratory results (if required), and the signature of the health care provider. This documentation must be provided to the Faculty's Student Services Office and will be kept in the student's record. Failure to comply with	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,213,397,390 Present Calendar Entry: None Type of Action: Inclusion in the UBC calendar a statement related to the Faculty of Pharmaceutical Sciences immunization policy, after "Registration" [4495] and before "Academic Regulations" [4499]. Rationale: This calendar entry will inform students applying to the Faculty of the requirement to provide proof of immunity to vaccine preventable diseases prior to any patient contact. It is an expectation of our clinical sites that the students' immunization status for certain vaccine preventable diseases be up-to-date and verifiable.



<p>documentation requirement could result in the individual being barred from the clinical setting.</p> <p>All students will have their vaccination records reviewed. Students with a positive test result for any communicable disease may face restrictions in the course of their pharmacy training and may be constrained in their ability to practice</p> <p>In addition, all students are required to obtain an influenza vaccination each year. If it is contraindicated for a student to receive the influenza vaccine, the student must have a current written prescription for antiviral medication. In the event of an influenza outbreak at the healthcare institution in which a student is placed, evidence of a current influenza vaccination must be provided. Non-immunized students may be required to start antiviral medication or they may be prohibited from continuing their placement therefore delaying their progression in the program.</p>	
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THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
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Vancouver BC V6T 1Z1
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April 28, 2008

To: Vancouver Senate
From: Admissions Committee
Re: Review of UBC Undergraduate Admission Policies: Principles of Effective Undergraduate Admission to UBC (approval)

Motion: *That the report of the Admissions Committee on “Review of UBC Undergraduate Admission Policies: Principles of Effective Undergraduate Admission to UBC” be received and that the principles for effective undergraduate admission to UBC recommended therein be approved.*

At the December 2007 meeting of the Vancouver Senate, the Admissions Committee was directed to “undertake a review of UBC’s undergraduate admission policies with a view to determining their efficacy in meeting the goals of Trek 2010 and the UBC Academic Plan and report back to the Senate no later than December 2008 with recommendations on any necessary changes”. The report presented herein completes the reporting responsibility delegated to the Admissions Committee. If approved by Senate, the principles presented in the report would guide any subsequent review of admission policies and practices, and also guide policy-makers as they prepare new admission policies in the future.

The composition and terms of reference of the Admissions Subcommittee on the Review of UBC Undergraduate Admission Policies were as follows:

Composition:

- Dr. Bruce Dunwoody, Associate Dean, Faculty of Applied Science
- Dr. Paul Harrison, Joint Faculties Senator, Faculty of Science (Chair)
- Dr. Michael MacEntee, Senator, Faculty of Dentistry
- Mr. William McNulty, Convocation Senator
- Mr. Raymond Pan, Student Senator at-large, Faculty of Science
- Ms. Deborah Robinson, Associate Registrar & Director, Student Recruitment, Admissions & Awards, Enrolment Services
- Ms. Rosalie Vlaar, Senior Policy Analyst, Student Recruitment, Admissions & Awards, Enrolment Services
- Ms. Amandeep Mann (non-voting, Secretary)

Terms of Reference:

- 1) *To undertake a review of UBC’s undergraduate admission policies with a view to determining their efficacy in meeting the goals of Trek 2010 and the UBC Academic Plan.*
- 2) *To deliver to the Admissions Committee an oral status report on the activities of the Subcommittee at the March 2008 meeting of the Committee.*
- 3) *To submit to the Admissions Committee, via the Senate Secretariat, a final report with recommendations not later than April 23, 2008.*



The subcommittee fulfilled its mandate and its work forms the basis of this report to Senate, which summarizes the disjunction between UBC's goals for recruiting excellent students and some of its current policies and practices and then suggests principles that should underpin an effective set of admission policies. Corollaries to those principles are provided as a guide to the review of policies and practices to follow. Although the individual senates of the UBC V and UBC O campuses determine their own admission policies, it will be important for further discussions to include both campuses, if only to establish which policies will be in common and which will reflect the different mandates of the two campuses.

ANALYSIS: POLICY VS. TREK GOALS

The Subcommittee reviewed documents and received oral input from the Undergraduate Admissions Office that helped to foster a discussion of the challenges and barriers to effective recruitment that are present in UBC's current practices. An earlier report on the BC provincial exam issue that formed the basis of a recommendation from the Admissions Committee to Senate in December 2007 also identified aspects of current practices that require review. Those practices have evolved from some that worked well when UBC recruited undergraduates almost entirely from BC high schools at a time when the school system was more uniformly structured and sequenced, and there was an excess of qualified applicants for most programs, the majority of whom saw UBC as their first (or only) choice for post-secondary education. Now BC schools are more variable in the way they structure the school year, with many more schools operating on a semester system than in the past, and the provincial exam system is more complex, with some exams mandatory in years prior to grade twelve and only one now mandatory in the final year. Further, UBC now aspires not only to serve BC but also to be a leading national and global university and so has to learn how to adapt its admission policies not only within BC but also to other educational jurisdictions. Finally, competition for the kind of students that UBC wants to attract has become more intense, within BC, across Canada, and over the globe. Reaction within the Undergraduate Admissions Office to that evolving landscape has resulted in new practices without a concomitant review of policy, and has led to periodic jurisdictional disagreements among the staff in the Admissions Office, representatives of faculties and Senate, and senior administration.

A search for principles on which to base a set of admission policies and practices should start with the University's overall goals. President Toope has argued that UBC should be recognized as the preeminent research-intensive university in the province and be supported financially so that it can become one of the world's great universities. To support that goal, our admission policies should ensure that the institution "...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world" (Trek 2010, <http://www.trek2000.ubc.ca/principles/index.html>). Currently there are enough spaces in the BC post-secondary system to satisfy the needs of high school graduates but not enough spaces at UBC V for all who might apply. We may presume that students predisposed to take advantage of the kinds of opportunities that UBC hopes to offer them - in terms of academic challenge, involvement in research, service activities, and international exposure - will also be the most successful undergraduates and the most engaged alumni. Thinking along that line may provide some guidance on the development of principles for how the admission process should work to our advantage, for example by fitting admission criteria to both student accomplishments and the requirements for success in UBC programs.

Many current admission policies and practices may be keeping us from achieving our goals and a few are presented here. First, a desire to attract more students from other provinces may be hindered by the practice of equating school grades to a BC-derived standard without reference to the actual performance of students from different provinces at UBC. There are some data available, e.g., of performance in mathematics, that could inform the development of differentiated scales. Second, attracting good students from colleges outside BC and from other universities is difficult when UBC cannot inform applicants about the UBC equivalencies of the courses they have taken. We need a comprehensive, centrally maintained database. Third, with students being recruited from around the world there are opportunities for UBC faculties and schools to tailor their admission requirements to take advantage of the strengths and peculiarities



of local education systems but many UBC programs have not found ways to support the extensive use of broader-based admission. Fourth, it is imperative that UBC be able to present to prospective students a unified recruitment message and a common set of application processes, lest we confuse and discourage applicants at a time when they do not yet know much about UBC and can easily be influenced by clearer offers of admission from our competitors. Currently UBC does not integrate well enough the admission, housing, and scholarship components of a comprehensive offer. Last, although most students are, in effect, admitted to UBC on interim grades, it has been our tradition to wait for final grades to confirm offers. Increasingly, final grades do not become available until well after most applicants have been given firm and attractive offers of admission from other institutions.

It is still true that the majority of undergraduates admitted to UBC were schooled in the BC system and it is important to remember that UBC's admission requirements directly influence both the BC education system and individual student behaviour. For example, the continued presence of foreign language instruction in BC high schools is partly due to UBC's requirement of a second language for BC high school applicants. Any change in UBC's admission policy and practice should consider the effect on the BC education system and on individual student behaviour but change that could enhance recruitment of excellent students from any jurisdiction should not be avoided just because of its potential effects locally.

The examples above were sufficient evidence that UBC's admission practices needed a review but first it is necessary to define a set of principles. Principles can be used to test policies and practices to ensure that they are helping to meet the university's goals. The principles are presented below together with corollary statements that could guide any subsequent review of admission policies and practices, and we recommend them to Senate for approval.

PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC

ALIGNMENT WITH UBC'S GOALS:

- Admission policies should ensure that the institution "...*attracts and retains the best undergraduate and graduate students from across BC, Canada and the world*" (Trek 2010). Such students should be predisposed to take advantage of the opportunities to seek academic challenge, to do research, to develop leadership skills, to do community service, to foster global awareness, and to participate in sports and the fine and performing arts.

Corollary: Policies or practices that discourage the enrolment of top-quality students should be identified and reviewed.

Corollary: Where two or more principles are in conflict, the resolution should always aim to achieve the overall goals of the University.

EVIDENCE-BASED POLICY REVIEW:

- Admission criteria will be based on knowledge of the strengths and weaknesses of educational systems world-wide and of student performance at UBC.

Corollary: Student achievement at UBC will be used regularly to review and modify admission policies and practices, and to identify areas of potential improvement in UBC curricula and pedagogy.

Corollary: The University needs the ability to forecast changes in demand for programs so that policies can be adapted within this framework of principles.



EXCELLENCE OF FIT:

- Evaluation criteria will aim to identify those applicants who are most likely to prosper at the University of British Columbia.

Corollary: General university admission criteria shall identify where possible common core academic requirements for admission to all undergraduate programs.

Corollary: Admission criteria for specific UBC programs shall be based on the framework of the general admission criteria.

Corollary: In addition to evidence of academic achievement, diverse admission criteria may be used (i.e., broader-based admission).

FAIRNESS:

- Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission.

Corollary: Fair and equitable treatment of applicants does not require the application of identical policies and practices because to do so would be to ignore the different educational backgrounds and needs of prospective students.

Corollary: What is considered sufficient evidence of readiness to succeed may differ for different academic programs.

Corollary: Grading schemes should not be equated to the BC high school system unless data on student performance support such a practice.

Corollary: Applicants who are continuing UBC students wishing to change program should not be disadvantaged as long as they are in good academic standing in their current program.

INTEGRITY:

- Admission practices should conform to policies.

TRANSPARENCY:

- Admission requirements should be clear and understandable to prospective students, counsellors, and others who influence student choice.

Corollary: The University will be openly direct in its communication of admission policies and practices.

TIMELINESS:

- An offer will be made in time for the applicant to plan for the transition to UBC and for UBC to meet its enrolment targets.

Corollary: Applicants must know the terms of an offer from UBC in time to compare it to offers from other institutions and to make reasonable financial and relocation plans for the eventual transition to UBC.

Corollary: To attract excellent applicants, UBC needs to make most offers before May 1st, which probably means that final grades cannot be considered from most educational jurisdictions and systems.

Corollary: Some applicants may be able to present evidence of readiness for success earlier than others so some offers of admission may be made much earlier than others using different sets of data.



COMPREHENSIVENESS:

- The terms of an offer of admission will include space in an academic program, and space in student housing and financial support when applicable.

Corollary: The application processes and decision timelines for both entry into academic programs and space in student housing must be linked because the allocation of student housing spaces must be part of a larger strategy for effective student recruitment.

Corollary: Offers of admission to an academic program and of merit-based financial assistance should be made at the same time based on similar sets of data because the allocation of scholarships must be part of a larger strategy for effective student recruitment.

COMMITMENT:

- An offer of admission will not be revoked unless the applicant does not meet a minimum set of conditions that are conveyed with the offer.

Corollary: An applicant offered admission will in turn be expected to make a firm commitment to the university.

Corollary: The minimum conditions for retention of an offer of admission should be reviewed and modified regularly to ensure that as many students as possible succeed academically.

Corollary: All direct-entry programs should adhere to a common minimum set of conditions for retention of offers of admission.

CONCLUSION

The analysis above serves to demonstrate the need to review admission policies as the environment in which the university exists continues to change. Universities are one of the few institutions that have survived since the Middle Ages but, although their role in modern society owes much to the past, they are not the same institutions nor are the social determinants of their viability the same and they must adapt. It is relatively easy to make changes for the sake of competitive advantage, for example, but it is also easy to make changes that may have only a short-term benefit. Policies to be developed must be founded on a set of guiding principles and where two or more principles are in conflict, the resolution should always aim to achieve the overall goals of the University. A set of principles is presented in this report in the hope that it will set in motion a thorough review of policies and practices in the Undergraduate Admissions Office at UBC Vancouver overseen by the Senate Admissions Committee. Unless changes are made, UBC is unlikely to continue to be an institution that “...*attracts and retains the best undergraduate...students from across BC, Canada and the world*” (Trek 2010).

Further review should involve wider consultation with students, faculty, and staff at UBC V, with constituent groups such as school teachers, counsellors and college representatives, and also with colleagues at UBC O, the latter to determine where common policies are appropriate. The review must encompass policy and practice in the areas of student housing and financial assistance and awards as well because of the critical roles played by those resources in attracting and retaining excellent students. The Admissions Committee is prepared to work with Enrolment Services to ensure that the review is guided by the principles presented here and meets the academic needs of the institution.

THE UNIVERSITY OF BRITISH COLUMBIA



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April 28, 2008

To: Vancouver Senate
From: Vancouver Senate Admissions Committee
Re: Application of Principles of Effective Undergraduate Admission to UBC: BC Provincial Examinations as Admission Requirements (approval)

Motion 1: *That the report of the Admissions Committee on “Application of Principles of Effective Undergraduate Admission to UBC: BC Provincial Examinations as Admission Requirements” be received.*

Motion 2: *That the policy of requiring provincial exam results from BC high school applicants be discontinued, effective the 2009 UBC Vancouver Admission Cycle; and that the corresponding Calendar statement be approved.*

APPLICATION OF PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC: BC PROVINCIAL EXAMINATIONS AS ADMISSION REQUIREMENTS

The Vancouver Senate voted in December 2007 to continue to require BC high school applicants to write four grade-twelve provincial exams. The UBC V Calendar statement (<http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0>) seems clear on first reading: “The admission average will be calculated on English 12 and the three additional approved examinable Grade 12 courses or the equivalent...All courses must be completed by June. Final examinations offered by the BC Ministry of Education...must be written”. Applying the newly defined “Principles of Effective Undergraduate Admission to UBC”, the Admissions Committee analyzed the policy and found that too many principles are being violated to support its continuation.

- First, although there would be fairness if all admission decisions were made once the final grades were available for all applicants for all courses, with the current practice of admitting students in the spring, some applicants are assessed on a combination of final grades (i.e., school and provincial exam components) while others are judged on school grades alone simply because of the nature of the particular school systems they attend.
- Second, there is an implied date for admission decisions to be finalized, i.e., in the summer when the results of the provincial exams written in June become available, which does not serve the needs of either the applicant in making plans or the university in managing instructional resources (people and space) and ultimately in meeting its commitment to government.
- Third, there is a lack of transparency because there is no indication of how the marks on the provincial examinations will be used in determining admissibility to the university. Applicants are left guessing and the lack of certainty could deter some from pursuing their application.
- Fourth, the restriction of the choice of courses to be included in the calculation of the admission average to only four, all with provincial exams (in itself a more nebulous requirement now that most of those exams have been made optional for high school graduation), may be artificially limiting intellectual exploration in both the schools and the university. As well, some university programs may be missing a chance to select students who have had a particularly appropriate high school education because the courses involved are not currently acceptable for admission purposes.

Grades are not final until both the school component and the provincial exam are completed; the provincial exam result counts for 40% of the final grade. All high school students eligible to apply to UBC will complete their courses and write their last provincial exams in June and the final results become



available through the Ministry of Education sometime in late July or early August. At first glance, the *principle of fairness* would seem to dictate that all BC high school applicants be evaluated in the summer when all of them have comparable sets of final course grades. However, some would argue that there is unfairness in comparing even those final grades because students are allowed to repeat a provincial exam, a course, or both in the hopes of raising the grade. Consequently, for some students, final grades reflect the outcome of two exposures to a course, which disadvantages the applicant who presents grades from only one exposure.

For several years UBC V has attempted in different ways to implement the *principle of timeliness*, whereby applicants who report their grades on-line in March and April may soon afterward receive a “firm” offer of admission (see below for a discussion of what “firm” might mean to a student). Another group of applicants receives offers in May after the Ministry of Education reports grades electronically to the Undergraduate Admissions Office. How fair is the evaluation of applicants’ grades in March, April, or May? Several aspects of the school system contribute to perceived or real unfairness. First, some students write provincial exams in grade eleven and may therefore have some final grades to report at the start of their grade-twelve year along with interim (i.e., incomplete, school-assessed) grades for other courses. Other students who may have some final grades to report by March are those attending semestered schools where courses that started in September are examined in January. However, those same students may not have a grade in a key admission requirement (English 12, for example) early enough to be considered for the early offers of admission. UBC may be losing some excellent students because of a rigid adherence to a requirement for grades in specific provincially examinable courses. Finally, a relatively new phenomenon has arisen whereby students take courses on-line through a Ministry-sanctioned, distributed or distance learning system rather than in a traditional school; which grade is reported to the Ministry of Education by May has been a source of variability. There are concerns about the comparability of some of the “school-based” grades being reported from distributed learning “colleges” to those from regular schools. In summary, the grades on which the majority of applicants are assessed are a mixture of interim, final, and repeated grades so it is difficult to argue that fairness is being achieved.

How the offers of admission made from March to June have been treated by the university in recent years brings us to the *principle of integrity*, i.e., the concurrence of policy and practice, and the *principle of transparency*. Until two or three years ago, most programs set a final cut-off average, and applicants who were offered early admission had the offer withdrawn if their final grade was below the cut. Some discretion was used, mainly to achieve the desired final enrolment target. By mid-summer, when final high school grades are available, most of the students UBC hopes to enrol have already made a decision to attend elsewhere and so new offers to them are both an affront and an ineffectual tool for enrolment management.

More recently, many programs have put more weight on the *principles of commitment and timeliness*, and have become more reluctant to revoke offers unless applicants’ final grades had dropped drastically from the grades on which their early offers were based (remembering that those grades may have included both final and interim grades). In effect, the results of the June provincial exams became a much smaller factor in the decision to admit many students but there has been much variation in the way that students admitted to different programs have been treated. The decision by the Provost’s office in 2007 to ban the practice of revocation of offers to students who maintained the University’s published minimum standards brought these discrepancies into full light. The resulting change in practice has not been matched by a change in published policy which still requires that the provincial exam be written. We are now seen to lack nimbleness, unable to act with integrity because our published policies do not conform to our practice, and unable to provide applicants with a transparent process to follow.

CONCLUSION

The Admissions Committee recommends that the policy of requiring provincial exam results from BC high school applicants be discontinued for entry beginning in summer 2009 because it restricts UBC’s ability to adhere to principles of fairness, timeliness, integrity, commitment and transparency, all of which should underpin an offer of admission.



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

Department: Undergraduate Admissions SAC Approval Date: April 23, 2008 Effective Session: 2009 Admission Cycle	Date: April 23, 2008 Contact Person: Deborah Robinson, Associate Registrar & Director, Student Recruitment, Admissions and Awards. Phone: 604-822-2953 Email: deborah.robinson@ubc.ca
Proposed Calendar Entry: II. Admissions <u>Applicants Following the BC/Yukon Secondary School Curriculum</u> > Admission Requirements The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses: [... table appears here ...] The admission average will be calculated on English 12 and the three additional examinable Grade 12 courses or the equivalent. [...] Beginning in 2009, applicants will not be required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) other than those required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered. [...]	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0 Present Calendar Entry: II. Admissions <u>Applicants Following the BC/Yukon Secondary School Curriculum</u> > Admission Requirements [93] The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses: [... table appears here ...] The admission average will be calculated on English 12 and the three additional approved examinable Grade 12 courses or the equivalent. [...] [98] 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: 1. Remove the BC Provincial Examination requirement. 2. Outline how optional BC Provincial Examination results will be used if students elect to take them. 3. Remove reference to International



	<p>Baccalaureate (IB) and Advanced Placement (AP) exams. These requirements are outlined under a separate calendar entry: “Applicants with International Baccalaureate and Advanced Placement Courses” (http://www.students.ubc.ca/calendar/index.cfm?tree=2,279,0,0).</p> <p>Rationale: This calendar change reflects the finding of the Senate Admissions Subcommittee on the Review of UBC Undergraduate Admission Policies that “too many [Undergraduate Admission] principles are being violated to support a continuation of the policy [to require the BC Provincial Exams for admission].”</p>
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May 2, 2008

To: Vancouver Senate

From: Dr. James Berger, Chair
Admissions Committee

Re: Suspension of the *Rules and Procedures of Senate* to allow for the
Reconsideration of the Matter of Provincial Examinations as Admission
Requirements (approval)

At the December 2007 meeting of Senate, a proposal from the Admissions Committee to remove the requirement to complete provincial examinations, other than those required for graduation, for students following the BC/Yukon curriculum was not approved by Senate.

As part of its review of UBC undergraduate admission policies, the Committee again recommends that the provincial examination requirement be removed. As this matter has already been considered and rejected by Senate, a motion to suspend those parts of the *Rules and Procedures of the Vancouver Senate* and *Roberts Rules of Order Newly Revised* that prohibit the consideration of a matter twice in the same session of Senate is needed in order for Senate to consider the Committee's recommendations in full. As such, the Committee recommends:

That Senate suspend any sections in the Rules and Procedures of the Vancouver Senate and Roberts Rules of Order Newly Revised necessary so as to allow for the consideration of the matter of provincial examinations as admission requirements for applicants to UBC Vancouver following the British Columbia/Yukon secondary school curriculum.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee

NB: The motion above requires a vote of two-thirds (2/3) majority to be carried and is not debatable. If approved, the consideration of the Committee's recommendations themselves only requires a simple majority to be approved.

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May 2, 2008

To: Vancouver Senate

From: Admissions Committee

Re: **Affiliation Agreement: UBC Faculty of Education Native Indian
Teacher Education Program (NITEP) and Thompson Rivers
University Faculty of Education (approval)**

The attached affiliation agreement was reviewed by the Council of Senates' Executive Committee in June 2007, which made a recommendation that the matter be referred to the Admissions Committee and the Vancouver and Okanagan Faculties of Education for further consultation. Following extensive consultation, the Admissions Committee recommends:

That the affiliation agreement between the UBC Faculty of Education Native Indian Teacher Education Program and the Thompson Rivers University Faculty of Education be approved as specified in the attached Memorandum of Understanding.

Respectfully submitted,

Dr. James Berger, Chair
Admissions Committee

Memorandum of Understanding Between UBC Faculty of Education – Native Indian Teacher Education Program and Thompson Rivers University – Faculty of Education.

Request submitted to the UBC Council of Senates, May 14, 2007, by Acting NITEP Director, Dr. Jo-ann Archibald.

The Native Indian Teacher Education Program (NITEP) was established in 1974. NITEP is a UBC Faculty of Education –Bachelor of Education program (Elementary or Secondary) that builds upon Aboriginal knowledge, identity and cultural heritage while preparing persons of Aboriginal ancestry to be effective educators for public, band, and independent schools. The first two years are completed at regional field centres, which are currently located at Bella Coola, Kamloops, Duncan, and the UBC Vancouver campus. NITEP is a concurrent program in the following two ways: (1) arts/sciences courses are taken along with education courses throughout the B.Ed program; and (2) in the first two years students are registered at both UBC Faculty of Education and a regional college/university at the field centres located off campus. For example, at Kamloops, NITEP students take their arts/sciences courses at Thompson Rivers University (TRU). In September 2007, the Kamloops NITEP field centre moved to the TRU campus. The NITEP Coordinator is a faculty member of the UBC Faculty of Education. The Faculty of Education courses are taught by the Coordinator and faculty members from its applicable departments.

For years 3-5, the NITEP students move to the Vancouver campus to complete their degree requirements. Up to 40% of the NITEP students have traditionally stayed in their regional areas instead of moving to the university campus. Reasons usually include lack of finances to relocate and live in Vancouver and family and community responsibilities. Most of the NITEP students are women with children. These students have often asked to complete their degree in their regional area. Students usually choose NITEP as their teacher education of choice because it addresses Aboriginal education and culture.

Representatives from NITEP and Thompson Rivers University Faculty of Education met during 2006-07 to discuss the creation of a pathway for degree completion at TRU for those NITEP students who want to and who need to stay in the Kamloops area. The teacher education programs of NITEP and TRU are similar in the senior years because TRU was historically a UBC Faculty of Education program.

The draft Memorandum of Understanding was developed to indicate the cooperative agreements that were established between NITEP/UBC Faculty of Education and TRU/Faculty of Education. Of concern to the UBC Senate is clause 3(b) that states, “TRU transcripts for students completing their B.Ed. after transferring from the NITEP program to TRU will include a note to the effect that ‘This individual has completed a Native Indian Teacher Education Program (NITEP)-UBC program specialization.’” This clause was suggested by the former Dean of Education at TRU because their transcript

has a space for noting the program specialization that students have completed. Students and Aboriginal communities value NITEP. If NITEP was able to offer its complete B.Ed program at Kamloops, students would remain in its program. However, that is not financially feasible.

The transcript notation is a way to indicate the Aboriginal teacher education specialization completed in the early years of the program. This notation should be helpful to these students when they complete their degree and seek employment. Teachers who have more knowledge and preparation in the area of Aboriginal education will be better positioned for securing teaching jobs because this area is a priority of provincial governments, school districts, and professional educational associations.

The following UBC Faculty of Education courses are completed over the two year period at the Kamloops NITEP centre, which comprise the NITEP-UBC program specialization noted above:

EDUC 140, Introduction to First Nations Studies, 3 credits
EDUC 141 Cultural Studies, 3 credits
EDUC 143 Seminar and Classroom Observation 1, 1 credit
EDUC 240 Issues in First Nations Education, 3 credits
EDUC 244 Seminar and Classroom Observation 11, 2 credits
EDST 314 Social Issues in Education, 3 credits
EPSE 317 Development and Exceptionality in the Regular Classroom, 3 credits
LLED 336 Speech Communication for Teachers, 3 credits
SCED 190 General Science, 6 credits (optional)
Total credits = 24-27

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN:

The Native Indian Teacher Education Program (NITEP) of the University of British Columbia (UBC)

And

The Bachelor of Education Program at Thompson Rivers University (TRU)

WHEREAS:

A: NITEP offers the first two years of a teacher education program at the NITEP Field Centre which is located in space provided by TRU to NITEP on the TRU Kamloops campus.

B: Both UBC and TRU offer teacher education programs for third, fourth and fifth year students, with the relevant UBC program being offered at its Vancouver campus and TRU's program being offered at its Kamloops campus.

C: The relationship between the NITEP and the Bachelor of Education program at TRU has been guided by the following principles:

- a mutual interest in advancing Aboriginal teacher education;
- a mutual commitment to accommodate students' interests and needs to complete a degree in their region of choice;
- a mutual interest in opportunities to share expertise and resources related to Aboriginal teacher education; and

D: NITEP and TRU wish to cooperate on an initiative to give NITEP students the option to complete their studies at either the TRU campus or at the Vancouver campus of UBC.

THEREFORE the parties agree that:

1. NITEP students who prefer to complete their Bachelor of Education degree requirements at Kamloops will, during their second year, be able to elect to transfer to the TRU Bachelor of Education Program after the successful completion of their second year at NITEP's Field Centre.
2. NITEP students who want to continue their Bachelor of Education degree requirements at UBC will continue to the Vancouver campus for years three, four, and five.

3. With respect to the implementation of this initiative NITEP and TRU agree as follows:

a) Each party will remain solely responsible for operation and content of its academic programs. NITEP will manage the admissions process for NITEP students and provide its portion of the education degree program, which includes years one and two of the NITEP course offerings on the TRU campus. TRU will be responsible for managing the admissions process and course offerings for years three, four and five of its education degree program.

b) TRU transcripts for students completing their B.Ed. after transferring from the NITEP program to TRU will include a note to the effect that "This individual has completed a Native Indian Teacher Education Program (NITEP)-UBC program specialization".

c) TRU and NITEP agree to form an advisory committee regarding the implementation of the initiative, with equal representation from each party. The advisory committee will discuss matters such as coordinated recruitment and new program development. The recommendations of the committee are not binding on either party.

d) NITEP students will declare their intentions for a program completion route by February 15 of their second year for entry into the B. Ed. Program at either UBC or TRU in their third year.

e) TRU will provide appropriate classroom space for NITEP courses and office space for the NITEP Centre Coordinator and a part time secretary. NITEP agrees to provide an annual contribution to TRU of \$4500. TRU will invoice NITEP for the proportionate amount of this contribution at the end of each semester. The parties agree that this amount may be amended from time to time by mutual agreement of the parties.

f) The NITEP Centre Coordinator and part-time Secretary will remain employees of UBC.

4. The parties agree to cooperatively explore learning and research initiatives that are mutually beneficial to each institution.

5. This MOU is meant to be a legally binding agreement, and will not be interpreted as waiving, creating, recognizing, denying or amending any legally enforceable rights or interests of the parties.

6. Notwithstanding its date of execution, the date of commencement of this MOU will be XXXXXX.

7. Either party may terminate this MOU by providing written notice to the other party.

IN WITNESS whereof, the parties have signed this Memorandum of Understanding on the dates set out below:

THOMPSON RIVERS UNIVERSITY

UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.mann@ubc.ca

May 2, 2008

To: Vancouver Senate
From: Admissions Committee

Re: **Annual Report – Appeals on Applications for Admission and
Readmission to Programs (information)**

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Admissions Committee the power to hear final appeals on applications for admission and readmission to the University.

Between May 1, 2007 and April 30, 2008, the Admissions Committee heard 16 student appeals:

- 8 appeals for admission to the University
- 1 appeal for re-admission to the University
- 7 appeals for permission to continue in a degree or program

Of the appeals heard by the Committee, 7 were allowed and 9 were dismissed.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Appeals on Academic Standing
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.mann@ubc.ca

May 2, 2008

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report 2007-2008

Senate has delegated to the *Senate Committee on Appeal on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgement by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Part V, Academic Regulations, Senate Appeals on Academic Standing, section 2*).

As per section 39(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition and the general nature of the appeals.

Since last reporting to Senate in May 2007, 8 appeals proceeded to Committee hearings, of which 6 were dismissed, 1 was allowed, and 1 was resolved and withdrawn prior to the Committee reaching a decision.

In addition to these 8 appeals, which are summarized below, the Committee has been advised that in the past year an additional 17 appeals were presented to the Registrar, of which 9 were resolved prior to a Committee hearing; 2 were dismissed by the Registrar due to lack of timely prosecution; and 6 are in progress and are expected to be heard by the Committee in the upcoming months.

Appeals Dismissed:

- The student appealed a failed standing in a course based upon the Faculty's refusal to grant a deferred standing in light of an illness. The Faculty had previously granted the appellant's request for deferred standing but with restriction on the appellant's course load for the following semester. The appellant did not accept the Faculty's offer and appealed to the Committee. The Committee held that the Faculty's decision had been arrived at through fair and proper procedures.



- The student appealed a decision of the Faculty to deny the student's request for academic concession due to illness at the time of the final exam. The Faculty had previously granted six concessions and had advised the student no more would be granted. The appeal was dismissed on the basis that there was no unfairness or impropriety on the part of the Faculty and had been arrived at in accordance with proper procedures.
- The student appealed a decision of the Faculty to deny a request to re-take a course for the fourth time. The student has been unsuccessful in three previous attempts at completing the course. The Committee held that the Faculty's decision was arrived at through fair and proper procedures.
- The student appealed a decision of the Faculty to not grant transfer credit for courses taken at an out-of-province college, although the student's transfer courses were recognized by an out-of-province university. The Committee held that the Faculty was not unfair in refusing to grant transfer credit and that the evaluation of such courses is within the purview of the Faculty.
- The student appealed a decision of the Faculty to deny a request for academic concession for illness in connection with three final examinations. The Committee held that there was no unfairness or impropriety on the part of the Faculty as a result of the Faculty following its regulations. The Committee nevertheless provided recommendations for follow-up to both the Faculty and the student.
- The student appealed a decision of the Faculty to deny a request for retroactive withdrawals in all courses taken during the prior academic year. The Committee considered when faculties ought to grant retroactive withdrawals on the basis of medical opinion coming considerably after examinations had been taken and graded. The Committee did not find any unfairness or impropriety on the part of the Faculty and therefore did not grant the appeal on that basis. However, as the Faculty was willing to reconsider the matter in light of new information, the appellant was encouraged take the matter back to the Faculty.

Appeal Allowed:

- The student appealed a decision of the Faculty requiring the student to withdraw due to the student's failure to follow procedures involving sensitive matters in a laboratory course. The Committee held that the Faculty's policies and procedures were inconsistent from course to course and therefore subject to potential misunderstanding. The student was permitted to continue the program with the proviso that all course requirements are to be met in a fully satisfactory manner.

Appeal resolved prior to the Committee reaching a decision:

- The student appealed a decision of the Registrar to deny a request to extend the 10-day time limit to submit a written notice of appeal against a decision of the Faculty requiring the student to withdraw. In light of new evidence presented at the hearing, the Registrar granted the student's request for an extension to appeal the decision of the Faculty. Additionally, the Faculty and student reached



an agreement prior to the Committee's scheduled hearing of the student's appeal.

General Observations

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

Additionally, the Committee would like to emphasize to faculties and departments the importance of dealing with these issues and student appeal inquiries in a timely manner.

Respectfully submitted,

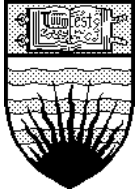
A handwritten signature in black ink, appearing to read 'Ron Yaworsky', written over a horizontal line.

Dr. Ronald Yaworsky, Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2007/08:

- Prof. Christine Boyle
- Dr. Elizabeth Dean
- Dr. Robert Sparks
- Dr. Lee Gunderson
- Dr. Daniel Weary
- Dr. Christopher Friedrichs
- Mr. William McNulty
- Mr. Geoff Rawle (student)
- Ms. Diana Diao (student)
- Mr. Hillson Tse (student)
- Dr. Ronald Yaworsky (Chair)

THE UNIVERSITY OF BRITISH COLUMBIA



April 29, 2008

CURRICULUM COMMITTEE
Vancouver Senate
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

To: Senate

From: Senate Curriculum Committee

Re: May Curriculum Proposals

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

Motion: *“That the new and changed courses and programs brought forward by the Faculties of Arts, Forestry, Graduate Studies (Applied Science, Arts, Education, Land and Food Systems and Science) and Science be approved.”*

Respectfully submitted,

Peter Marshall, Chair
Senate Curriculum Committee

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 April 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

Attached please find the submitted Category 1 curriculum proposal from the Faculty of Arts for your consideration.

Course Number	Course Title	Action
ANTH 428 (3)	Medicine, Society, And Culture	new course
ANTH 429 (3)	Global Health In Cross-Cultural Contexts	new course
CRWR 403 (3/6) D	Writing For Children I	change credit value and title
CRWR 404 (3/6) D	Writing For Radio I	change credit value and title
CRWR 414 (3/6) D	Writing For Television I	new course
CRWR 415 (3/6) D	Workshop In Literary Translation I	change credit value, title, and prerequisite
CRWR 424 (3/6) D	Writing For Radio II	new course
CRWR 433 (3/6) D	Writing For Children II	new course
CRWR 434 (3/6) D	Writing For Television II	new course
CRWR 435 (3/6) D	Workshop In Literary Translation II	new course
FNLG 101 (3-12) D	Introduction to a First Nations Salish Language: I	new course number to replace existing course
FNLG 102 (3-12) D	Introduction to a First Nations Salish Language: II	new course number to replace existing course
FNLG 111 (3-12) D	Introduction to a First Nations Algonquian Language: I	new course number to replace existing course
FNLG 112 (3-12) D	Introduction to a First Nations Algonquian Language: II	new course number to replace existing course
FNLG 121 (3-12) D	Introduction to a First Nations Dene (Athapaskan) Language: I	new course number to replace existing course
FNLG 122 (3-12) D	Introduction to a First Nations Dene (Athapaskan) Language: II	new course number to replace existing course
FNLG 131 (3-12) D	Introduction to a First Nations Tsimshianic Language: I	new course number to replace existing course

Course Number	Course Title	Action
FNLG 132 (3-12) D	Introduction to a First Nations Tsimshianic Language: II	new course number to replace existing course
FNLG 141(3-12) D	Introduction to a First Nations Wakashan Language: I	new course number to replace existing course
FNLG 142 (3-12) D	Introduction to a First Nations Wakashan Language: II	new course number to replace existing course
FNLG 151 (3)	Introduction to A First Nations Language: Haida I	new course
FNLG 152 (3)	Introduction to A First Nations Language: Haida II	new course
FNLG 161 (3)	Introduction to A First Nations Language: Ktunaxa (Kootenay) I	new course
FNLG 162 (3)	Introduction to A First Nations Language: Ktunaxa (Kootenay) II	new course
FNLG 191 (3/12) D	Introduction to A First Nations Language: I	new course
FNLG 192 (3/12) D	Introduction to A First Nations Language: II	new course

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

<p>Faculty: Arts Department: Anthropology Faculty Approval Date: Feb 7, 2008</p> <p>Effective Session <u>2008</u> Term <u>1</u> Year <u>2008</u> for Change</p>	<p>Date: October 10, 2007 Contact Person: Charles Menzies Phone: 604-822-2240 Email: cmenzies@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ANTH 428 (3) MEDICINE, SOCIETY, AND CULTURE A medical anthropological perspective on medical science, technology, translational research, and clinical practice, in laboratory, clinic, family, social, and cultural contexts. Topics include explanatory models of health, acute and chronic illness, disability; social and cultural dimensions genetics; clinical interaction.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=ANTH</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: For the last 10 years the content of the proposed course have been offered regularly as Anth 427 Topics in Medical Anthropology. The addition of a medical anthropologist with different specialties makes it advisable to clearly identify the distinct content of the courses. Students who have taken ANTH 427 will be permitted to take ANTH 428. All of our upper level courses have ANTH 100 as a common prerequisite and this is listed in the calendar.</p>
<p>Proposed Calendar Entry:</p> <p>ANTH 429 (3) GLOBAL HEALTH IN CROSS-CULTURAL CONTEXTS Includes examination of the social and cultural dimensions of specific life-threatening emerging and re-emerging infectious diseases, the political economy of health, cultural interpretations of illness and healing, medical pluralism, therapy management, and the cultural construction of efficacy.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=ANTH</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: For the last 10 years the content of the proposed course have been offered regularly as Anth 427 Topics in Medical Anthropology. The addition of a medical anthropologist with different specialties makes it advisable to clearly identify the distinct content of the courses. Students who have taken ANTH 427 will be permitted to take ANTH 429. All of our upper level courses have ANTH 100 as a common prerequisite and this is listed in the calendar.</p>

Category: (1)

Faculty: Arts Department: Creative Writing Program Faculty Approval Date: Effective Session <u>Winter</u> , Term <u>1</u> , Year <u>2008</u> for Change	Date: November 30, 2007 Contact Person: Linda Svendsen Phone: 2-3058 Email: svensend@interchange.ubc.ca
Proposed Calendar Entry: CRWR 403 (3/6) D WRITING FOR CHILDREN I Techniques of writing for children in various genres.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR Present Calendar Entry: CRWR 403 (6) WRITING OF CHILDREN'S LITERATURE Techniques of writing for children in various genres. Limitations as to the children's age group and genres to be set by the instructor. Instruction given through workshop and individual tuition. Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title. Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students. The title change is to better reflect the scope of work covered in this course.

<p>Proposed Calendar Entry:</p> <p>CRWR 404 (3/6) D WRITING FOR RADIO I</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 404 (6) WRITING OF DRAMA AND FEATURES FOR RADIO</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title.</p> <p>Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p> <p>The title change is to better reflect the scope of work covered in this course.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 414 (3/6) D WRITING FOR TELEVISION I</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course.</p> <p>Rationale: Previously, students had the option of learning to write scripts for television by enrolling in CRWR 406 “Writing for Screen.” Due to the popularity of the subject, we think it would be appropriate to create a new course number dedicated to writing for television. No new resources will be required.</p> <p>The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and</p>

	<p>students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 415 (3/6) D WORKSHOP IN LITERARY TRANSLATION I</p> <p>Where a language department is regularly consulted on a project, the language adviser may assign marks equal to three credits of the course.</p> <p><i>Prerequisite: Proficiency in a language other than English.</i></p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry:</p> <p>CRWR 415 (6) THEORY AND PRACTICE OF TRANSLATION</p> <p>Where a language department is regularly consulted on a project, the language adviser may assign marks equal to three credits of the course.</p> <p><i>Prerequisite: Evidence of promise as a translator and proficiency in at least one language other than English.</i></p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title. Edit prerequisite wording.</p> <p>Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p> <p>The edited wording of the “Prerequisite” more</p>

	<p>accurately reflects that students only need one language other than English to participate in the course. Language proficiency is based on students' placement in a degree program requiring language proficiency (i.e. doing a BA in Asian or Hispanic Studies), by their statement that they are native-speakers of a second language, or as indicated by a sample translation manuscript.</p> <p>The title change is to better reflect the type of work studied and the format of the course.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 424 (3/6) D WRITING FOR RADIO II</p> <p><i>Prerequisite:</i> six credits of CRWR 404.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 404 (3/6) D "Writing for Radio I" to allow students to take up to 12 credits of workshop course work in the genre of writing for radio.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 433 (3/6) D WRITING FOR CHILDREN II</p> <p><i>Prerequisite:</i> six credits of CRWR 403.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p>

	<p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 403 (3/6) D "Writing for Children I" to allow students to take up to 12 credits of workshop course work in the genre of writing for children.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 434 (3/6) D WRITING FOR TELEVISION II</p> <p><i>Prerequisite:</i> six credits of CRWR 414.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 414 (3/6) D "Writing for Television I" to allow students to take up to 12 credits of workshop course work in the genre of writing for television.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the</p>

	libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.
<p>Proposed Calendar Entry:</p> <p>CRWR 435 (3/6) D WORKSHOP IN LITERARY TRANSLATION II</p> <p><i>Prerequisite:</i> six credits of CRWR 415.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 415 (3/6) D "Workshop in Literary Translation I" to allow students to take up to 12 credits of workshop course work in the genre of literary translation.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>

Category: (1)

Faculty: Arts Department: First Nations Languages Faculty Approval Date: Feb 7, 2008 Effective Session _2008W_ Term _I_ Year ___ for Change	Date: 28 March 2008 Contact Person: Dr. Patricia A. Shaw Phone: 604-822-2512 Email: shawpa@interchange.ubc.ca
Proposed Calendar Entry: FNLG 101 (3-12) Introduction to a First Nations Salish Language: I Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of this language is assumed.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG Present Calendar Entry: N/A (but cf. FNLG 100) Type of Action: Create new course number to replace existing course. Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.
Proposed Calendar Entry: FNLG 102 (3-12) Introduction to a First Nations Salish Language: II Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. Prerequisite: FNLG 101 in the same language.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG Present Calendar Entry: N/A (but cf. FNLG 100) Type of Action: Create new course number to replace existing course. Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different

	<p>languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 111 (3-12) Introduction to a First Nations Algonquian Language: I Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. Not offered every year.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 112 (3-12) Introduction to a First Nations Algonquian Language: II Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. Not offered every year. Prerequisite: FNLG 111 in the same language.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p>

	<p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 121 (3-12) Introduction to a First Nations Dene (Athapaskan) Language: I Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. Not offered every year.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 122 (3-12) Introduction to a First Nations Dene (Athapaskan) Language: II Emphasis on accurate pronunciation, conversation, basic grammatical structures and</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry:</p>

<p>listening and literacy skills, and the study of oral traditions in their cultural context. Not offered every year.</p> <p>Prerequisite: FNLG 121 in the same language.</p>	<p>N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 131 (3-12) Introduction to a First Nations Tsimshianic Language: I Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. Not offered every year.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>

<p>Proposed Calendar Entry: FNLG 132 (3-12) Introduction to a First Nations Tsimshianic Language: II Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. Not offered every year. Prerequisite: FNLG 131 in the same language.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 141 (3-12) Introduction to a First Nations Wakashan Language: I Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. Not offered every year.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family.</p>

	<p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 142 (3-12) Introduction to a First Nations Wakashan Language: II Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. Not offered every year. Prerequisite: FNLG 141 in the same language.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. The credit designation 3-12 will permit students to take up to 4 languages from the same family. Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p>Proposed Calendar Entry: FNLG 151 (3) Introduction to a First Nations Language: Haida I Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of this language is assumed.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). The proposed change will allow for</p>

	<p>administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note 1: There is no change in course content, simply a division of what has regularly been offered.</p> <p>Note 2: Whereas FNLG 101-142 courses have a 3/12 credit designation to allow students to take up to 4 different languages from within the same family, the FNLG 151, 152, 161, and 162 courses have only a 3 credit designation since each of these languages is an “isolate”, not genetically related (to the best of our current knowledge) to any other languages.</p> <p>Note 3: The course number and title of this proposal replaces one previously submitted under this same number to the Faculty of Arts in Fall 2007; that proposal was subsequently (March 2008) withdrawn, prior to consideration by the Senate Curriculum Committee.</p>
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<p>Proposed Calendar Entry:</p> <p>FNLG 152 (3) Introduction to a First Nations Language: Haida II Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context. Prerequisite: FNLG 151.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). The proposed change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. Note 1: There is no change in course content, simply a division of what has regularly been offered. Note 2: Whereas FNLG 101-142 courses have a 3/12 credit designation to allow students to take up to 4 different languages from within the same family, the FNLG 151, 152, 161, and 162 courses have only a 3 credit designation since each of these languages is an “isolate”, not genetically related (to the best of our current knowledge) to any other languages. Note 3: The course number and title of this proposal replaces one previously submitted under this same number to the Faculty of Arts in Fall 2007; that proposal was subsequently (March 2008) withdrawn, prior to consideration by the Senate Curriculum Committee.</p>
<p>Proposed Calendar Entry:</p> <p>FNLG 161 (3) Introduction to a First Nations Language: Ktunaxa (Kootenay) I Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of this language is assumed.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale:</p>

	<p>Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). The proposed change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note 1: There is no change in course content, simply a division of what has regularly been offered.</p> <p>Note 2: Whereas FNLG 101-142 courses have a 3/12 credit designation to allow students to take up to 4 different languages from within the same family, the FNLG 151, 152, 161, and 162 courses have only a 3 credit designation since each of these languages is an “isolate”, not genetically related (to the best of our current knowledge) to any other languages.</p>
<p>Proposed Calendar Entry:</p> <p>FNLG 162 (3) D Introduction to a First Nations Language: Ktunaxa (Kootenay) II Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context. Prerequisite: FNLG 161.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). The proposed change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note 1: There is no change in course content, simply a division of what has regularly been offered.</p> <p>Note 2: Whereas FNLG 101-142 courses have a 3/12 credit designation to allow students to take up to 4 different languages from within the same family, the FNLG 151, 152, 161, and 162 courses have only a 3 credit designation since each of these languages is an “isolate”, not genetically related (to the best of our current</p>

	knowledge) to any other languages.
<p>Proposed Calendar Entry:</p> <p>FNLG 191 (3/12) D Introduction to a First Nations Language: I</p> <p>Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of this language is assumed.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG 100). The proposed change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. Whereas the FNLG 101-162 numbers cover First Nations languages indigenous to BC, the FNLG 191-192 designation intends to cover a diversity of other Aboriginal languages represented here due to urban migration.</p> <p>Note 1: There is no change in course content, simply a division of what has regularly been offered.</p> <p>Note 2: The 3/12 credit designation allows students to take up to four 3-credit courses in each of four different languages.</p>
<p>Proposed Calendar Entry:</p> <p>FNLG 192 (3/12) D Introduction to a First Nations Language: II</p> <p>Emphasis on accurate pronunciation, conversation, basic grammatical structures, listening and literacy skills, and the study of oral traditions in their cultural context.</p> <p>Prerequisite: 3 credits of FNLG 191 in the same language.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</p> <p>Present Calendar Entry: N/A (but cf. FNLG 100)</p> <p>Type of Action: Create new course number to replace existing course.</p> <p>Rationale: Existing course number does not differentiate between different languages or language families. In Winter 2007-08, 3 different languages from 3 different families are being taught under the same course number (FNLG</p>

	<p>100). The proposed change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students. Whereas the FNLG 101-162 numbers cover First Nations languages indigenous to BC, the FNLG 191-192 designation intends to cover a diversity of other Aboriginal languages represented here due to urban migration.</p> <p>Note 1: There is no change in course content, simply a division of what has regularly been offered.</p> <p>Note 2: The 3/12 credit designation allows students to take up to four 3-credit courses in each of four different languages.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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29 April 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF FORESTRY**

Attached please find the submitted category 1 undergraduate curriculum proposals from the Faculty of Forestry for your consideration.

Course	Title	Action
CONS 425 (3)	Sustainable Energy: Policy and Governance	new course
CONS 452 (6)	Global Perspectives Capstone	new course

UBC Curriculum Proposal Form
Change to Courses
Category: 1

<p>Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: Effective Session for Change: 2008W, Term 2</p>	<p>Date: March 11, 2008 Contact Person: Peter Marshall /Stephen Mitchell Phone: (604) 822-4918 /2-4591 Email: Peter.Marshall@ubc.ca / stephen.mitchell@ubc.ca</p>
<p>Proposed Calendar Entry: CONS 425 (3) Sustainable Energy: Policy and Governance. Energy as a policy problem; governance framework for energy policy; prominent controversies in Western Canadian energy policy; the politics and policy of energy alternatives. [3-0-0] Prerequisite: 3rd or 4th Year Standing.</p>	<p>URL: Present Calendar Entry: None Type of Action: New course. Rationale: This course will provide students with a substantive understanding of energy policy in the context of policy analysis and Canadian politics. This material will be of potential interest to students in resources management programs (e.g., Global Resource Systems, Natural Resources Conservation) and students interested in policy development (e.g., political science). There is currently no undergraduate course offered at UBC which addresses development of energy policy. Documentation: FRST_2008_1</p>
<p>Proposed Calendar Entry CONS 452 (6) GLOBAL PERSPECTIVES CAPSTONE. Examination of global resources and sustainability via scenario evaluation, modelling and prescription. [3-0-3]. Prerequisite: Fourth year standing in the Global Perspectives major and CONS 340 or GEOG 270.</p>	<p>Type of Action: New course. Rationale: This is the capstone course for the new Global Perspectives major in the Natural Resources Conservation program. The course requires the integration of knowledge and experience gained throughout the new major to examine global resource issues and their sustainability using a scenario evaluation approach. Instruction and assessment will be based on case studies using spatial and non-spatial datasets for a particular region, group projects and guest speakers. Students will consider how human needs, resource production potential and practices, and national and international policies affect the sustainability of resource production, environmental quality and quality of life in a particular region and will recommend actions and policies that improve the situation. Documentation: FRST_2008_2</p>

THE UNIVERSITY OF BRITISH COLUMBIA



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29 April 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **GRADUATE PROPOSALS**

Attached please find submitted category 1 graduate curriculum proposals from the Faculties of Applied Science, Arts, Education, Land and Food Systems and Science for your consideration.

Faculty of Applied Science

Course	Title	Action
CIVL 592 (1-6) C	Directed Studies in Civil Engineering	New course
EECE 531 (3)	Nanoscale Modeling and Simulations	New course
EECE 581 (3)	Advanced Microsystems Design	New course
MTRL 571 (3)	Advanced Nanofibre Technology	New course
MTRL 594 (3)	Advanced Composite Materials	New course

Faculty of Arts

Course	Title	Action
CRWR 503 (3/6) D	Advanced Writing For Children I	Variable credit. Edit title
CRWR 504 (3/6) D	Advanced Writing For Radio I	Variable credit. Edit title
CRWR 511 (6)	Advanced Lyric and Libretto Writing	New course
CRWR 514 (3/6) D	Advanced Writing For Television I	New course
CRWR 515 (3/6) D	Advanced Workshop In Literary Translation I	Variable credit. Edit title. Edit prerequisite
CRWR 522 (3/6) D	Teaching Creative Writing	New course
CRWR 523 (3)	Preparation for a Career in Writing	New course
CRWR 524 (3/6) D	Advanced Writing For Radio II	New course
CRWR 533 (3/6) D	Advanced Writing For Children II	New course
CRWR 534 (3/6) D	Advanced Writing For Television II	New course
CRWR 535 (3/6) D	Advanced Workshop In Literary Translation II	New course
CRWR 547 (3-12) C	Directed Reading	Variable credit
ECON 557 (3)	Empirical Topics in International Economics	New course
ECON 562 (3)	Research Design and Policy Evaluation in Economics	New course

Faculty of Education

Course	Title	Action
EPSE 683 (3)	Hierarchical Linear Modeling, Growth and Change	New course

Faculty of Land and Food Systems

Course	Title	Action
FOOD 510 (3)	Advances in Food Science	New course

Faculty of Science

Course	Title	Action
PHYS 520 (1-2) D	Teaching Techniques in Physics and Astronomy	New course

Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Feb 14, 2008 Effective Session <u>Winter</u> , <u>Term 1</u> , <u>Year 2008</u> for Change	Date: Feb 22, 2008 Contact Person: Dr. Susan Nesbit Phone: 2-8703 Email: nesbit@inaterchange.ubc.ca
Proposed Calendar Entry: CIVL 592 (1-6) C Directed Studies in Civil Engineering Independent studies not related to thesis work.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: Students in civil engineering currently take Civil 598 "Topics in Civil Engineering" for both directed studies work and standard courses that are temporary. A course exclusively for directed studies will eliminate confusion between directed studies credit and special topics credit.
Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: Feb 14, 2008 Effective Session <u>Winter</u> , <u>Term 1</u> , <u>Year 2008</u> for Change	Date: Feb 22, 2008 Contact Person: Andre Ivanov Phone: 2-6936 Email: ivanov@ece.ubc.ca
Proposed Calendar Entry: EECE 531 (3) NANOSCALE MODELING AND SIMULATIONS. The many-body problem, molecular dynamics, tight-binding, first-principles (ab-initio) methods, the Hartree-Fock approach, the density functional theory, nanoscale simulation software and applications.	URL: n/a Present Calendar Entry: n/a Type of Action: New Course. Rationale: Students in sciences usually have the opportunity to study the physics of nanosystems through a combination of advanced courses; however we cannot expect engineering students to take an exhaustive list of all the relevant courses offered in Physics or Chemistry for this purpose. The proposed course intends to close the existing gap for electrical and computer engineering students by providing an introduction to the material needed for the theoretical study of nanodevices through a number of the most common theories and approaches. The course is application-

	<p>oriented to suit the needs of engineering students, with assignments and projects on investigating nanodevices using both student-written codes and commercial simulation packages. Although there is no pre-requisite, the course is designed to preserve complementarity with EECE 576 and EECE 577.</p>
<p>Proposed Calendar Entry:</p> <p>EECE 581 (3) – ADVANCED MICROSYSTEMS DESIGN. Project-based modeling techniques applied to microsystems; multi-physics at microscale; physical limitations in MEMS; interface with electronics; behavioural modeling languages for mixed analog-digital system design. Credit will only be given for one of EECE 489 or EECE 581.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This new course covers the principles of structured design methods in engineering microscale systems encompassing several domains. It creates a link between different methods of design and analysis of MEMS-based systems (analytical computation, finite element analysis, macromodeling), within a unified framework. This coverage is not presently provided by existing courses in UBC. This course is to be offered jointly with EECE 489 with treatment of additional and more advanced topics achieved through extra readings, project work, and reporting.</p>
<p>Faculty: Applied Science Department: Materials Engineering Faculty Approval Date: Feb 14, 2008</p> <p>Effective Session <u>Winter</u>, <u>Term 1</u>, <u>Year 2008</u> for Change</p>	<p>Date: Feb 22, 2008 Contact Person: Chad Sinclair Phone: 2-3352 Email: chad.sinclair@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MTRL 571(3) ADVANCED NANOFIBRE TECHNOLOGY. Processing and properties of nanomaterials in the context of fibrous and composite materials. Credit will only be given for one of MTRL 471, MTRL 571. [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course.</p> <p>Rationale: This is the first graduate level course to be offered in the new and important field of nanomaterials by the Department of Materials Engineering. The course draws on the expertise of a new faculty member (Frank Ko) who is an internationally recognized expert in this field.</p>

<p>Proposed Calendar Entry:</p> <p>MTRL 594(3) ADVANCED COMPOSITE MATERIALS. Processing and properties of advanced polymer based composite materials with emphasis on analysis, design, and manufacturing. Credit will only be given for one of MTRL 494, MTRL 594. [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course</p> <p>Rationale: There is currently no graduate level course in composite materials. This course will address this important topic.</p>
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<p>Faculty: Arts Department: Creative Writing Program Faculty Approval Date: Effective Session <u>Winter</u>, Term <u>1</u>, Year <u>2008</u> for Change</p>	<p>Date: November 30, 2007 Contact Person: Linda Svendsen Phone: 2-3058 Email: svensend@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: CRWR 503 (3/6) D ADVANCED WRITING FOR CHILDREN I</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 503 (6) ADVANCED WRITING OF CHILDREN'S LITERATURE</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title.</p> <p>Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p> <p>The title change is to better reflect the scope of work covered in this course.</p>
<p>Proposed Calendar Entry: CRWR 504 (3/6) D ADVANCED WRITING FOR RADIO I</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 504 (6) ADVANCED WRITING OF DRAMA AND FEATURES FOR RADIO</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title.</p>

	<p>Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p> <p>The title change is to better reflect the scope of work covered in this course.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 511 (6) Advanced Lyric and Libretto Writing</p>	<p>URL: n/a</p> <p>Present Calendar Entry: None</p> <p>Type of Action: new course</p> <p>Rationale: Creative Writing Assistant Professor Meryn Cadell has been teaching this course since 2003 under a directed studies number. The course introduces the writing of songs and libretti to the UBC curriculum (for the first time at any Canadian university) and has proven successful enough to require its own course number. No new resources are required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 514 (3/6) D ADVANCED WRITING FOR TELEVISION I</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course.</p> <p>Rationale: Previously, students had the option of learning to write scripts for television by enrolling in CRWR 506 “Writing for Screen I.” Due to the popularity of the subject, we think it would be appropriate to create a new course number dedicated to writing for television. No new resources will be required.</p>

	<p>The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 515 (3/6) D ADVANCED WORKSHOP IN LITERARY TRANSLATION I</p> <p>Prerequisite: Proficiency in a language other than English.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 515 (6) ADVANCED WORKSHOP IN TRANSLATION</p> <p>Where a language department is regularly consulted on a project, the language adviser may assign marks equal to 3 credits of the course work.</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits. Edit title. Add “Prerequisite” to description.</p> <p>Rationale: The UBC Creative Writing Program is unique amongst its peers in its emphasis upon educating writers in multiple genres, and students are attracted to this approach. Forming three credit versions of several courses in different genres allow the students flexibility to increase their breadth of exposure and expand their knowledge base. The possibility of six credit workshops allows students to increase their depth of understanding and their skill by repeating the course one time. When the course is repeated the student will develop their skills further because the second time the course is offered it will require new student-generated content and novel interactions with the instructor and the new students.</p>

	<p>The “Prerequisite” should be added to the course description, as knowledge of a second language is necessary to succeed in this course. Language proficiency is based on students’ placement in a graduate program requiring language proficiency (i.e. doing MA or PhD in Asian or Hispanic Studies), by their statement that they are native-speakers of a second language, or as indicated by a sample translation manuscript.</p> <p>The title change is to better reflect the type of work studied in this course.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 522 (3/6) D TEACHING CREATIVE WRITING Pass/fail.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course.</p> <p>Rationale: The MFA Creative Writing degree was created to be the terminal degree for both development of a professional writing life as well as for the instruction of writing. Unfortunately, most MFA graduates leave their programs ill-prepared, or not at all, for pedagogy.</p> <p>In the past, UBC MFA students who wished to teach have taken a course in andragogy in the Faculty of Education. While it is a useful course for anyone wishing to work with adults, it is not specific to creative writing instruction, and nor is it for those who wish to teach younger people.</p> <p>This course is already being offered in 2007/2008 as a CRWR 539 Special Projects course and in cooperation with the Learning Exchange, and now requires its own course number. No new resources will be required.</p> <p>As well, we would like the option of offering this course for either 3 or 6 credits. Due to the multi-genre nature of our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a</p>

	<p>given workshop will vary.</p> <p>The increased flexibility that comes with being able to offer applied arts workshop courses as either 3 or 6 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 523 (3) PREPARATION FOR A CAREER IN WRITING Credit will only be given for one of CRWR 423 or CRWR 523.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=CRWR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: This course has been offered to students for the past few years as a CRWR Special Projects course, and has proven successful enough to require its own course number. No new resources are required.</p> <p>This course is designed expressly to meet the needs of graduate students who are contemplating careers as professional writers. The course is intended to provide students with the tools, knowledge, and professional advice necessary to building a career in writing. Topics covered include the writing of effective book proposals and query letters; strategies for approaching publishers, editors, producers and agents; insights on completing grant applications; and guidelines for income tax planning. Also discussed: marketing and self-promotion; working with magazine and book editors; negotiating a book contract; pitching; and making a living when writing income is sparse.</p> <p>Although course content of CRWR 423 and 523 is the same, graduate students will be marked to a higher academic and professional standard</p>

	<p>than undergraduate students. Undergraduate students are assessed on their ability to complete assignments based on their understanding of the course content; graduate students are assessed not only on completion and understanding of the course material, but also on how they apply this material to their specific thesis project. Graduate students are also required to produce more pages for their final portfolio, which should be of high-enough quality to submit to publishers and producers, essentially completing the course prepared with the material to begin their careers as writers.</p> <p>Students who have taken CRWR 423 cannot also receive credit for CRWR 523.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 524 (3/6) D ADVANCED WRITING FOR RADIO II</p> <p><i>Prerequisite:</i> six credits of CRWR 504.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 504 (3/6) D "Advanced Writing for Radio I" to allow students to take up to 12 credits of workshop course work in the genre of writing for radio.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 533 (3/6) D ADVANCED WRITING</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p>

<p>FOR CHILDREN II</p> <p><i>Prerequisite:</i> six credits of CRWR 503.</p>	<p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 503 (3/6) D "Advanced Writing for Children I" to allow students to take up to 12 credits of workshop course work in the genre of writing for children.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 534 (3/6) D ADVANCED WRITING FOR TELEVISION II</p> <p><i>Prerequisite:</i> six credits of CRWR 514.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 514 (3/6) D "Advanced Writing for Television I" to allow students to take up to 12 credits of workshop course work in the genre of writing for television.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in</p>

	<p>each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 535 (3/6) D ADVANCED WORKSHOP IN LITERARY TRANSLATION II</p> <p><i>Prerequisite:</i> six credits of CRWR 515.</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Course.</p> <p>Rationale: Representatives from the Faculty of Graduate Studies' New Programs and Curriculum Committee and the Faculty of Arts Curriculum Committee recommended the creation of this new number as a Level II to CRWR 515 (3/6) D "Advanced Workshop in Literary Translation I" to allow students to take up to 12 credits of workshop course work in the genre of literary translation.</p> <p>The Level II workshop course will be the ongoing version of the Level I workshop course, and will signify progression in the genre through advancement in the craft of writing and in editing skills. Students will be required to produce new, original material in each course.</p> <p>The total of 12 credits was already approved by the Faculty of Arts Curriculum Committee, the libraries (curriculum consults), and the Dean of Arts (budgetary approval). No new resources will be required.</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 547 (3-12) C DIRECTED READING</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: CRWR 547 (6) DIRECTED READING May not be offered every year.</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits in a given year.</p> <p>Rationale: Due to the multi-genre nature of</p>

	<p>our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a given workshop will vary.</p> <p>The increased flexibility that comes with being able to offer applied arts workshop courses as either 3 or 6 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> <p>Each CRWR 547 course will be identified by genre (ie. 547<u>B</u> – Poetry; 547<u>C</u> Fiction; 547<u>D</u> – Non-Fiction; etc.), and no student will be permitted to take more than one directed study course (either 3 OR 6 credit) in any given genre. Authorization from an instructor and the graduate advisor to take a directed study course will be required.</p> <p>The number of titles to be studied for a 3-credit course will be 6 titles; the number of titles to be studied for a 6-credit course will be 12 titles.</p>
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<p>Faculty: Arts Department: Economics Faculty Approval Date: February 7, 2008</p> <p>Effective Session: 2008/09 Winter Session, Term 1 Year 2008/09 for Change</p>	<p>Date: 4th December, 2007 Contact Person: Brian Copeland Phone: 2-8215 Email: copeland@econ.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ECON 557 (3) Empirical Topics in International Economics</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=ECON</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p>

	<p>Rationale: The field of international economics is rapidly changing thanks to the availability of detailed data sets. It is now possible to see how well theories that have been developed over the years work in real world data. The department has been offering this course for a number of years as a section of the special topics course (ECON 590) and it has been very popular with both MA and PhD students. As the field of international economics keeps getting more and more empirical, it is becoming essential to the training of students to offer this new course as a regular part of our graduate program.</p>
<p>Proposed Calendar Entry:</p> <p>ECON 562 (3) Research Design and Policy Evaluation in Economics</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cf?code=ECON</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: Economics plays a central role in assessing the potential cost and benefits of the myriad of government programs that characterize developed countries like Canada. In the last ten to twenty years, major developments have been made in developing econometric methods for assessing the quantitative impacts of these programs on a myriad of economic and social variables. Knowing these methods well is now essential for both professional and academic economists. In response to popular demand, the Department has been offering this course as a section of the special topics course (ECON 590) and enrollments have been uniformly high. The time has now come to create this new course and offer it every year as part of our graduate program.</p>

Faculty: Education Department: ECPS Faculty Approval Date: Effective Session _1__ Term _W__ Year_2007__ for Change	Date: Nov 22, 2006 Contact Person: Marshall Arlin, Ph.D. Phone: 2-4506 Email: marshall.arlin@ubc.ca
Proposed Calendar Entry: EPSE 683 (3) HIERARCHICAL LINEAR MODELING, GROWTH AND CHANGE. Prerequisite: All of EPSE 528, EPSE 592, EPSE 596.	URL: http://www.students.ubc.ca/calendar/courses.cf?code=EPSE Present Calendar Entry: EPSE 681 (3-12) TOPICS IN EDUCATIONAL RESEARCH AND MEASUREMENT. Prerequisite: All of EPSE 528, EPSE 592, EPSE 596. Type of Action: New course Rationale: This course is currently taught as EPSE 681B (3) Special Topics: HLM, Growth and Change. This course has been developed within the umbrella of a special topics course over several years. Due to student demand and successful implementation, this course will now have a separate number and title. The course will be taught on alternate years.

Faculty: Land & Food Systems Department: Faculty Approval Date: Effective Session <u>winter</u> Term <u>1</u> Year <u>2008</u> for Change	Date: January 24, 2008 Contact Person: Eunice Li-Chan Phone: 604-822-6182 Email: Eunice.li-chan@ubc.ca
Proposed Calendar Entry: FOOD 510 (3) Advances in Food Science	Present Calendar Entry: N/A Type of Action: New Course Rationale: Food science is a "discipline in which biology, physical sciences, and engineering are used to study the nature of foods, the causes of their deterioration, and the principles underlying food processing" (Institute of Food Technologists, www.ift.org). Students entering the Food Science graduate program may have received their undergraduate degrees in a diverse range of related disciplines such as biochemistry, chemistry, microbiology, engineering, etc. A graduate level course is required that will provide an overview or review of the core principles in food science and that will challenge students to integrate specific disciplinary knowledge to understand key issues related to the science and technology of our food supply. A 'prototype' of this course was offered in term 1 of the 2007 winter session, as "Food 527a – Special Topics in Food Science".

<p>Faculty: Science</p> <p>Department: Physics and Astronomy</p> <p>Faculty Approval Date: March 11, 2008</p> <p>Effective Session <u>W2008</u></p>	<p>Date: March 11, 2008</p> <p>Contact Person: Bill Ramey</p> <p>Phone: 2-3300</p> <p>Email: wramey@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHYS 520 (1-2) D Teaching Techniques in Physics and Astronomy. Foundations of physics and astronomy education research, lesson plans, development of grading, effective questioning, effective presentations, methods in peer evaluation and peer teaching. [1-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: None.</p> <p>Action: New course.</p> <p>Rationale: Most graduate students in Physics and Astronomy are involved in teaching while working on their degrees, and will teach later on in their careers as well. Even those that do not follow this career path can improve their communication skills by learning the tools of effective teaching. The goal of this course is to provide students with practical knowledge of current techniques being studied and employed in the teaching of undergraduate university physics and astronomy.</p>

THE UNIVERSITY OF BRITISH COLUMBIA



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29 April 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **FACULTY OF SCIENCE CURRICULUM REPORT**

Attached please find the submitted Category 1 undergraduate curriculum proposals from the Faculty of Science for your consideration.

Program	Action
B.Sc. Degree Requirements → Dual Degree Program in Science and Education	create B.Sc./B.Ed.(Secondary) Dual Degree Program entry
B.Sc. Mathematics → Dual Degree Program in Mathematics and Education	create B.Sc. in Math/B.Ed.(Secondary) Dual Degree Program entry
B.Sc. Physics → Dual Degree Program in Physics and Education	create B.Sc. in Physics/B.Ed. (Secondary) Dual Degree Program entry
B.Sc Physics → Dual Degree Program in Physics and Education	create B.Sc./B.Ed. program description entry in Physics section

Course	Title	Action
BIOL 423 (3)	Plant Stress Ecophysiology	new course
COGS 303 (3)	Research Methods in Cognitive Systems	new course
MATH 110 (6)	Differential Calculus	new course
MATH 180 (4)	Differential Calculus with Physical Applications	change vector
MATH 184 (4)	Differential Calculus for Social Science and Commerce	change vector
MATH 256 (3)	Differential Equations	change course description and vector
MATH 310 (3)	Abstract Linear Algebra	new course
MATH 412 (3)	Advanced Linear Algebra	change course title, description and prerequisite
PHYS 348 (3)	Frontiers in Physics and Astronomy	change course title, description and vector
STAT 443 (3)	Time Series and Forecasting	new course

Contact: Dr. Bill Ramey
Phone: 822-3300

March 11, 2008
Email: wramey@interchange.ubc.ca

Programs Report

DEAN'S OFFICE

Effective Date for Change: 08W

Proposed Calendar Entry:

Dual Degree Program in Science and Education

This concurrent program offers capable students in eligible programs the opportunity to earn a Bachelor of Science degree (B.Sc., Major) and a Bachelor of Education degree (B.Ed.) in Secondary Education in five years. After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate.

Application for admission to the program is made through the Science Information & Advising Centre (see www.escience.ubc.ca/academic/advising) in the Fall of second year after gaining admission to the appropriate major program in Science and must receive approval from the Faculties of Science and Education. All students will initially be accepted on a provisional basis and given access to Faculty of Education courses beginning in term two of second year. Admission will be confirmed only after successful completion of year two of the Science major and the in-school practicum in May following second year.

Admission at any time is conditional; maintenance of good academic standing and an average of at least 65% in each session are required throughout the program. In addition, students must participate in volunteer or work experience with youth aged 13-18 to meet the requirements of the Bachelor of Education program. Students must satisfy all of the degree and program requirements for both the major in the Bachelor of Science and the Bachelor of Education Secondary program. Some individual

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,408#4926>

Present Calendar Entry:

None.

Action: Create new B.Sc./B.Ed. Dual Degree program entry.

Insert the new program after the Dual Degree program in Science and Arts [16770] and before the Dual Degree Program in Science and Music [16716].

Rationale: There is mounting evidence that indicates that pre-service teachers engage with pedagogical and curricular issues in more substantive ways if they are taking courses in their disciplinary specializations alongside courses in education.

The proposal to allow students to pursue the B.Ed. requirements concurrently with their B.Sc. requirements should draw more Science students into education and help alleviate the chronic shortage of secondary school teachers with background in specific Science disciplines. Initially this program will be restricted to students pursuing a major in Math or a major in Physics, but additional disciplines will be considered in the future.

Within the proposed program the students will complete the same requirements for a B.Sc. degree majoring in Math or Physics and a Bachelor of Education degree as students who are pursuing these degrees sequentially. However, with concurrent admission to and completion of both degree programs, students are able to reflect on the selection of electives so as to maximize synergy and relevance to both programs.

<p>courses may be considered to satisfy requirements for both degrees.</p> <p>The Dual Degree program is currently open only to students pursuing a Major in Mathematics or Physics. For detailed descriptions of program requirements consult the Mathematics [LINK to http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429] or Physics [LINK to http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434] program listings.</p> <p>The Dual Degree program is not open to students with a previous degree.</p> <p>Students must communicate with an advisor in the Science advising office and the Teacher Education Office annually after admission to the program to discuss their progress.</p>	
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MATHEMATICS	
<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry:</p> <p>Dual Degree Program in Mathematics and Education</p> <p>The dual degree program in Mathematics and Education offers qualified students the opportunity to earn a B.Sc. degree in Mathematics (Major) and a B.Ed. degree in Secondary Education, in five winter sessions with some academic requirements in term 1 of the summer sessions. After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate. Admission to the dual degree program requires application in the fall of second year and successful completion of a teaching practicum at the end of second year. See p. xxx of the academic calendar for more information on admission and continuation requirements [Link to Dual Degree Program in Science and Education].</p>	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429</p> <p>Present Calendar Entry: None.</p> <p>Action: Create a new pathway for teacher education by establishing a dual BSc, BEd degree program in Mathematics and Secondary Education in which students will work towards their BSc (Mathematics) and BEd (Secondary) degrees with concurrent learning of scientific and educational principles. The new entry will be inserted into the calendar after the entry for the Combined Major (1429): Computer Science and Mathematics [10509] and before the entry for the Honours Programs [5472].</p> <p>Rationale: There is mounting evidence that indicates that pre-service teachers engage with pedagogical and curricular issues in more substantive ways if they are taking courses in their disciplinary specializations alongside courses in education.</p>

<p>Dual Degree Program: BSc (Math), BEd (Secondary)</p> <p>Year 1 Winter</p> <p>ENGL 100-level¹ 6</p> <p>CHEM 111² 0–4</p> <p>MATH 100 or 102 or 104 3–4 (or 120 or 180 or 184)³</p> <p>MATH 101 or 103 or 105 3–4 (or 121)</p> <p>PHYS 100⁴ ,101 (107) or 6 PHYS 101 ,102 (108)</p> <p>CPSC 111/211 or CPSC 7–8 111/MATH 210⁵</p> <p>Laboratory Requirement⁶ 0–2</p> <p>BIOL, ASTR, EOSC, 3 GEOG, or PSYC^{6,7}</p> <p>Electives^{2,4,8,9,10} 2–5</p> <p>Total Credits^{1, 10} 30–36</p> <p>Year 2 Winter</p> <p>MATH 200 (or 226) 3</p> <p>MATH 220¹¹ 3</p> <p>MATH 221, 215¹² 6</p> <p>Arts Electives⁸ 6</p> <p>Electives^{8,9} 12</p> <p>EDUC 490 1</p> <p>Total Credits¹ 31 (34)</p> <p>Year 2 Summer</p> <p>EDUC 315A 0</p> <p>Total Credits 0</p> <p>Year 3 Winter</p> <p>EDUC 316 3</p> <p>EDUC 314 3</p> <p>MATH 414 3</p> <p>MATH courses numbered 12 300 or above¹⁵</p>	<p>The proposed concurrent education program is an appealing new program that will draw more math students into education and help alleviate the chronic shortage of secondary school teachers with a math background.</p> <p>Within the proposed program the students will complete all the requirements of the current B.Sc. major in Math and the B.Ed in Education but the emphasis and opportunities to fine tune appropriate course selections will be different because the programs will be done concurrently</p>
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300 or above ¹⁵	
Elective(s) ^{8,9}	3
Total Credits	32
Fifth Year: Summer Session	
EDUC 480	1
Minimum credits for Dual Degree	171
Second Year	
¹ ENGL 112 is recommended. Qualified students are encouraged to consider ENGL 120 and/or 121. Three credits of first-year English may be deferred until second year to fit in other requirements of the program.	
² This elective requirement applies only to students without credit for Chemistry 12. Reduce the electives by four credits if you need to take this course.	
³ See <u>UBC-SFU-UVIC-UNBC Calculus Examination Certificate</u> .	
⁴ Students without credit for Physics 12 must take PHYS 100 and PHYS 101 (or 107). Also, they must take one of PHYS 102, PHYS 108, PHYS 170, CHEM 113, or CHEM 121 in order to fulfill the Faculty of Science requirement of 6 credits of 100-level physical sciences beyond the level of PHYS 100 or CHEM 111.	
⁵ MATH 210 may not be offered every year.	
⁶ All B.Sc. programs must include two terms of laboratory science. These may be stand-alone labs or parts of lecture-lab courses included in the other requirements listed above. Details are given at <u>Lower-Level Requirements</u> .	
⁷ Students without credit for Biology 11 or 12 must fulfill this requirement with a 100-level BIOL. Only science credit GEOG or PSYC courses may be used.	
⁸ Electives must be chosen to ensure that the program contains at least 48 credits from courses at the 300 level or above. The program must contain at least 72 credits in Science courses that must include at least 30 upper level	

<p>Science credits.</p> <p>⁹ Electives must fulfill the breadth requirement for the Faculty of Science. At least 9 credits must be in Arts courses or in Science courses chosen from outside the field of the major, i.e., outside MATH, STAT, and CPSC. Non-elective credits from First Year, including credits described in footnotes 2, 3 and 7, cannot be used toward this requirement.</p> <p>¹⁰ Students who earn more than 30 credits in first year may reduce the number of unrestricted electives taken in later years.</p> <p>¹¹ Students obtaining 68% or higher in MATH 226 are not required to take MATH 220.</p> <p>¹² MATH 215 may be deferred until third year.</p> <p>¹³ EDUC 315A and 319 are practical.</p> <p>¹⁴ Note that in Year 5, only Term 1 is available for non-Education courses because Term 2 includes Education courses that preclude time for other courses.</p> <p>¹⁵ Must fulfill Education breadth requirements (Math 308, 309, 312, 313, 446 recommended) http://teach.educ.ubc.ca/bachelor/secondary/sa-forms/math-08.pdf</p>	
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PHYSICS AND ASTRONOMY																							
<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry:</p> <p>Dual Degree Program: BSc (Physics), BEd (Secondary)</p> <table> <tr> <td>Year 1 Winter</td><td></td></tr> <tr> <td>CHEM 121, 123 (or 111, 113)</td><td>8</td></tr> <tr> <td>ENGL 100-level¹</td><td>6</td></tr> <tr> <td>MATH 100-level²</td><td>6-8</td></tr> <tr> <td>PHYS 101, 102 (107, 108, 109)³</td><td>6-7</td></tr> <tr> <td>Elective^{4,5}</td><td>6</td></tr> <tr> <td>Total Credits</td><td>32-35</td></tr> <tr> <td>Year 2 Winter⁶</td><td></td></tr> <tr> <td>EDUC 490</td><td>1</td></tr> <tr> <td>MATH 200⁷, 215, 221</td><td>9</td></tr> <tr> <td>PHYS 200, 216^{8,9}</td><td>7</td></tr> </table>	Year 1 Winter		CHEM 121, 123 (or 111, 113)	8	ENGL 100-level ¹	6	MATH 100-level ²	6-8	PHYS 101, 102 (107, 108, 109) ³	6-7	Elective ^{4,5}	6	Total Credits	32-35	Year 2 Winter⁶		EDUC 490	1	MATH 200 ⁷ , 215, 221	9	PHYS 200, 216 ^{8,9}	7	<p>http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434</p> <p>Present Calendar Entry: None.</p> <p>Action: Create a new pathway for teacher education by establishing a dual BSc, BEd degree program in Physics and Secondary Education in which students will work towards their BSc (Physics) and BEd (Secondary) degrees with concurrent learning of scientific and educational principles.</p> <p>This new entry will be inserted after Combined Major Computer Science – Physics (1391) [9940] and before the Honours Physics entry (0344) [5882].</p> <p>Rationale: There is mounting evidence that indicates that pre-service teachers engage with pedagogical and curricular issues in more substantive ways if they are taking courses in their disciplinary</p>
Year 1 Winter																							
CHEM 121, 123 (or 111, 113)	8																						
ENGL 100-level ¹	6																						
MATH 100-level ²	6-8																						
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PHYS 200, 216 ^{8,9}	7																						

PHYS 209, 210¹⁰	6	<p>specializations alongside courses in education.</p> <p>The proposed concurrent education program is an appealing new program that will draw more physics students into education and help alleviate the chronic shortage of secondary school teachers with a physics background.</p> <p>Within the proposed program the students will complete all the requirements of the current BSc major in Physics and the BEd in Education but the emphasis and opportunities to fine tune appropriate course selections will be different because the programs will be done concurrently.</p>
Electives^{4,5}	9	
Total Credits	32	
Summer		
EDUC 315A¹¹	0	
Total Credits	0	
Year Three Winter¹²		
EDUC 316	3	
EDST 314	3	
MATH 317⁷	3	
PHYS 203¹³, 312⁹	7	
PHYS 309 or 319	3	
PHYS 304¹⁴	3	
Electives^{4,15}	9	
Total Credits	31	
Summer		
EDUC 319⁹	0	
Total Credits	0	
Year 4 Winter¹²		
EDUC 311	4	
PHYS 301 or 354	3	
PHYS or ASTR 300 level or above¹⁶	6	
SCED 316	2	
SCED 317	2	
Elective^{4,15}	12	
Total Credits	29	
Summer		
EDST 425, 426, 427, 428, 429 451, 452 or 454	3	
EDUC 420	2	
LLED 302	4	
Total Credits	9	
Year 5 Winter		
EDUC 315 B	0	
EDUC 329	18	
EPSE 306	2	
EPSE 317, 423	6	
PHYS 348	3	
PHYS 409 or 420	3	
SCED 441 or 442	3	
PHYS or ASTR 300 level or		

above ¹⁶	3	
Total Credits	38	
Summer	1	
EDUC 480	1	
Total Credits	173	
Minimum Credits for Dual Degree		
¹ ENGL 112 is recommended. Qualified students are encouraged to consider ENGL 120 and/or ENGL 121. 3 credits of first-year English may be deferred to second year. ² One of MATH 100, 102, 104, 180, 184, or 120 and one of MATH 101, 103, 105, or 121. ³ Students without Physics 12 must normally take PHYS 100 prior to PHYS 101 or 107, such students should seek academic advice before registering. Qualified students are encouraged to take PHYS 107/108/109. ⁴ The elective credits taken throughout the program must include at least 12 credits in the Faculty of Arts (in addition to the 6 credits of 100-level English) and a further 9 credits of Arts or Science outside the field of the Major (Physics or Mathematics credits are therefore excluded). Students without Biology 11 or 12 must take 3 credits of 100-level BIOL. For students with Biology 11 or 12 at least 3 credits must be a science course, ASTR, BIOL, EOSC or Science credit GEOG or PSYC. Up to 12 elective credits may be taken in any courses in Arts or Science, including the field of the Major. Enough elective credits in Arts or Science numbered 300 or higher must be taken so that the total number of Arts and Science credits at the 300-level or higher in the program is at least 48, with at least 30 of these credits being in Science. ⁵ Three credits of 100 level BIOL, and three credits of 100 level ASTR or EOSC are recommended. ⁶ Admission to second year major physics requires an overall average of at least 60% in first-year Physics and Mathematics		

<p>courses or permission of the Department Head. Refer to p.xxx [Link to Faculty of Science section of the calendar] for additional admission requirements.</p> <p>⁷ Students with sufficiently high grades in first-year MATH may take MATH 217 and 2 credits of electives instead of MATH 200 and MATH 317. In this case 3 additional upper level Science credits will be required to satisfy Faculty of Science requirements.</p> <p>⁸ Students may opt to take PHYS 200 or PHYS 216 in third-year, in exchange for an additional 3 credits of electives in second-year. Qualified students may replace PHYS 216 with PHYS 206.</p> <p>⁹ Students considering graduate studies in Physics are advised to replace PHYS 216 with PHYS 206, and to replace MATH 200, 317, and PHYS 312 with MATH 217, 300, and 316. Students are also advised to take one of PHYS 401 or 408.</p> <p>¹⁰ PHYS 210 may be replaced by CPSC 111. CPSC 111 is required as a prerequisite for more advanced CPSC courses.</p> <p>¹¹ EDUC 315A, and 319 are one-week and two-week teaching practica, respectively, during the month of May. Successful completion of the professional seminar EDUC 490 and teaching practicum EDUC 315A are required for admission to the BEd program.</p> <p>¹² Consultation with a Physics departmental advisor is recommended before entering third and fourth year.</p> <p>¹³ PHYS 313 or the combination CHEM 201 and CHEM 304 may replace PHYS 203.</p> <p>¹⁴ PHYS 304 may be replaced by PHYS 450.</p> <p>¹⁵ MATH 302, 307, 308, 309, 312, 313 and 342 are recommended mathematics electives for students who are interested in teaching mathematics.</p> <p>¹⁶ Some courses intended for Honours students require approval from appropriate instructor(s).</p>	
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<p>Proposed Calendar Entry:</p> <p>A dual degree program in Physics and Education, that offers qualified students the opportunity to earn a B.Sc. degree in Physics (Major) and a B.Ed. degree in Secondary Education, in five winter sessions with some academic requirements in term 1 of the summer sessions. After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate. Admission to the dual degree program requires application in the fall of second year and successful completion of a teaching practicum at the end of second year. See p. xxx of the academic calendar for more information on admission and continuation requirements [link to dual degree program in Science and Education.</p>	<p>=12,215,410,434</p> <p>Present Calendar Entry: None.</p> <p>Action: Text to be inserted at the end of the section entitled “PHYSICS” and right before the heading “Courses Primarily for First Year Science Students”.</p> <p>Rationale: Description of new Dual Degree in Physics and Education to be included in the Physics and Astronomy part of the calendar.</p>
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Contact: Dr. Bill Ramey Phone: 822-3300	March 11, 2008 Email: wramey@interchange.ubc.ca
Undergraduate Courses Report	
BIOLOGY	
Effective Date for Change: 08W Proposed Calendar Entry: BIOL 423 (3) Plant Stress Ecophysiology. Molecular mechanisms of plant responses to extreme environments. (Consult Faculty of Science Credit Exclusion List). [link to: http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414 Prerequisite: BIOL 351. BIOL 406 or BIOL 407 are recommended. [3-0-0]	Present Calendar Entry: None. Action: New course. Rationale: Over the past decades, a new discipline has emerged that bridges plant ecology and plant physiology. Ecophysiology studies integrate from the molecular level to the ecosystem level, addressing highly relevant questions of plant performance under extreme environmental conditions. This makes plant ecophysiology a key discipline in the context of climate change research and for sustainability studies. Due to the tremendous relevance of these topics, e.g. for ecosystem conservation and for crop production, student in various programs (Biology, Agronomy, Forestry) are expected to have a keen interest in this discipline. It needs to be represented by a full course at this undergraduate level at UBC. Supporting Documents: SCI-07-2-BIOL 423

COGNITIVE SYSTEMS

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>COGS 303 (3) Research Methods in Cognitive Systems. Examination and comparison of the research methodologies of different disciplines relevant to Cognitive Systems. Prerequisite: COGS 200. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>None.</p> <p>Action: New course.</p> <p>Rationale: As research increasingly bridges multiple disciplines, the problem of identifying appropriate methodologies has become acute. In empirical disciplines such as experimental psychology, the methodology defines how data are turned into support for explicit hypotheses through some form of objective testing. In appearance at least, the methodologies of other disciplines, depend on different key factors. For example, linguistic method depends on specific rules for argumentation, hypothesis formation, and validation. Research in computer science, however, depends more on successful model simulation and mathematical proof. This course will allow students learning to conduct interdisciplinary research to navigate the surface similarities and differences between the methodologies in order to attain a clear understanding of the underlying assumptions and theoretical constraints of the different disciplines.</p> <p>Supporting Documents: SCI-07-2-COGS 303</p>
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MATHEMATICS

<p>Effective Date for Change: 08W Proposed Calendar Entry:</p> <p>MATH 110 (6) Differential Calculus. Topics as for MATH 100, but including relevant topics from algebra, geometry, functions, trigonometry, logarithms, and exponentials. (Consult Faculty of Science Credit Exclusion List). [link to: http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414] Prerequisite: Principles of Mathematics 12 or MATH 002. [3-0-1.5]; [3-0-1.5]</p>	<p>Present Calendar Entry:</p> <p>None.</p> <p>Action: New course.</p> <p>Rationale: A large number of students take one of the existing 3- or 4-credit non-honours differential-calculus courses MATH 100, 102, 104, 180, or 184 but have insufficient skills in the named high-school topics (especially algebra) to pass, even if they succeed in learning the topics of calculus. These students would benefit from a treatment of calculus including a review of high-school material, which this course will provide. Currently, the only option available to poorly prepared students is the noncredit course MATH 003.</p> <p>A section of this course would commence in early October, to allow students who initially register in MATH 100, 102, 104, 180, or 184 an opportunity to</p>
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	<p>switch to it, with weekly lecture hours in the fall increased so this late-starting section has the same total number of lecture hours. Assessment testing will be used to direct students into this course.</p> <p>Calculus topics will be covered at the same level as in MATH 100 or 104 and in roughly the same order, with pre-calculus topics interspersed as needed. This course will be credit excluded with MATH 100, 102, 104, 120, 180, and 184 and will be accepted as a prerequisite for follow-up integral-calculus courses.</p> <p>Facilitated weekly problem-solving workshops, which are represented by the final component in the proposed course vector, will be integrated into the course. These sessions will review material introduced in the lectures.</p> <p>This new course is similar to the former MATH 111 but is not identical either in content or prerequisites.</p> <p>Supporting Documents: SCI-07-2-MATH 110</p>
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<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry:</p> <p>MATH 180 (4) Differential Calculus with Physical Applications.</p> <p>...</p> <p>[3-0-1.5]</p>	<p>Present Calendar Entry:</p> <p>MATH 180 (4) Differential Calculus with Physical Applications.</p> <p>...</p> <p>4-0-0</p> <p>Action: Change vector from [4-0-0] to [3-0-1.5].</p> <p>Rationale: MATH 180 and 184, which are taken by students with no prior exposure to calculus, have high failure rates. In 2006W and 2007W, an experimental section was run in each of MATH 180 and 184, in which one hour of lecture was replaced by a 1.5-hour problem-solving workshop. Results in 2006W were encouraging, especially for MATH 180 in which students in the experimental section outperformed those in traditional 4-lecture-hour sections on average by 6 points. The proposal aims to formalize an interactive, workshop-based element as a key component of MATH 180.</p> <p>While this active-learning course component is being listed as a “tutorial” in the new course vector it is in fact a structured replacement for one hour of lecture. Attendance/participation will be mandatory, with a grade assigned. Students will be assigned self-discovery activities to work on in small groups, with</p>
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	TAs (2 per 25–30-student workshop) facilitating the active learning and ensuring participation by all students. Based on past experience, substantial new student learning will occur in the workshops.
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<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry: MATH 184 (4) Differential Calculus for Social Science and Commerce.</p> <p>...</p> <p>[3-0-1.5]</p>	<p>Present Calendar Entry:</p> <p>MATH 184 (4) Differential Calculus for Social Science and Commerce.</p> <p>...</p> <p>[4-0-0]</p> <p>Action: Change vector.</p> <p>Rationale: MATH 180 and 184, which are taken by students with no prior exposure to calculus, have high failure rates. In 2006W and 2007W, an experimental section was run in each of MATH 180 and 184, in which one hour of lecture was replaced by a 1.5-hour problem-solving workshop. Results in 2006W were encouraging, especially for MATH 180 in which students in the experimental section outperformed those in traditional 4-lecture-hour sections on average by 6 points. The proposal aims to formalize an interactive, workshop-based element as a key component of MATH 184.</p> <p>While this active-learning course component is being listed as a “tutorial” in the new course vector it is in fact a structured replacement for one hour of lecture. Attendance/participation will be mandatory, with a grade assigned. Students will be assigned self-discovery activities to work on in small groups, with TAs (2 per 25–30-student workshop) facilitating the active learning and ensuring participation by all students. Based on past experience, substantial new student learning will occur in the workshops.</p>
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<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry: MATH 256 (3) Differential Equations. Linear ordinary differential equations, Laplace transforms, Fourier series and separation of variables for linear partial differential equations. Tutorial session focuses on examples from chemical and biological engineering. (Consult Faculty of Science Credit Exclusion List). [link to: http://www.students.ubc.ca/calendar/index.</p>	<p>Present Calendar Entry: None. MATH 256 (3) Differential Equations. Ordinary and partial differential equations. Particular examples from physics. Laboratories demonstrate graphical and numerical analysis of realistic examples. (Consult the Credit Exclusion List in the Faculty of Science section of the Calendar.) Prerequisite: ... Co-requisite: ... [3-1-1] Action: Update course description and change course</p>
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<p>cfm?tree=12,215,410,414] Prerequisite: ... Co-requisite: ...</p> <p>[3-0-1]</p>	<p>vector.</p> <p>Rationale: In the past four years MATH 256 and MATH 253 have been replaced for mechanical engineering students by MECH 2 and for electrical and computer engineering by MATH 263, 265, 267. The only APSC department still taking MATH 256 is Chemical and Biological Engineering. Changes in the description specify topics that are important for CHBE needs, in particular some coverage of Laplace transforms.</p> <p>At the same time the lab courses have become redundant for CHBE as second-year CHBE students take CHBE 230 which has a significant computational component. Equally the alternate bi-weekly scheduling of the labs made them hard to coordinate with course lecture material.</p> <p>On the other hand, this remains a fast moving course and some additional instruction is needed to help students become familiar with the course material. Facilitated weekly problem-solving tutorials, in which applications from CHBE involving differential equations will be worked through, will be integrated into the course to replace the labs.</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry: MATH 310 (3) Abstract Linear Algebra. Linear spaces, duality, linear mappings, matrices, determinant and trace, spectral theory, Euclidean structure. Prerequisites: One of MATH 152, MATH 221 and one of MATH 220, MATH 226, CPSC 121. (Consult the Faculty of Science Credit Exclusion List). [link to: http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414] [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>None.</p> <p>Action: New course.</p> <p>Rationale: This course is intended to serve as an accessible course for majors students that uses the proof skills learned in MATH 220. (At the same time we are proposing changing MATH 307 to be a more applied course.) There is some overlap with material in MATH 221. However, the treatment is at a higher level and more abstract.</p> <p>Supporting Documents: SCI-07-2-MATH 310</p>
<p>Effective Date for Change: 08W Proposed Calendar Entry: MATH 412 (3) Advanced Linear Algebra. Topics include decompositions of linear operators, multi linear algebra, bilinear forms, metric spaces. Prerequisite: A score of 68% or higher in all of MATH 320, MATH 322. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>MATH 412 (3) Theory of Modules. Modules and vector spaces, modules over principal ideal domains, canonical forms, duality, representation theory, bilinear forms.</p> <p>Prerequisite: A score of 68% or higher in MATH 322. [3-0-0] Action: Update course title, description, and</p>

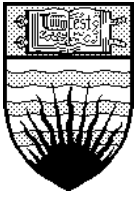
	<p>prerequisites.</p> <p>Rationale: The present course has not been offered in many years. The revised course is more relevant and will introduce undergraduate students to Advanced Linear Algebra and to special topics arising from Linear Algebra. The course is intended for honours students already familiar with basic linear algebra and abstract algebra.</p> <p>Currently, few options are available to Math honours students who want to learn and explore advanced topics in algebra after taking Math 322. Designed with these students in mind, this proposal is intended to serve as a comprehensive course in Advanced Linear Algebra for third/fourth year honours students having taken Math 322. The course begins with a discussion on vector spaces, quotients, isomorphism theorems, modules and the structure of linear transformations. Special topics will then be covered in the areas of multilinear algebra, geometry, normed linear spaces and functional analysis. MATH 320 is required for the latter topics.</p>
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PHYSICS AND ASTRONOMY	
<p>Effective Date for Change: 08W</p> <p>Proposed Calendar Entry: PHYS 348 (3) Frontiers in Physics and Astronomy.</p> <p>Current research topics in physics and astronomy are investigated and explored. Technical communication and research skills are studied and developed via oral presentations and written scientific reports on these current research topics.</p> <p>Prerequisite: Third-year standing in a physics honours program or fourth-year standing in a physics or astronomy major program. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>PHYS 348 (3) Frontiers in Physics. Topics in physics with a choice of independent supervised research projects</p> <p>Prerequisite: Third-year standing in a physics honours program or fourth-year standing in a physics or astronomy major program. [1-0-1]</p> <p>Action: Change course listing and vector and title. Retain course number.</p> <p>Rationale: This course was developed primarily for Majors Physics and Majors Astronomy students, to give them the research, presentation and writing skills that most will need in their scientific careers. Honours students carry out an independent, supervised, original honours research project over 8 months in their final year. The PHYS 348 is a four-month version that has many similar goals, but in place of an original research project students review current research areas in physics or astronomy. This course requires only one faculty member instructor as opposed to the many faculty supervisors for the</p>

	honours research project so it makes it possible for all majors students to take it.
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STATISTICS	
Effective Date for Change: 08W Proposed Calendar Entry: STAT 443 (3) Time Series and Forecasting. Trend and seasonality, autocorrelation, stationarity, stochastic models, exponential smoothing, Holt-Winters methods, Box-Jenkins approach, frequency domain analysis. Prerequisites: One of MATH 302, MATH 318, STAT 302 and one of STAT 200, ECON 325. Co-requisite: STAT 305. [3-0-0]	Present Calendar Entry: None. Action: New course. Rationale: There is a high level of student demand for a course on time series, in part driven by an undergraduate statistics course on time series being acceptable as fulfilling a VEE (Validation by Educational Experience - requirement by the SoA (Society of Actuaries). Furthermore, the subject has an important place in the field of Statistics, having wide applications in business, science and engineering. Supporting Documents: SCI-07-2-STAT 443

THE UNIVERSITY OF BRITISH COLUMBIA



1 May 2008

SENATE CURRICULUM & ADMISSIONS COMMITTEES

c/o Enrolment Services

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 822-9952 Fax: (604) 822-5945

christopher.eaton@ubc.ca

To: Senate

From: Senate Curriculum & Admissions Committees

Re: New Program: Master of Dental Science / Diploma in Endodontics

Our Committees have reviewed the attached proposal from the Faculty of Dentistry, and are pleased to recommend the following to Senate:

"That Senate approve the Master of Dental Science / Diploma in Endodontics program and its associated courses as set out in the attached report."

Further, the Senate Curriculum Committee understand that there have been substantial discussions at and between the Faculties of Dentistry and Graduate Studies regarding the disciplinary faculties offering graduate degrees with research theses components. There is already such a situation with the Master of Dental Science / Diploma in Periodontics program, and the Endodontics program is similarly structured.

The Committee does not feel that the debate that has ensued is reason to delay approval of this program – as it meets the criteria for academic approval in the eyes of the Committee – but does believe that the current policy under which this arrangement is allowed could use some review and possible improvement. As such, the Curriculum Committee recommends the following to Senate:

"That Senate direct the Academic Policy Committee to consider the matter of research thesis-based graduate programs being offered by the disciplinary faculties under the provisions of the Senate policy entitled "Optional Transfer of Professional Graduate Programs from the Faculty of Graduate Studies to the Disciplinary Faculties" and to make recommendations to Senate on any improvements to that policy if needed."

THE UNIVERSITY OF BRITISH COLUMBIA



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Senate and Curriculum Services
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T: 604-822-0140; F: 604-822-5945

2 May 2008

To: Vancouver Senate
From: Senate Curriculum Committee
Re: **NEW GRADUATE PROGRAM**

Attached please find submitted category 1 curriculum proposals from the Faculty of Dentistry in support of the Master of Dental Science/Diploma in Endodontics for your consideration.

New Program

Master of Dental Science/Diploma in Endodontics (M.D.Sc./Dip.Endo)

New Courses

DENT 578 (6) Endodontic Literature Review I
DENT 584 (6) Endodontic Literature Review II
DENT 504 (1) Endodontic Microsurgery
DENT 505 (1) Dental Traumatology
DENT 591 (1) Endodontic Case Management I
DENT 592 (1) Endodontic Case Management II
DENT 594 (5) Endodontic Case Review and Treatment Planning I
DENT 595 (5) Endodontic Case Review and Treatment Planning II
DENT 596 (5) Endodontic Case Review and Treatment Planning III
DENT 721 (8) Clinical Endodontics, Year I
DENT 722 (8) Clinical Endodontics, Year II
DENT 724 (6) Clinical Endodontics, Year III

PROPOSAL FOR THE
COMBINED MDS_c/DIPLOMA
IN ENDODONTICS GRADUATE PROGRAM

FACULTY OF DENTISTRY
UNIVERSITY OF BRITISH COLUMBIA

2008

Dr. Edward Putnins, Associate Dean, Research and
Graduate/Postgraduate Studies

Dr. Markus Haapasalo, Acting Head, Dept. of Oral Biological and
Medical Sciences, Head, Division of Endodontics
Dr. Jeff Coil

Proposal for a Graduate Program in Endodontics

TO: Members - Faculty of Dentistry, UBC

DATE: November 30, 2007

I. General Information

Accreditation

This is a graduate specialty program and students that successfully complete the program are eligible for the Royal College Exam to practice the specialty in endodontics.

Required documentation of the Graduate Program in Endodontics will be produced and presented to the Commission on Dental Accreditation of Canada.

Program Title:	Graduate Training in Endodontics
Degree Title:	Masters of Dental Science (M.D.Sc.)
Diploma Title:	Diploma in Endodontics (Dipl. Endodontics.)
Department:	Oral Biological and Medical Sciences
Division:	Endodontics
Anticipated Date of Implementation:	September 2008
Proposed by:	Dr. M. Haapasalo and Dr. J. Coil

II. Need for the Program

1. Justification for the Program

1) Endodontics as a Specialty. Endodontics is recognized in Canada, USA and many other countries throughout the world as the dental specialty concerned with the diagnosis, prevention and treatment of pulpal and periapical pathosis. In North America there are currently 50 advanced endodontic programs offered. All except one are in USA. The only Canadian university to offer specialist training in endodontics is the University of Toronto. Therefore, the great majority of Canadian endodontists in clinical, research and academic fields, have acquired their credentials at foreign institutions, particularly in USA. The Canadian Dental Association (CDA) and The College of Dental Surgeons of British Columbia (CDS of BC), along with all other provincial dental licensing authorities, recognize the specialty and, in cooperation with the American Dental Association, have a reciprocal arrangement for accrediting graduate endodontic training programs in North America.

2) Epidemiological Aspects of Endodontic Diseases. Epidemiological studies in various countries have shown that the prevalence of apical periodontitis, which is the most common endodontic diagnosis, ranges from 30 % to 70 % in individuals between the age of 20 and 60 years. The

frequency of affected teeth per individual varies from 2 % to 9 % of remaining teeth, depending on the geographical area and the age of the study population. In Canada alone this means endodontic treatment needs for tens of millions of teeth. With other endodontic diagnoses such as pulpitis, radicular cyst, internal and external root resorption, longitudinal tooth fractures and other dental trauma included, the treatment need is even greater. Ageing of the population together with improved dental health, which means that people keep their teeth longer, will further increase the need for endodontic treatment in the future. Despite suggestions that dental implants will reduce the need for endodontic treatment, there is no epidemiological data supporting such claim. On the contrary, increased wealth, which can clearly be seen as increase in crown and bridge work, may in fact create an increase in endodontic treatment need.

3) Professional Collaboration between Graduate Endodontic Program and Endodontic Specialists of British Columbia. Graduate program in endodontics is, similarly to undergraduate program, dependent on active collaboration with the local endodontic community, who are working mainly in private practices outside the university. The division of endodontics has received several signs and indications of good will from the local endodontists. A number of previous part-time faculty endodontists have expressed their interest to contribute to and help the faculty with the new graduate program in endodontics. The division of endodontics has recently initiated projects, partly together with other disciplines in the faculty of dentistry, where one of the goals is to maximize the benefits of graduate program by effective sharing of the cutting-edge know how through active use of digital media. This would allow for example part-time faculty members, who are involved merely in undergraduate education, to actively follow and communicate with the graduate program, including clinical seminars. See attached letter from the B.C. Endodontists Society (Appendix I).

4) Graduate Programs in Endodontics in Canada. The Dental Faculty at the University of Toronto offers the only graduate endodontic program in Canada, graduating three endodontists every year. Therefore, nearly all of the endodontists in Canada have had to attend American universities for their clinical training. In general, endodontic programs in the USA are focused on clinical training (Certificate Programs) alone with clearly less emphasis on research. As a result, the academic foundations of this specialty are less than optimal and are based largely on clinical traditions. To address this weakness, and in keeping with the mission of our University, that we propose a combined clinical training/research endodontic program at UBC, to “provide instruction, research and public service that contributes to the economic, social and cultural progress of the people of British Columbia and Canada”. The combination of research and clinical training will offer a unique perspective on the oral health of patients.

5) Enrollment Projections. As the need for endodontic treatment in an aging population expands, the practice opportunities alone in this province manifest a demand for the program. Currently (February 2008) there are 41 endodontists registered with the College of Dental Surgeons of BC. They practice mainly in Vancouver or Victoria, and many of them are close to retirement. There are between 20 and 40 positions for endodontists in the dental faculties and teaching hospitals across Canada. Therefore, a continuing demand in the future for endodontists is foreseeable, and it can be expected that UBC can attract graduate students, who value research training as an adjunct to endodontic practice or as a prerequisite to an academic career.

6) Other Graduate Programs in the Faculty of Dentistry. The Department of Oral Biological and Medical Sciences has a postgraduate program in Periodontology, Oral Medicine, Oral Pathology, and Oral Radiology. A program in Prosthodontics has been proposed. In addition, together with the Faculty of Graduate studies, Ph.D. and M.Sc. programs are available. The new graduate endodontic program will add another two students annually to the current group of ca. 25 graduate students in our Faculty.

The graduate program in periodontology in the same department will benefit immediately and most directly from a graduate program in endodontics. Currently, only limited endodontic treatment can be offered by undergraduate dental students. Most patients with complex endodontic problems must be referred away from the University to endodontists in private practice.

7) Professional Collaboration between General Practitioners and Endodontic Specialists. Based on data from epidemiological studies on the prevalence of endodontic diseases, it can be estimated that endodontic specialists in British Columbia, for example, could within one year address less than 1 % of the existing endodontic treatment demand. However, while most of the endodontic treatment today and also in the future, will be provided by general dental practitioners, there are increasing requirements for endodontic treatment at the specialist level. General dentists refer difficult cases to endodontists. "*Case Classification According to the Degrees of Difficulty and Risk*" and "*Standards of Practice*", published by the Canadian Academy of Endodontics, are available at "http://www.caendo.ca/about_cae/standards.shtml". Ageing of the population together with a longer life expectancy of teeth is one of the factors increasing demand for collaboration between general dentists and endodontic specialists (hidden, obliterated root canals in crowned teeth with infection, e.g.). Moreover, general practitioners depend on endodontic specialists for continuing dental education. Dental Schools nationwide require endodontists for the undergraduate programs, research and CE programs. There are currently three endodontic graduates in Canada (Toronto) annually to fill the hundreds of clinical, academic and research positions.

8) Effect on Undergraduate Education at the Faculty of Dentistry. A new program in graduate endodontics will increase the demand for clinical instructors and teachers in seminars and other activities. Theoretically, this could create difficulties in finding enough part-time faculty staff and clinical instructors for undergraduate education, as the resources have to be shared. However, experience from other universities with parallel undergraduate and graduate programs in endodontics indicates that graduate endodontics has a great potential to function as a positive stimulation to undergraduate endodontics. Graduate endodontic programs have been shown to create a general increase of interest in the field resulting in progress and advanced quality in undergraduate program. The Division of Endodontics has initiated a project for creating a digital learning resource environment to facilitate synergism between undergraduate and graduate programs, and to ensure effective sharing of the educational benefits to all teaching staff in both programs.

2. Objectives

The combined clinical training/research program in endodontics will:

- enhance the study and practice of endodontics
- attract dentists to a combined academic/clinical career
- improve the scholarly environment within the Faculty of Dentistry by broadening the research and clinical focus of the Faculty

- foster interdisciplinary clinical and laboratory research in the health and social sciences across campus
- ensure ongoing supply of mentors for Continuing Education Programs

The program will attract graduate students who have clinical experience in dental practice. It will offer research training leading to a Master of Dental Science degree (MDS) within the context of existing graduate programs plus clinical training leading to a Diploma in Endodontics from the Oral Biological and Medical Sciences. The course work in 500-level courses for the degree and for the diploma will accommodate the research and clinical objectives of the program. Two students will be accepted in each year of the three year program.

III. PROGRAM SPECIFICATIONS

1) Admission Requirements and Prerequisites

Applicants must hold a D.M.D. degree or its equivalent and meet the entrance requirements of the Faculty of Dentistry. They will submit three letters of reference and a TOEFL score of 580 or better will be required of applicants from non-English speaking countries. Those who meet these minimum requirements will be interviewed by an Admissions Committee in the Department of Oral Biological and Medical Sciences, who will make the final selection based on clinical experience, scholastic achievement and interest in research and the academic field.

2) Course Requirements

Students are required to take eleven existing and twelve proposed courses in addition to the thesis. For information on these courses, see Table 1.

3) Thesis for Master of Dental Science Degree, DENT 599

The degree is based on course-work and a twelve-credit research thesis. Refer to Appendix II. This is an ongoing program in the Faculty of Dentistry.

4) Examinations

Courses will be evaluated individually and the thesis must be presented according to procedures and in the form described in the document "Thesis Requirements for the Combined MDS/Diploma in Endodontic Program". Each student will have an Advisory Committee to supervise both the clinical and research training, and to evaluate and approve a formal thesis proposal. Refer to Thesis Requirements document.

NOTE: Students are required to meet with their supervisory committee on a semi-annual basis and supervisors will complete a Supervisory Committee Summary Report. A copy of this report will be filed in the Graduate Studies office of the Faculty.

5) Areas of Graduate Research

The particular interests of the students will determine the area of research from the wide range of clinical and laboratory research currently in progress within the Faculty of Dentistry. Funded investigations are in progress within the Department of Oral Biological and Medical Sciences in Cell Biology, Biomaterials, Biochemistry, and Immunology, whilst others in the Faculty are investigating growth and development, biochemical, microbiological and radiological markers for oral diseases and function, oral implants and biomaterials.

Table 1a. List of all courses in the Masters Endodontic Graduate program.

Course	Master/ Diploma	Credit Value	Hours	Tutorial /Clinic	Year	Instructor
ANAT 548 (Directed Studies)	M	3	36	T	I	M. Doroudi
PCTH 548 (Directed Studies)	M	3	36	T	I	A. Goumeniouk
DENT 540 (Research Methods)	M	6	72	T	I	J. Aleksejuniene
DENT 571 (Cell Biology of Diseased and Healing Periodontium)	M	3	36	T	II	L. Häkkinen
DENT 544 (Advanced Topics in Microbiology)	M	3	36	T	II	D. Waterfield
DENT 599 (Master's Thesis)	M	12			I, II, III	Supervisor
		30	216			

Table 1b. List of all courses in the Diploma Endodontic Graduate program.

Course	Master/ Diploma	Credit Value	Hours	Tutorial/ Clinic	Year	Instructor
DENT 721 *	D	8	760	C	I	TBA
DENT 578 *	D	6	72	T	I	TBA
DENT 591 *	D	1	16	T	I	TBA
DENT 594 *	D	5	60	T	I	TBA
DENT 756 (Oral Radiology)	D	0	30	T	I	E. Orpe
DENT 543 (Adv. Occlusion and Articulation)	D	3	36	T	I	D. Tobias
DENT 595 *	D	5	60	T	II	TBA
DENT 504 *	D	1	12	T	II	TBA
DENT 722 *	D	8	760	C	II	TBA
DENT 584 *	D	6	72	T	II	TBA
DENT 592 *	D	1	16	T	II	TBA
DENT 555 (Oral Radiology)	D	2	24	T	II	L. Zhang
DENT 575 (Implant Therapy)	D	3	36	T	II	T. Irinakis
DENT 505 *	D	1	12	T	II	TBA
DENT 724 *	D	6	550	C	III	TBA
DENT 596 *	D	5	60	T	III	TBA
DENT 561a (Directed Studies)	D	2	24	T	III	TBA
Total		63	2600			

*Denotes proposed new courses

See tentative timetables for years I, II, and III (Appendix VIII)

See Curriculum Consultation Request (Appendix IX a, b, and c)

6) Special Requirements

The dental operatories must accommodate the six students who will be present when the program is fully operational. The operatories must be equipped with modern equipment used in specialty level endodontics, including radiographic equipment, operating microscope with digital camera/video connection, and endodontic ultrasound devices. Sufficient support staff will also be necessary (See Appendix III).

IV. EXISTING COURSES DIRECTLY IDENTIFIED WITH THE PROGRAM AND NEW COURSES REQUIRED TO IMPLEMENT THE PROGRAM

Currently there are eleven courses available and we propose twelve new courses to lay the foundation for clinical endodontics and related research.

1) Existing Courses Directly Identified with the Graduate Program in Endodontics

See Table Ia, page 6 for courses credited to the MDSc component of the program.

See Table 1b, page 6 for courses credited to the Diploma component of the program.

See Appendix II for the MDSc thesis.

2) Summary of New Courses Required to Implement the Program

NOTE: Full course outlines are immediately attached.

DENT 578 Endodontic Literature Review I

Description: A series of two-hour weekly seminars for the first year. Contemporary literature will be reviewed. Where possible, seminars will be conducted with graduate students from other disciplines.

Objectives: To review the current and classic literature on which contemporary clinical endodontics is based.

Content: Seminars will be conducted to review the research and the empirical evidence supporting the clinical practice of endodontics. Emphasis will be on current literature with a viable connection to the historical background of the discipline to allow a broader understanding of the topics. Students will be encouraged to relate their clinical experiences with the research observations reported in the literature and to explore research interests.

DENT 584 Endodontic Literature Review II

Description: A series of two-hour weekly seminars for the second year.

DENT 504 Endodontic Microsurgery

Description: A series of two-hour weekly seminars covering the theory and practice of endodontic microsurgery.

Objectives: To provide students with the theoretical basis and rational for surgical endodontic treatment applying the recent advances in microsurgery.

Contents: Seminars will be conducted to give the students a thorough understanding of the principles and rational of modern endodontic microsurgery. The course will include lectures, seminars and simulation training in endodontic microsurgery.

Please letter from Dr. L. MacNeil, Associate Dean of Clinic Affairs, Appendix III.

DENT 505 Dental Traumatology

Description: A series of two-hour weekly seminars covering the theory and practice of dental trauma and resorptions and their endodontic treatment.

Objectives: To provide students with the theoretical basis and rational for diagnostics, treatment planning and treatment of various cases of dental trauma and tooth resorptions.

Contents: Seminars will present in depth the contemporary knowledge about the dental trauma, including resorption of dental hard tissue (internal and external resorptions). Focus will be on the etiology, diagnosis and treatment of dental trauma and the etiology, pathogenesis, diagnosis and treatment of tooth resorptions.

DENT 591 Endodontic Case Management I

Description: A series of two-hour weekly seminars covering clinical procedures, and preclinical laboratory exercises in all terms of year 1.

Objectives: To provide students with the theoretical basis and rational for the full range of endodontic treatment. After the course the student will be able to choose the correct and efficient treatment strategy in challenging cases of clinical endodontics.

Contents: Seminars will cover the entire field of contemporary endodontics with a special focus on modern endodontic technology and clinical endodontics.

DENT 592 Endodontic Case Management II

Continuation of DENT 591 in year 2.

DENT 594 Endodontic Case Review and Treatment Planning I

Description: A series of two-hour weekly seminars in all 3 terms of each of the 3 years to review clinical cases, assign cases to graduate students and to discuss various treatment options.

Objectives: To expose students to a wide variety of clinical cases and to discuss the biological and clinical rationale for patient management.

Contents: During the course the students will present the clinical cases and treatments of their own patients. During the seminar the students will present the treatment plans for their cases, argument for the choices that were made during the treatment, and evaluate the prognosis of the given and alternative treatment protocols. The students will also focus on making professional presentations.

DENT 595 Endodontics Case Review and Treatment Planning II

Continuation of DENT 594 in year two.

DENT 596 Endodontics Case Review and Treatment Planning III

Continuation of DENT 594 in year three.

DENT 721 Clinical Endodontics I

Description: A series of three-hour clinics (4-6 per week), clinical teaching, and hospital rotations during all terms in year one.

Objectives: To expose students to a variety of advanced clinical endodontics cases.

Content: Students will, based on knowledge gained through literature review, Endodontic seminars and Case Review and treatment planning, treat clinical endodontic cases of all types (conventional and surgical).

DENT 722 Clinical Endodontics II

As DENT 586 but in year two.

DENT 723 Clinical Endodontics III

As DENT 586 but in year three.

V. CALENDAR STATEMENT

Refer to Appendix IV.

The Department of Oral Biological and Medical Sciences offers postgraduate clinical training in endodontics (leading to a Diploma) in conjunction with a Master of Dental Science (M.D.Sc.) degree. All students are required to complete both the thesis-based degree and the clinical Diploma program. The combined program ordinarily will require a minimum of three years to prepare the student for clinical practice in endodontics and to provide experience in clinical research focused particularly on the needs of an aging population. It is anticipated that graduates will be eligible to sit the Fellowship Examination of the Royal College of Dentists of Canada and the Diplomate Examination of the American Board of Endodontists.

Applicants must hold a D.M.D. degree or its equivalent, supply three letters of reference and meet the entrance requirements of the Faculty of Dentistry. Fluency in English (TOEFL score of 580 or better) is required of all applicants. Suitable applicants will be interviewed by an Admissions Committee, comprised of 4 Faculty Members and 1 Graduate Student. Students accepting an offer of admission are required to pay a non-refundable deposit.

VI. ADMISSION PROCESS

Admission is based on specific selection criteria which is readily available to advisors and applicants. Academic performance will not be the sole criterion. Admissions committees will consider non-academic criteria in the over-all assessment of applicants for admissions.

Candidates should be graduates from approved dental schools. The applicant's academic standing must be such that it gives reasonable assurance of the successful completion of the program. Several means will be used to evaluate the applicant's qualifications. Among these are personal recommendations, interviews, national board results, academic records and hospital residency or general practice experience. In the case of graduates whose primary language is not English, a language proficiency examination will be considered.

VII. PRESENT AND PROJECTED RESOURCES

Thirty seven Faculty members share the responsibilities for Graduate programs, many of whom are already engaged in the faculty.

1) Qualified Faculty

Currently there are 2 endodontists in the Division of endodontics (one full-time Professor and one full time Assistant Professor, both tenured). A third full-time position has been approved by Faculty Council (see letter from Dean – Appendix V), and 4-6 part-time (10-20%) faculty will be required to teach clinical and Literature Review courses.

2) Clinical and Research Facilities

The new clinic (Nobel Biocare Oral Health Centre), which has been operating from fall 2006, was planned with sufficient space for students in specialist program in endodontics. Because of the specialized, partly heavy and expensive special equipment, which is constantly used in modern endodontic specialist training, specific operatories must be permanently allocated to this use. However, this does not prevent the use of the operatory by graduate students in other clinical disciplines.

Students will spend time also in the local hospitals and long-term care facilities for part of their clinical training. Moreover, there are several specialty clinics (e.g. Oral Implant Clinic; Mouth Mucosa Clinic; Temporomandibular Joint Clinic) within the Faculty of Dentistry that provide a varied and broad clinical exposure to other clinical disciplines. Patients will be charged professional fees for the clinical services provided by the graduate students to cover the cost of the clinics and other expenses associated with treatment.

No new laboratory facilities in addition to the existing facilities at the department of Oral Biological and Medical Sciences will be required for this program.

3) Library Resources

An adequate selection of endodontic journals and contemporary textbooks is available already. No additional material will be required other than access to electronic library services (Scientific Journals) and some newer text books. See Library Curriculum Consultation (Appendix VI).

4) Administrative and Support Staff

A CDA accredited program must provide sufficient support staff, supplies and equipment for the students. One secretary/receptionist and two dental assistants will be required for the program when fully operational. For the first and perhaps second year only two staff (one secretary/receptionist and one assistant) are required. The admissions to the program will be administered by the manager of Graduate Studies of the Faculty of Dentistry.

5) Budgetary Impact (Operating Income (per year) from six students)

Professional fees will be based on 90% of the Federation of BC Dental Societies' General Fee Guide, and we estimate that each student will generate \$36,000 per year.

Tuition \$ 4,000, Program Fee \$ 23,000 per year per student.

Corresponding total fees in Toronto: 16,345 CAD (students must purchase their own microscope, cost 8,000 - 14,000 CAD); Oregon, US 19,418 USD for residents of Oregon and 25,084 USD for nonresidents.

Summary (income)

	Professional Fees (Patients)	Program Fee 23,000	Total
Year I - 2 Students	72,000	46,000	118,000
Year II - 4 students	144,000	92,000	236,000
Year III - 6 students	216,000	138,000	354,000
Year IV - 6 students	216,000	138,000	354,000
Year V - 6 students	216,000	138,000	354,000

Operating Costs (tentative)

	<i>Year I</i>	<i>Year II</i>	<i>Year III</i>
<i>1 additional full-time faculty (includes 15% for benefits)</i>	<i>0</i>	<i>117,000</i>	<i>119,000</i>
<i>Part-time clinical instructors</i>	<i>18,000</i>	<i>20,200</i>	<i>22,000</i>
<i>1 receptionist/CDA*</i>	<i>45,000</i>	<i>46,000</i>	<i>47,000</i>
<i>2 part-time CDAs* (in year II and III)</i>	<i>19,000</i>	<i>40,500</i>	<i>41,500</i>
<i>Materials and supplies</i>	<i>6,000</i>	<i>12,000</i>	<i>18,000</i>
<i>Instruments</i>	<i>8,000</i>	<i>10,000</i>	<i>15,000</i>
<i>Research expenses</i>	<i>2,000</i>	<i>10,000</i>	<i>25,000</i>
<i>Incidental expenses (copy, TST support, journals, visiting lecturers, etc.)</i>	<i>4,000</i>	<i>8,000</i>	<i>12,000</i>
<i>Total</i>	<i>102,000</i>	<i>263,700</i>	<i>299,500</i>

Please see letter from the Dean, Dr. C. Shuler (Appendix V).

Please see Budgetary Impact of Curriculum Proposals (Appendix VII).

*Denotes Certified Dental Assistant

Rev. Apr. 9, 2008

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: DENTISTRY Department: Faculty Approval Date: February 9, 2006 Effective Session 07W Term 1 Year 1 for Change	Date: March 10, 2008 Contact Person: Dr. Markus Haapasalo Phone: 2-5996 Email: markush@interchange.ubc.ca
Proposed Calendar Entry: DENT 578 (6) Endodontic Literature Review I Dental anatomy, morphology, endodontic instruments, diagnosis and differential diagnosis, etiology and pathogenesis of endodontic infections, and strategies of infection control. (2-0-0)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To review the current and classic literature on which contemporary clinical endodontics is based. After the course the student is able to understand the theory and rational behind the current clinical endodontics. Further, the student will be able to i) have a detailed understanding about the morphology of the tooth root canal system and its impact on clinical endodontics, ii) have a detailed understanding of the structure and function of endodontic instrumentarium, iii) understand the challenges in endodontic research, iv) evaluate new techniques and concepts that are continuously introduced into the field of endodontics.
Proposed Calendar Entry: DENT 584 (6) Endodontic Literature Review II Endodontic epidemiology, materials, prognosis of treatment, geriatric endodontics, complications, treatment resistant infections and endo-perio lesions. (2-0-0)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To review the current and classic literature on which contemporary clinical endodontics is based. After the course the student is able to understand the theory and rational behind the current clinical endodontics. Further, the student will i) have a detailed understanding about the materials used in endodontic treatments, ii) understand the challenges of endodontic retreatment.

<p>Proposed Calendar Entry:</p> <p>DENT 504 (1) Endodontic Microsurgery Treatment planning, instruments, techniques, materials, prognosis and evaluation of results. Lectures, seminars and simulation training. (1-1-0)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide students with the theoretical basis and rational for surgical endodontic treatment applying recent advances in microsurgery. After the course the student is able to understand the theory and rational behind the principles of endodontic surgical procedures.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 505 (1) Dental Traumatology Dental trauma and tooth resorptions: etiology, pathogenesis, epidemiology, diagnosis and treatment. Lectures, seminars and simulation training. (1-1-0)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide students with the theoretical basis and rational for diagnosis and treatment of dental trauma and tooth resorptions. After the course the student is able i) to diagnose and understand the consequences of dental trauma, ii) diagnose internal and external tooth resorptions, iii) plan and commit the treatment of dental trauma and tooth resorptions, iv) evaluate the prognosis of the treatment of dental trauma and resorptions.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 591 (1) Endodontic Case Management I Modern endodontic technology and clinical endodontics. Lectures, seminars and simulation training. (1-1-0)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide students with the theoretical basis and rational for the full range of endodontic treatment. After the course the student will be able to choose the correct and efficient treatment strategy in challenging cases of clinical endodontics.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 592 (1) Endodontic Case Management II Modern endodontic technology and clinical endodontics. Includes lectures, seminars and simulation training. (1-1-0).</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide students with the theoretical basis and rational for the full range of endodontic treatment. After the course the student will be able to choose the correct and efficient treatment strategy in challenging cases of clinical endodontics.</p>

<p>Proposed Calendar Entry:</p> <p>DENT 594 (5) Endodontic Case Review and Treatment Planning I Student case presentations, treatment choice and evaluation of prognosis. (0-0-2)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose students to a wide variety of clinical cases and to discuss the biological and clinical rationale for patient management. After the course the students will be able produce professional level presentation of their own clinical cases and discuss the effectiveness and choice of the used treatment protocol as well as alternative treatment possibilities.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 595 (5) Endodontic Case Review and Treatment Planning II Student case presentations, treatment choice and evaluation of prognosis. (0-0-2)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose students to a wide variety of clinical cases and to discuss the biological and clinical rationale for patient management. After the course the students will be able produce professional level presentation of their own clinical cases and discuss the effectiveness and choice of the used treatment protocol as well as alternative treatment possibilities.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 596 (5) Endodontic Case Review and Treatment Planning III Student case presentations, treatment choice and evaluation of prognosis. (0-0-2)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose students to a wide variety of clinical cases and to discuss the biological and clinical rationale for patient management. After the course the students will be able produce professional level presentation of their own clinical cases and discuss the effectiveness and choice of the used treatment protocol as well as alternative treatment possibilities.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 721 (8) Clinical Endodontics, Year I Endodontic treatment of patients in the clinic under the supervision of specialist instructors. Supervised endodontic treatment clinic. (0-0-18)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To give the student an in-depth training in clinical endodontics on a specialist level. After the course the student is able to perform diagnostic procedures, treatment planning and treatment procedures in demanding endodontic cases. The student will also be able to identify the factors affecting the prognosis of the treatment and communicate the required information to the patient.</p>

<p>Proposed Calendar Entry:</p> <p>DENT 722 (8) Clinical Endodontics, Year II Endodontic treatment of patients in the clinic under the supervision of specialist instructors. Supervised endodontic treatment clinic. (0-0-18)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To give the student an in-depth training in clinical endodontics on a specialist level, including endodontic surgery. After the course the student is able to perform diagnostic procedures, treatment planning and treatment procedures in demanding endodontic cases independently. The student will also be able to identify the factors affecting the prognosis of the treatment and communicate the required information to the patient.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 724 (6) Clinical Endodontics, Year III Endodontic treatment of patients in the clinic under the supervision of specialist instructors. Supervised endodontic treatment clinic. (0-0-15)</p>	<p>Present Calendar Entry: New Course Type of Action: New Course Rationale: To give the student an in-depth training in clinical endodontics on a specialist level, including endodontic surgery, traumatic injuries and resorptions. After the course the student is able to independently perform diagnostic procedures, treatment planning and treatment procedures in most demanding endodontic cases. The student will be able to identify the factors affecting the prognosis of the treatment and communicate the required information to the patient.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: DENTISTRY Department: Faculty Approval Date: February 9, 2006</p> <p>Effective Session _08W___ Term _1__ Year 1 for Change</p>	<p>Date: March 7, 20008 Contact Person: Dr. Markus Haapasalo Phone: 2-5996 Email: markush@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: MASTER OF DENTAL SCIENCE WITH DIPLOMA IN ENDODONTICS</p> <p>The Department of Oral Biological and Medical Sciences offers postgraduate clinical training in endodontics (leading to a Diploma) in conjunction with a Master of Dental Science (M.D.Sc.) degree. All students are required to complete both the thesis-based degree and the clinical Diploma program. The combined program ordinarily will require a minimum of three years to prepare the student for clinical practice in endodontics and to provide experience in clinical research focused particularly on the needs of an aging population. It is anticipated that domestic graduates will be eligible to sit the Fellowship Examination of the Royal College of Dentists of Canada and the Diplomate Examination of the American Board of Endodontists.</p> <p>Applicants must hold a D.M.D. degree or its equivalent, supply three letters of reference and meet the entrance requirements of the Office of Graduate Studies of the Faculty of Dentistry. Fluency in English (TOEFL score of 580 or better) is required of all applicants. Attention will be given to both clinical and research experience of the applicant. Suitable applicants will be interviewed by an Admissions Committee. Further information may be obtained from the Head of the Division of Endodontics, Department of Oral Biological and Medical Sciences, Faculty of Dentistry, 2199 Wesbrook Mall, Vancouver B.C., Canada V6T 1Z3. Students accepting an offer of admission are required to pay a non-refundable deposit.</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,201,429,0</p> <p>Present Calendar Entry:</p> <p>Type of Action: New Program</p> <p>Rationale: There is an identified need for a graduate program in Endodontics. Presently, there is only one graduate program in endodontics in Canada (Toronto), and Canadian students must therefore obtain their education in US or other countries. The new graduate program in endodontics will strengthen the existing graduate programs in the faculty, such as periodontology and oral medicine. The endodontic program will also help to improve UBC Faculty of Dentistry commitment and dedication to service of the public by improved possibilities to offer high quality treatment in challenging cases that are beyond the limits of patient care in the undergraduate clinic. Interaction between the undergraduate and graduate clinic will also directly improve undergraduate students learning possibilities by deepening their understanding of the discipline.</p> <p>The combined clinical training/research program in endodontics will:</p> <ul style="list-style-type: none"> - enhance the study and practice of endodontics - attract dentists to a combined academic/clinical career - improve the scholarly environment within the Faculty of Dentistry by broadening the research and clinical focus of the Faculty - foster interdisciplinary clinical and

	<p>laboratory research in the health and social sciences across campus</p> <ul style="list-style-type: none"> - advance endodontic health in the population through education of outstanding endodontists - ensure ongoing supply of mentors for Continuing Education Programs <p>The program will attract graduate students who have clinical experience in dental practice. It will offer research training leading to a Master of Dental Science degree (MDS) within the context of existing graduate programs plus clinical training leading to a Diploma in Endodontics from the Oral Biological and Medical Sciences. The course work in 500-level courses for the degree and for the diploma will overlap to accommodate the research and clinical objectives of the program. Two students will be accepted in each year of the three year program.</p>
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APPENDIX II

THESIS REQUIREMENTS FOR THE COMBINED MDSc/DIPLOMA IN ENDODONTICS PROGRAM

The Master of Dental Science component of the Combined MDSc/Diploma in Endodontics Program, requires the student to engage with original research that relates to Endodontics. This research can be clinical, laboratory, or other, as approved by the Program Director. Research projects will culminate in the following required written documents.

1. Comprehensive Review Paper on the Topic of the Original Research

This paper has to be written independently and follow the format at Critical Reviews in Oral Biology and Medicine (that is part of the Journal of Dental Research). The supervisor can be asked for guidance and feedback. The paper is then submitted to the supervisor and the committee members a minimum of two weeks prior to the examination. This paper will be judged as Pass Without Corrections, Pass With Minor Corrections, Pass With Major Revisions or Fail. In case of a failing grade, the Committee will make recommendation for an additional paper to be written by the student on a related topic. A failing grade on the second paper will result in the student failing the program.

2. Original Research Paper

Students are asked to write a research paper based on original research performed by that student. Supervisory Committee will decide when the student is allowed to start writing the paper (when the research results have been finalized). This paper must follow the guidelines of the Journal of Endodontics. Writing should involve close feedback from the supervisor. When the paper is submitted to the Supervising Committee (minimum of two weeks prior to the examination) it should be formatted to a PDF format including the figures in the text (as it would appear in the Journal).

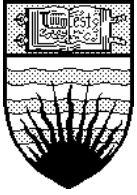
NOTE: Students are required to meet with their supervisory committee on a semi-annual basis and supervisors will complete a Supervisory Committee Summary Report. A copy of this report will be filed in the Graduate Studies office of the Faculty.

3. **Oral Examination**

The candidate will combine the review paper and original research paper, and add the title page, a content page and a 1-2 page summary that will combine the review and original research paper. These documents should be bound together to a thesis book. The oral examination will follow the guidelines of a regular Master of Science format including a 20-30 min. presentation of the research data, and questions from the members of the Examination Committee (about 60 min). The presentation and the defense will be judged as Pass/Fail. In the case of a failing grade, the candidate will be asked to take a re-examination. Failing of the re-examination will lead to the student failing the thesis and the entire program.

After the final approval of the review paper and the rest of the thesis, it will be bound together and a minimum of three bound copies delivered to the graduate secretary (one copy for the supervisor, one for the department and one for the student library). Students are encouraged to publish the original research and review papers. If published, the student needs to get the publisher's permission for reproduction of the papers in their Master of Dental Science thesis.

THE UNIVERSITY OF BRITISH COLUMBIA



1 May 2008

SENATE NOMINATING COMMITTEE
c/o Enrolment Services

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

To: Senate
From: Senate Nominating Committee

**Re: Roles, Responsibilities, and Procedural Documentation
for Standing Committees (information)**

As senators will recall, several months ago the suggestion was made by the Agenda Committee that the Nominating Committee could work with standing committees of Senate to review their structures and produce documents that elaborated upon their terms of reference, roles, and procedures. This process has been completed by almost all Committees of Senate (Student Awards and Teaching & Learning have yet to be completed), and the Committee has reviewed the documents produced and now presents them to Senate for its information. The Committees hope is that these documents may be maintained and updated by the committees from time to time, and will assist senators and others in understanding the roles and operations of all committees of Senate.

Several of the committees have proposed amendments to their formal terms of reference therein. Please note that these are not for the consideration or approval of Senate at this time. The Nominating Committee will review them in due course, and make recommendations to Senate for their approval as appropriate and needed in the new academic year.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Academic Building Needs Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

ACADEMIC BUILDING NEEDS COMMITTEE ROLES, RESPONSIBILITIES, AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Academic Building Needs Committee is provided herein.

2. Terms of Reference (Current)

1. To monitor the implementation of the Campus Plan;
2. To review annually all building project priorities;
3. To recommend priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces, and relationship to physical plant and planning;
4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource;
5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process.

3. Committee Composition

- 8 Senators, including 2 student senators and 1 convocation senator (voting)
- Chancellor (ex-officio, voting)
- President (ex-officio, voting)
- Registrar (ex-officio, non-voting)
- Vice-Provost & Associate Vice-President, Academic Resources (ex-officio, voting)

Quorum for the transaction of business: 6 members of the Committee who are members of Senate

4. Legislative and Regulatory References to the Committee

The following powers of the Senate from the *University Act*, are relevant to the activities of the Academic Building Needs Committee:

- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
- (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine..



- (m) to establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies;
 - (o) to make recommendations to the board considered advisable for promoting the interests of the university or for carrying out the objects and provisions of this Act;
- 27 (2) Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:
- (d) in consultation with the senate, to maintain and keep in proper order and condition the real property of the university, to erect and maintain the buildings and structures on it that in the opinion of the board are necessary and advisable, and to make rules respecting the management, government and control of the real property, buildings and structures;
 - (e) in consultation with the senate, to provide for conservation of the heritage sites of the university, including any heritage buildings, structures and land of the university;

5. Roles and Responsibilities

The Committee's responsibilities are shared, in part, with the President's Advisory Committee on Property and Planning.

6. Regular reporting to the Senate

To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process, as per the Committee's Term of Reference 5 approved by Senate on 16 May 2006.

7. Procedures

The Committee normally meets on an ad hoc basis as the need for a meeting arises.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Academic Policy Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

ACADEMIC POLICY COMMITTEE ROLES, RESPONSIBILITIES, AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Academic Policy Committee is provided herein.

2. Terms of Reference (Current)

1. To advise the Senate on such matters of important academic policy as may be referred to it from time to time.
2. To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate.
3. To advise the Agenda Committee, when requested, on matters brought before Senate.
4. To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses.
5. To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate (Senate minutes May 16, 2006).
6. To report to the Senate at least annually on its deliberations.

2. Terms of Reference (Proposed)

1. To advise the Senate on such matters of important academic policy as may be referred to it from time to time.
2. To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate.
3. To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses.
4. To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate.

3. Committee Composition

- 13 Senators, including 2 student members (voting)
- Chancellor (ex-officio, voting)
- President (ex-officio, voting)



- Vice-Provost & Associate Vice-President Academic Affairs (ex-officio, voting)
- Registrar (ex-officio, non-voting)

Quorum for the transaction of business: 7 voting members

4. Legislative References:

The following powers of the Senate from the *University Act*, are relevant to the activities of the Academic Policy Committee:

- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
- (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine..
 - (i)** to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair..
 - (k)** to determine the members of the teaching and administrative staffs who are to be members of each faculty..
 - (n)** to provide for the preparation and publication of a university calendar..
 - (u)** to set the terms of affiliation with other universities, colleges or other institutions of learning, and to modify or terminate the affiliation;
- 41** A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

5. Roles and Responsibilities

The Committee primarily serves as a “catch-all” for areas of academic policy where Senate has established no other committee with more specific remit. Most of its day-to-day business deals with organizational changes to the academic side of the University, and changes to academic regulations.

6. Delegated responsibilities

The Academic Policy Committee has no delegated authority from Senate, nor are its activities undertaken by other Committees. From time to time, the Committee does establish Sub-Committees to consider and develop matters under the jurisdiction of the Committee and to make recommendations therein to the full Committee.

7. Regular reporting to the Senate

The Committee currently has an annual reporting requirement to Senate; at present, it reports frequently (at a majority of meetings each year).

8. Procedures

The Committee generally meets monthly during the Winter Session and as circumstances require during the Summer.



Business before the Committee generally comes from four places:

- A) From the faculties, for proposals affecting their students, programs, or organization;
- B) From the Provosts office, for proposals – generally of a broad nature – of interest to the senior administration;
- C) From Enrolment Services units, for proposals relating to student services, student administration and academic regulations
- D) From either Committee members given specific remits as sub-committees, or the secretariat staff of Enrolment Services, to develop new proposals or review and revise previously submitted material.

The Committee generally invites guests to present materials and answer questions, but undertakes its deliberations in closed sittings where only Committee members and staff of the secretariat are present.

Although the Committee receives reports from a variety of persons and organizations, it is in the habit of adopting and amending proposals so that they become a report of the Committee; as such, reports to the Senate from the Committee generally take the form of a covering memorandum from the Committee providing a rationale and the motion to be considered, and a volume of work composed by the original proposer but as amended by the Committee.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

ADMISSIONS COMMITTEE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Admissions Committee is provided herein.

2. Terms of Reference

CURRENT:

1. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission; and to review and rule on appeals related to admission, re-admission, and transfer to the University.
2. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.
3. To review advancement requirements.
4. To consider and review University and faculty enrolments of new and continuing students.
5. Assistant or Associate Deans are to excuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.
6. Only Committee members who are also members of Senate may vote on motions related to student appeals.

PROPOSED:

1. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admissions; and to review and rule on appeals related to admission, re-admission, and transfer to the University
 - a. Assistant or Associate Deans are to excuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.
 - b. Committee members who are not members of Senate are to excuse themselves from the hearing of student appeals. Only Committee members who are also members of Senate may vote on motions related to student appeals.
 - c. Decisions made on appeals brought before the committee are reported to Senate for information on an annual basis.
2. To consider and review admissions and transfer policy, and to make recommendations to Senate.
3. To review advancement requirements for academic programs throughout the University, including both new programs and changes to existing programs, and to make recommendations to Senate.



4. To consider and review University and faculty enrolments of new and continuing students.
5. To seek resolution of disputes between units* within the University concerning admissions, transfer and advancement policy and to make recommendations to Senate as needed.
6. To review and approve the terms of affiliation with other universities, colleges or other institutions of learning, and to modify or terminate the affiliation.**

* We interpret the term in a broad sense, including but not limited to administrative and academic units.

** Under Section 38.2(4) of the *University Act*, the responsibility of considering affiliation agreements falls to the Council of Senates. The Senate Admissions Committee considers those agreements that the Council deems relevant to the Vancouver Campus.

3. Committee Composition

- 9 Senators, to include 2 student senators and 1 convocation senator (voting)
- Chancellor (ex-officio) (voting)
- President (ex-officio) (voting)
- Registrar (ex-officio) (voting, except in cases of Student Appeals)
- Chair, Senate Curriculum Committee (ex-officio) (voting)
- Associate Registrar and Director, Student Recruitment, Admissions and Awards (ex-officio) (voting, except in cases of Student Appeals)
- One Assistant or Associate Dean from each Faculty (ex-officio) (voting, except in cases of Student Appeals)

Quorum for the transaction of business: 5 members of the Committee who are members of Senate

4. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Admissions Committee:

- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
- (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;
 - (c)** 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, and to determine in which faculty the students pursuing a course of study must register;
 - (n)** to provide for the preparation and publication of a university calendar;
 - (p)** to deal with all matters reported by the faculties, affecting their respective departments or divisions;
 - (u)** to set the terms of affiliation with other universities, colleges or other institutions of learning, and to modify or terminate the affiliation;*

* The Council of Senate refers those terms of affiliations to campus-specific Admissions Committees as they see fit.



- 27 (2) Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:
- (r) with the approval of the senate, to determine the number of students that may in the opinion of the board, having regard to the resources available, be accommodated in the university or in any faculty of it, and to make rules considered advisable for limiting the admission or accommodation of students to the number so determined;
- 41 A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

The following items in the *Rules and Procedures of the Vancouver Senate* (March 2008) are relevant to the activities of the Admissions Committee:

- 27 The Senate may at any time by motion carried with a two-thirds (2/3) majority, delegate to one or more committees those of its powers as it may determine by virtue of listing those delegations and any accompanying restrictions below:
- (a) Admissions Committee (to approve admissions matters in the summer months on the recommendation of the faculties and schools for implementation the following September, with the proviso that the matter must be ratified by Senate that September; and to hear final appeals on applications for admission and re-admission to programs).
- 31 Every Senate committee shall be free to co-opt additional members, whether or not they are members of the Senate, subject to two conditions:
- (a) First, a majority of the entire committee must vote in favour of each individual proposed.
 - (b) Thereafter the Senate must vote in favour of each individual proposed.
- 32 Co-opted members of committees shall have full voting rights on these committees, upon approval of their co-option by Senate.
- 33 Attendance at meetings of Senate committees is normally limited to members of the committee. Others may attend only with the permission, or at the request of, the Committee.
- 34 Committee members may not appoint a voting proxy or another member to attend or act in their place.
- 35 Members of committees whose term of office on the Senate have ended are requested to continue attendance at committee meetings until their successors have been appointed.
- 41(a) The chairs of the Curriculum, Admissions, and Academic Policy Committees shall be recommended to the members of the Council of Senates who elect Committee chairs as those chairs to be elected. Additionally, the Nominating Committee shall recommend to the Senate a fourth standing Committee, the chair of which shall also be recommend to said members for election.



5. Functions Shared with Other Bodies

The Senate Admissions Committee has delegated some of its functions to administrative units on campus, including but not limited to units within Enrolment Services and the Provost's Office. The Committee oversees decisions made by these units which relate to its terms of reference.

From time to time as it sees fit, the committee may strike a sub-committee to consider a specific issue of interest and report its findings back to the whole committee.

The Admissions Committee works collaboratively with other Committees of Senate, the Chair of the Senate, the Strategic Enrolment Management Committee, the Provost and Vice-President Academic, other Senators as appropriate, and with the Secretariat in discharging its duties. The Admissions Committee works with the Admissions and Awards Committee of the Okanagan Senate on issues with system-wide implications, and maintains a dialogue with the chair of that committee in order to identify such issues.

6. Regular Reporting to the Senate

The Admissions Committee reports to Senate on a regular basis with items requiring Senate approval. Decisions made on appeals brought before the committee are reported to Senate for information on an annual basis.

7. Committee Procedures

The Committee normally meets once monthly prior to the meeting of the Agenda Committee. The Senate Secretariat normally staffs the meeting.

Every effort will be made to ensure that the quorum of the committee is met at regularly scheduled meetings. In the event that quorum cannot be met at a regularly scheduled meeting, committee decisions, including decisions on appeals, may be made by email discussion and vote of a quorum of committee members who are also members of Senate.

The agenda for these meetings generally includes the following items:

- At the first committee meeting of a newly constituted Senate, a chair of the committee is elected from amongst the committee members who are also members of Senate.
- To consider proposals from the faculties relating to admissions, advancement requirements, and transfer policy, and recommend to Senate those that meet with the committee's approval.
- To approve terms of affiliations between UBC Vancouver and other institutions and report to Senate for information.
- To rule on appeals of admission, re-admission and transfer decisions.
- To consider matters of policy relating to admissions, advancement requirements, and transfer policy, and recommend to Senate those that meet with the committee's approval.

8. Appeals Procedures

The following entry appears in the Admissions Chapter of the University Calendar:

Appeals on Admission Decisions

Applications are screened carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe that they have been unjustly denied admission to a program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with their Admissions Evaluator immediately



upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to Enrolment Services for review by the applicant's faculty or school. **Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier.** The letter of appeal should include (a) the decision against which the applicant is appealing, (b) a statement of the grounds for the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents. For more information, refer to the Admissions chapter of the University Calendar.

Appeals to Senate Admissions Committee

Applicants who are unsuccessful in their appeal at the faculty or school level may submit a written appeal to Enrolment Services for review by the Senate Admissions Committee. The Senate Admissions Committee reviews doubtful cases and cases of appeal against decisions made on the basis of Senate policy. **Appeals to the Senate Admissions Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of classes.**

The Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. Whenever possible, the student should provide documentary evidence to support the appeal.

Upon receipt of the appeal, Enrolment Services will send a copy of the statement of appeal to the dean of the relevant faculty or school, and ask the faculty or school to provide a written response. Enrolment Services will then forward copies of the student's appeal and the faculty or school's response to the Senate Admissions Committee for its consideration.

The decision of the Committee will be communicated in writing to the student and to the dean of the faculty or school within ten days of the hearing of the appeal. The Committee's decision is final.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Agenda Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

AGENDA COMMITTEE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Agenda Committee is provided herein.

2. Terms of Reference

1. To prepare an agenda for Senate meetings.
2. To discuss matters referred to it by Senate or by the chair of Senate for report to Senate.
3. To consider and take action on behalf of the Senate on all matters that may be referred to the Senate by the Board (Senate minutes May 21, 1975, p. 6397).
4. To consider matters relating to the implementation of the University Act (Senate minutes October 15, 1980, p. 7409).
5. To annually collect and prepare for Senate discussion topics of broad academic interest (Senate minutes May 16, 2006).

3. Committee Composition

- 7 Senators, to include 2 student members (voting)
- Chancellor (ex-officio, voting)
- President (ex-officio, voting)
- Registrar (ex-officio, non-voting)

Quorum for the transaction of business: 4 voting members

4. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in Section 37(1) of the *University Act*, are relevant to the activities of the Agenda Committee:

- (a) to regulate the conduct of its meetings and proceedings, including the determination of the quorum necessary for the transaction of its business, and the election of a vice chair at least annually, who is to chair meetings in the absence of the president;
- (q) to establish a standing committee to consider and take action on behalf of the senate on all matters that may be referred to the senate by the board;



The following items in the *Rules and Procedures of the Vancouver Senate* (March 2008) are relevant to the activities of the Agenda Committee:

- 3 The Agenda Committee shall consider and make recommendation on any matters relating to the rules and procedures of the Senate that are not otherwise covered by these Rules and Procedures.
- 16(d) The Agenda Committee may cancel a regular meeting if there is neither urgent nor sufficient business.
- 20(a) The agenda for regular meetings is normally proposed by the Agenda Committee a minimum of twelve (12) days prior to the scheduled meeting date of the Senate.
- 20(c) Recommendations from the Agenda Committee may, upon a simple majority vote of Senate, be set aside.
- 20(e) Any member may request in writing to the Secretary of the Senate that the Agenda Committee include on the agenda of the next regular meeting any such matter that the member requests the Senate to consider. After receiving notification from the Secretary of Senate, the Agenda Committee shall include the matter on the proposed agenda of the next regular meeting of Senate.
- 22(g) If notice of motion to refer to the Council of Senates has been made under Section 22(f), the Agenda Committee shall be responsible for considering and making a recommendation to the Senate by its next meeting on the disposition of the motion, except in such cases where notice of motion is given by a committee of Senate.

5. Roles and Responsibilities

The Agenda Committee has adopted the following roles and responsibilities in addition to those indicated in its terms of reference:

- To work to ensure that the Senate meets its legislative mandate for the academic governance of the University.
- To consider and recommend to the Senate changes to its Rules and Procedures as may be considered necessary from time to time.
- To review the activities of the Okanagan Senate, the Board of Governors and the Council of Senates in order to consider when a matter may require the consideration of Senate for information or approval.
- To consider proposed Senate agenda items to determine whether such items ought to be (a) considered by Senate for information or approval, or (b) referred to one or more Committees of Senate prior to consideration by Senate, or (c) otherwise disposed of.
- To write, jointly with Secretariat, the annual report of Senate and to bring this for information to the September meeting of Senate each year.
- To make recommendations to the Senate and its Chair on procedural matters relating to the conduct of Senate meetings.

6. Responsibilities Shared with Other Bodies

This Committee has not delegated any of its responsibilities to other Committees or bodies. The Agenda Committee works collaboratively with all other Committees of Senate, the Chair of the



Senate, the Provost & Vice-President Academic, other Senators as appropriate, and with the Secretariat in discharging its duties.

7. Regular Reporting to the Senate

To bring the Annual report of the Senate to the September meeting each year, for information.

8. Procedures

The Committee normally meets on the Friday 13 days before each Senate meeting. The Associate Secretary and other members of the Secretariat normally staff the meeting.

The agenda for these meetings generally includes the following items:

- To consider and finalize the upcoming Senate meeting agenda and agenda materials, based on a draft prepared by the Secretariat.
- To consider the schedule of Committee reports for the remainder of the academic year and/or Senate term.
- To consider and approve draft reports of the Agenda Committee. Draft reports of the Agenda Committee are normally distributed to Agenda Committee members electronically in advance of Committee meetings.
- To consider general matters relating to the Senate and Senate Committees and their powers, the University Act, the Council of Senates, the Okanagan Senate, and the Board of Governors.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Committee on Appeals on Academic Standing
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

COMMITTEE ON APPEALS ON ACADEMIC STANDING ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Vancouver Senate Committee on Appeals on Academic Standing is provided herein.

2. Appeals Procedures

(As published in the University Calendar 2008-2009, Chapter V, with proposed additions in **bold** and deletions in ~~strike through~~)

DEFINITIONS

"Committee" means the University Senate's Committee on Appeals on Academic Standing.

"Dean," not only in this part, but in these regulations generally, shall be deemed to include, where necessary, any other appropriate officer of the University.

"Faculty," not only in this part, but in these regulations generally, shall be deemed to include, where necessary, any other appropriate administrative unit of the University.

“Days,” when referring to a number of days means working days and will not be construed as including Saturdays and Sundays or any other days on which the University is closed, unless required otherwise by the context.

APPEALS PROCEDURE

Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, that reviews all appeals made to the Senate, the senior academic authority in the University. Following are the policies and procedures of this Committee.

1 COMPOSITION OF THE COMMITTEE

- 1.1 The Committee consists of eleven members, six of whom are members of Senate who are faculty members, three of whom are members of Senate who are students, and two of whom are members of Senate who are neither faculty members nor students. The Chancellor, the President, and the Registrar are members of the Committee ex-officio; the Chancellor and the President, but not the Registrar, shall be entitled to vote.

2 TERMS OF REFERENCE



- 2.1 The Committee shall hear and dispose of appeals by students from decisions of Faculties on matters of academic standing, but the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.
- 2.2 Subject to section 2.3 below, the decision of the Committee on an appeal is a final disposition of that appeal. Senate has conferred on the Committee the power of making final decisions pursuant to Section 37(1)(b) of the *University Act*.
- 2.3 If an issue on an appeal raises, in the opinion of the Committee, an unsettled question of policy or procedure of general importance to the University, the Committee may refer that question to the Senate for a ruling.
- 2.4 The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase "improper or unfair procedures," it shall be construed to include the consideration of information that ought not to have been considered and the failure to consider information that ought properly to have been considered.
- 2.5 An appeal allowed by the Committee shall be by:
 - (a) reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
 - (b) quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.
- 2.6 In all cases, other than those falling within paragraph 2.4, the Committee shall dismiss the appeal. A dismissed appeal or a tie vote on the decision upholds the decision being appealed and the case is dismissed.
- 2.7 In order to ensure that an appeal is fairly conducted, the Committee may in any particular case waive any of the procedural rules provided for in these regulations, or may make such further ancillary rulings on procedure as it sees fit. The rules need not conform to an adversarial model and inquiry model rules may be applied.
- 2.8 Members of the Committee will not discuss the substance of an appeal with any of the parties other than at a hearing.
- 2.9 The Committee shall make annual reports to Senate. The report shall state the number of appeals heard, their disposition, and the general nature of the appeals, and shall draw Senate's attention to any other matters of general significance in the University which have arisen out of the Committee's work.
- 3 PROCEDURES PRIOR TO THE HEARING
 - 3.1 A student who wishes to appeal a decision of a Faculty shall lodge a written notice of appeal with the Registrar within 10 days of being informed in writing of the Faculty's final decision.
 - 3.2 Within 5 days of receiving a notice of appeal, the Registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is



entitled to appear before the Committee in person and may also be represented by counsel.

3.3 Within 15 days of receiving the regulations, the appellant shall file with the Registrar a statement of appeal. This should contain each of the following:

- 1) a statement of the decision from which the appeal is being taken
- 2) a statement of the relief which the appellant seeks
- 3) a brief chronological statement of the circumstances relating to the appeal
- 4) copies of any documents which the appellant intends to rely on at the hearing
- 5) the names of any witnesses the appellant proposes to call at the hearing (it is the appellant's responsibility to ensure that such witnesses are present at the hearing)

~~3.4 Within 5 days of its receipt the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.~~

3.4 If some of the documents on which the appellant intends to rely on at the hearing are of a medical nature, the Registrar may, at the Registrar's discretion, or at the request of the appellant or the Faculty, refer the statement of appeal to Access and Diversity, requesting an evaluation of medical documentation for the information of the Committee. The procedures for such a referral are as follows:

- 1. Within 5 days of the Registrar's receipt of the appellant's statement of appeal, the Registrar shall submit the statement of appeal to Access and Diversity.**
- 2. Within 15 days of Access and Diversity's receipt of the appellant's statement of appeal, Access and Diversity shall file an assessment with the Registrar. The Registrar may, of his or her own volition, or at the request of Access and Diversity, extend this time limit.**

3.5 If there is a referral to Access and Diversity, within 5 days of its receipt, the Registrar shall send the appellant's statement of appeal and the Access and Diversity assessment to the Dean of the faculty from which the appeal is being taken

3.6 If there is no referral to Access and Diversity, within 5 days of its receipt, the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.

~~3.5~~**3.7** Within 15 days of the receipt from the Registrar of the appellant's statement of appeal, the Dean shall file a response with the Registrar. This should contain each of the following:

- 1) a confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision
- 2) a statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted
- 3) the Faculty's response to the grounds of appeal
- 4) the Faculty's comments on the chronological statements of events
- 5) copies of any documents which the faculty intends to rely on at the hearings
- 6) the names of any witnesses the Faculty proposes to call at the hearing



- 3.63.8** Within 10 days of the receipt of the Faculty's response, the Registrar shall set a date for a hearing. The hearing should usually take place within two months of the receipt of the Faculty's response.
- 3.73.9** Prior to the hearing, the Registrar shall circulate copies of material submitted by the appellant, ~~and the Faculty~~ **and, if applicable, Access and Diversity** to the members of the Committee, the appellant, and the Faculty.
- 3.83.10** The time limits referred to in paragraphs 3.1–3.8 are intended as outside limits, and all parties are encouraged to make every effort to proceed more quickly if possible.
- 3.93.11** The Registrar may, ~~of his or her own volition~~ at the Registrar's discretion or at the request of the appellant or the Faculty, extend the time limits provided for in these regulations. If the Registrar refuses to extend the time limits following the request, then the refusal may be appealed to the Committee as a whole, and the Committee may, acting pursuant to its authority under the University Act, extend the time limits as it sees fit.
- 3.103.12** The Senate Committee may, at its discretion, dismiss an appeal for lack of timely prosecution.

4 PROCEDURES AT THE HEARING

- 4.1 A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the Faculty.
- 4.2 A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of interest (e.g., conflict of duty).
- 4.3 At the hearing, subject to the rulings of the Committee, the following order should be followed:
1. The appellant may make an opening statement;
 2. The appellant may call and examine such witnesses as the appellant sees fit;
 3. The Faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;
 4. The Faculty may make such opening statement as it sees fit;
 5. The Faculty may call and examine such witnesses as it sees fit;
 6. The student may cross-examine any of the Faculty's witnesses;
 7. The appellant may make a closing statement;
 8. The Faculty may make a closing statement; and
 9. The appellant may respond to any matters arising out of the Faculty's statement to which the appellant has not yet spoken.
- 4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the Faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case both the appellant and the Faculty must be given the opportunity of



- commenting on the information so supplied, before the Committee reaches a final decision.
- 5 THE DECISION
- 5.1 The Committee may arrive at a decision on the basis of a majority vote of those voting members of the Committee present at the hearing.
- 5.2 In the event of a tie vote an appeal shall be dismissed.
- 5.3 The decision of the Committee shall be communicated in writing to the appellant and to the Dean of the Faculty within 10 days of the final hearing of the appeal.
- 5.4 The Committee shall give reasons for its decision **within 30 days of the final hearing of the appeal**; and in the case of a minority vote, the minority may if it wishes give reasons for its dissent.

2. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Appeals on Academic Standing Committee:

- 37 (1) The academic governance of the university is vested in the senate and it has the following powers:
- (b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;

The following items in the *Rules and Procedures of the Vancouver Senate* (16 November 2007) are relevant to the activities of the Appeals on Academic Standing Committee:

- 18(b) Quorum for committees of the Senate shall be as set in their terms of reference. In the event a quorum is not so set, quorum shall be 50% of the voting members of such a committee.
- 26 The Senate may at any time by motion carried with a two-thirds majority, delegate to one or more committees those of its powers as it may determine by virtue of listing those delegations and any accompanying restrictions below:
- (c) Appeals on Academic Standing Committee (to hear final appeals on matters of academic standing).
- 36 Committee Reports
- (a) Only those committees which have received delegated powers, as noted in Section 26, are required to present a report to Senate on their decisions. Otherwise, standing committees are not expected to report annually or periodically unless they have something to report.

3. Regular Reporting to the Senate

To report to Senate annually on decisions made on appeals brought before the committee.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
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CURRICULUM COMMITTEE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Curriculum Committee is provided herein.

2. Terms of Reference

1. To consider proposals from Faculties for new, changed, and deleted courses, programs of study, degrees, and other credentials and to make recommendations thereon to Senate.
2. To keep under review the policies and programs of the University with respect to continuing education activities.
3. To monitor Senate's policy on expanding the availability of degrees and other credentials through part-time study, and to make recommendations thereon to Senate.
4. To recommend, where appropriate, an order of priority for the implementation of the recommendations of the Committee.
5. To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic

3. Committee Composition

- Eighteen members of Senate - including five student members and at least three convocation members - appointed by the Senate upon recommendation of the Nominating Committee.
- Chancellor (ex-officio) (voting)
- President (ex-officio) (voting)
- Registrar (ex-officio) (non-voting)
- Librarian (ex-officio) (voting)
- Vice-Provost & Associate Vice-President, Academic Affairs (ex-officio) (voting)
- Associate Vice-President, Continuing Studies (ex-officio) (voting)
- Representative, Continuing Education Division in the Health Sciences (voting)
- One Curriculum Committee Chair from each Faculty (ex-officio) (voting)

Quorum for the transaction of business: 9 voting members

4. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Curriculum Committee:



- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
- (b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;
 - (d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;
 - (f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university;
 - (g) to provide for courses of study in any place in British Columbia and to encourage and develop extension and correspondence programs;
 - (h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;
 - (i) to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;
 - (n) to provide for the preparation and publication of a university calendar;
 - (p) to deal with all matters reported by the faculties, affecting their respective departments or divisions;

- 40** A faculty has the following powers and duties:
- (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;

The following items in the *Rules and Procedures of the Vancouver Senate* (March 2008) are relevant to the activities of the Admissions Committee:

- 27 The Senate may at any time by motion carried with a two-thirds (2/3) majority, delegate to one or more committees those of its powers as it may determine by virtue of listing those delegations and any accompanying restrictions below:
- (b) Curriculum Committee (to approve curriculum matters in the summer months on the recommendation of the faculties and schools for implementation the following September, with the proviso that the matter must be ratified by Senate that September);
- 41(a) The chairs of the Curriculum, Admissions, and Academic Policy Committees shall be recommended to the members of the Council of Senates who elect Committee chairs as those chairs to be elected. Additionally, the Nominating Committee shall recommend to the Senate a fourth standing Committee, the chair of which shall also be recommend to said members for election.

5. Responsibilities Shared with Other Bodies

The Committee presents joint reports with the Senate Admissions Committee for new programs.



The Committee has delegated some power to two sub-committees: an editorial sub-committee, and a graduate sub-committee. These sub-committees review and approve minor (aka, Category 2) curriculum proposals.

Staff of Enrolment Services enter material approved by the Committee into the University Calendar, degree navigator, Scheduling, and other services.

6. Regular Reporting to the Senate

The Curriculum Committee reports to Senate frequently with items requiring Senate approval.

7. Procedures

The Committee normally meets once monthly a week prior to the meeting of the Agenda Committee.

The Committee has a detailed set of guidelines for the submission and consideration of curriculum proposals.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Library Committee
c/o
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LIBRARY COMMITTEE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Vancouver Senate Library Committee is provided herein.

2. Terms of Reference

CURRENT:

1. To advise and assist the Librarian in:
 - a. formulating a policy for the development of resources for instruction and research;
 - b. advising on the allocation of collection funds to the fields of instruction and research (Senate minutes September 14, 1994);
 - c. developing a general program of library service for all the interests of the University; and
 - d. keeping informed about the library needs of instructional and research staffs, and keeping the academic community informed about the library.
2. To report to Senate on matters of policy under discussion by the Committee.
3. To recommend to the Senate with respect to rules on the management and conduct of the Library.

3. Committee Composition

- 14 Senators, to include 4 student senators and 2 convocation senators (voting)
- Chancellor (ex-officio) (voting)
- President (ex-officio) (voting)
- Registrar (ex-officio) (non-voting)
- Librarian (ex-officio) (voting)
- Vice-President, Academic and Provost (ex-officio) (voting)
- Director, School of Library, Archival & Information Studies (ex-officio) (voting)

Quorum for the transaction of business: a simple majority of the elected members

4. Legislative References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Library Committee:

- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:



- (b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;
- (l) to make rules for the management and conduct of the library;
- (m) to establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies;

5. Roles and Responsibilities

The Library Committee has adopted the following roles and responsibilities in addition to those indicated in its terms of reference:

- To deliberate matters referred to it by Senate.

6. Responsibilities Shared with Other Bodies

This Committee has not delegated any of its responsibilities to other Committees or bodies. From time to time as it sees fit, the committee may strike a sub-committee to consider a specific issue of interest and report its findings back to the whole committee. The Library Committee works collaboratively with all other Committees of Senate, the Chair of the Senate, the Vice-President, Academic & Provost, other Senators as appropriate, and with the Secretariat in discharging its duties.

7. Regular Reporting to the Senate

The Library Committee does not have an obligation to report to Senate regularly. The Committee reports to Senate on all matters of policy under discussion by the Committee from time to time as matters arise.

8. Procedures

The Committee normally meets on an ad hoc basis as the need for a meeting arises. The Senate Secretariat normally staffs the meeting. The agenda for these meetings normally consists of a collection of items brought to the committee's attention for deliberation and/or matters referred to the Committee by Senate.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

NOMINATING COMMITTEE ROLES, RESPONSIBILITIES, AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Vancouver Senate Nominating Committee is provided herein.

2. Terms of Reference (Current)

1. To nominate the elected membership of all Senate committees, unless Senate otherwise provides, and to recommend the size of each committee.
2. To review the composition of Senate during the third year of each Senate, and also to conduct such a review should any substantive changes be made to the University Act, or should the number of faculties or colleges at the campus change.
3. The terms of reference of Senate committees to be reviewed by the Nominating Committee during the third year of each Senate. [NB: Outdated]

2. Terms of Reference (Proposed)

1. To nominate the elected membership of all Senate committees, unless Senate otherwise provides, and to recommend the size and terms of reference for each committee;
2. To nominate the elected senate membership on other bodies where Senate is represented, unless Senate otherwise provides, and to make recommendations on the composition and form of such committees;
3. To nominate the Vice-Chair of Senate; and
4. To review the composition of Senate during the third year of each Senate, and also to conduct such a review should any substantive changes be made to the University Act, or should the number of faculties or colleges at the campus change.

3. Committee Composition

- 10 Senators, including 2 student members and 2 convocation members (voting)
- Chancellor (ex-officio, voting)
- President (ex-officio, voting)
- Registrar (ex-officio, voting)

Quorum for the transaction of business: 7 voting members



4. Legislative References

The following powers of the Senate from the *University Act*, are relevant to the activities of the Nominating Committee:

- 37(1)** The academic governance of the university is vested in the senate and it has the following powers:
- (a)** to regulate the conduct of its meetings and proceedings, including the determination of the quorum necessary for the transaction of its business, and the election of a vice chair at least annually, who is to chair meetings in the absence of the president;
 - (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine.

5. Roles and Responsibilities

The Committee's main functions are recommend (i.e. nominate) senators to serve on standing and ad-hoc committees of Senate and of other bodies, and to ensure the proper and efficient operation of the committees of senate. As the Committee is elected directly from the membership of Senate, it serves as democratic means of tasking senators with responsibilities for the work of Senate. The Committee also serves as a mechanism for the review of the composition of Senate, the committees of Senate and for committees struck under the authority of or under procedures set by the Senate.

Due to its internal organizational role, and its primacy in ensuring the operation of all other Senate committees, the Nominating Committee has specific instructions for some of its operations in the *Rules and Procedures of Senate* (March 2008). This is set out below for reference.

24. The Nominating Committee

- a. The Committee shall nominate the elected membership of all other Senate committees or other bodies or positions to which senators are appointed unless Senate otherwise provides - and recommend the size of each senate committee - to Senate. In making its recommendations, the Nominating Committee shall:
 - i. Where possible, not ask members of Senate to serve on more than two (2) Committees;
 - ii. Consider volunteers or suggestions for nominations to particular committees; and
 - iii. Exclude deans, associate-vice presidents, and vice-presidents from recommendations to the Academic Building Needs Committee and the Council of Senate's Budget Committee.
- b. Nominations in addition to those made by the Nominating Committee may be made from the floor of Senate, provided that the consent of the nominee(s) has been obtained. In such cases, an election shall be held to determine the membership of the committee or body in question.



- c. The Committee shall be composed of ten (10) members of Senate, two (2) of whom shall be student members and two (2) non-faculty, non-student members of Senate. The Registrar shall be a full voting member of the Nominating Committee.
- d. The Secretary of Senate shall call for nominations to this Committee before the first meeting of a newly constituted Senate and shall include the names of those nominated in the notice calling this meeting.
- e. The Committee shall be elected at or before the first meeting of a newly constituted Senate.
- f. When a vacancy occurs in the Nominating Committee, the vacancy shall be declared at the next regular meeting of Senate, at which time there shall be a call for nominations. The nominees shall indicate to the Secretary of Senate their willingness to stand, prior to the election. The Senate shall elect a member to fill the vacancy by written or electronic ballot at the immediately following regular meeting of Senate.
- g. The Nominating Committee shall review the terms of reference of Senate committees annually.

6. Delegated responsibilities

The Nominating Committee has no delegated authority from Senate (although this is sometimes granted on case-by-case bases), nor are its activities undertaken by other committees, although some of its work is intertwined with that of the Agenda Committee in areas where committee operations interacts with Senate operations (such as in this document, for instance). From time to time, the Committee does establish Sub-Committees to consider and develop matters under the jurisdiction of the Committee and to make recommendations therein to the full Committee.

7. Regular reporting to the Senate

The Committee currently has several annual reporting requirements to Senate; at present, it reports several times per year, generally with membership additions and adjustments for Senate committees being a majority of its business.

8. Procedures

The Committee generally meets once or twice per term during the Winter Session and as circumstances require during the Summer. General business, such as agreeing to new committee assignments is conducted via email with unanimous consent if required.

Business before the Committee generally is as a result of senate policies, procedures, and other regulations, and nominations, requests, and preferences of Senators.

In making recommendations for appointments, the Committee considers the preferences of Senators, either individually or as a group (such as is the case with students on senate), but reserves the right to recommend appointments that, in the opinion of the committee, are in the best interest of the University and the Senate as a whole, personal preferences notwithstanding.



Some Committee procedures considered integral to the operation of Senate and its committees are set out in the *Rules and Procedures of Senate*.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Committee on Student Appeals on Academic Discipline
c/o
Enrolment Services | Senate & Curriculum Services
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COMMITTEE ON STUDENT APPEALS ON ACADEMIC DISCIPLINE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Vancouver Senate Committee on Student Appeals on Academic Discipline is provided herein.

2. Terms of Reference

1. To hear and determine final appeals by students in matters of academic discipline (Senate minutes May 21, 1975, p. 6397).

3. Committee Composition

- 11 Senators, to include 3 student senators and 2 convocation senators (voting)
- Chancellor (ex-officio) (voting)
- Registrar (ex-officio) (voting)

Quorum for the transaction of business: 5 voting members of the Committee

4. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Committee on Student Appeals on Academic Discipline:

- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
 - (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;
 - (v)** to establish a standing committee of final appeal for students in matters of academic discipline;
- 61 (1)** The president has power to suspend a student and to deal summarily with any matter of student discipline.
 - (2)** On the exercise of the power, the president must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.
 - (3)** The action of the president is final and subject in all cases to an appeal to the senate.

The following items in the *Rules and Procedures of the Vancouver Senate* (March 2008) are relevant to the activities of the Committee on Student Appeals on Academic Discipline:



- 18(b) Quorum for committees of the Senate shall be as set in their terms of reference. In the event a quorum is not so set, quorum shall be 50% of the voting members of such a committee.
- 27 The Senate may at any time by motion carried with a two-thirds majority, delegate to one or more committees those of its powers as it may determine by virtue of listing those delegations and any accompanying restrictions below:
(d) Student Appeals on Academic Discipline (to hear final appeals on matters of academic discipline).
- 28 The President and Chancellor are ex-officio members of all Senate standing committees, except that the President is not a member of a standing committee considering student appeals on academic discipline. The Registrar or designate is an ex-officio member of all Senate committees and shall serve as committee secretary, but have no right to vote as such unless granted such a right by Senate.
- 39 Committee Reports
(a) Only those committees which have received delegated powers, as noted in Section 27, are required to present a report to Senate on their decisions. Otherwise, standing committees are not expected to report annually or periodically unless they have something to report.

5. Disciplinary appeal procedures

(updated July 2007) (As published in the Policies and Regulations chapter of the University Calendar)

Senate Committee on Student Appeals on Academic Discipline

Procedures

1. Students who have been subject to academic discipline by the President may appeal to the Senate Committee on Student Appeals on Academic Discipline (the Senate Committee). Please see the UBC Calendar, Part V, Academic Regulations, Discipline for Academic Misconduct, section 13 on Appeals. Section 13 contains important information about how to appeal, grounds of appeal, and the jurisdiction of the Senate Committee. The following provisions are procedures provided by the Chair of the Senate Committee to assist persons appearing before it with more detailed information about procedure. However, in order to ensure that an appeal is fairly conducted, procedures may be varied at the discretion of the Chair. Time limits may be varied at the discretion of the Registrar. All references to days are references to calendar days.

Composition of the Committee

2. The Senate Committee currently (2005) consists of thirteen members, six of whom are faculty members who are Senators, two of whom are Convocation Senators, and three of whom are Student Senators. In addition, the Chancellor and the Registrar are members of all Senate Committees ex-officio.



Procedures Prior to the Hearing

3.01 A student who wishes to appeal a disciplinary decision of the President shall so notify the Registrar in writing within 45 days of the date of the President's letter informing the student of the disciplinary decision.

3.02 The statement of appeal should contain:

- a. A statement of the ground(s) for appeal;
- b. A statement of facts relevant to the ground(s) for appeal;
- c. A statement of the relief which the student seeks;
- d. Copies of documents on which the student intends to rely at the hearing;
- e. The names of any witnesses the student proposes to call at the hearing;
- f. If known at this stage, but in any event as soon as possible, a statement of whether the student intends to be assisted at the hearing by a legal or other representative.

3.03 In addition, if the student wishes to attend the hearing by conference call instead of in person, the statement of appeal may contain a request to attend by conference call, along with the reason(s) for so doing. Such a request may also be made at any time before the hearing takes place. Permission to attend by conference call may be granted, at their discretion, by the Registrar or by the Chair of the Senate Committee.

3.04 Within 10 days of receipt of the statement of appeal, the Registrar shall send copies of the statement of appeal to the Initiator (meaning the party which referred the allegation to the President's Advisory Committee), and to the Office of the University Counsel (University Counsel).

3.05 The Initiator and University Counsel have 21 days from the date on the Registrar's notification to them of the student's statement of appeal to file a statement of response with the Registrar. Statements of response should contain, as appropriate:

- a. A statement of intention to attend the hearing, not to contest the appeal, or to rely on the statement of response in (b);
- b. A response to the grounds of appeal;
- c. Copies of documents previously submitted to the President's Advisory Committee on Student Discipline and any other documents on which the Initiator or University Counsel intends to rely at the hearing;
- d. The names of any witnesses who may be called at the hearing.

3.06 Within 10 days of receipt of the responses, the Registrar shall set a date for the hearing. The hearing shall take place as soon as the Registrar can arrange for a quorum of the Senate Committee to attend. The Registrar shall then send copies of all materials submitted to the Senate Committee, the student, the Initiator and University Counsel.



3.08 The Registrar may, without holding a hearing, at his or her discretion, terminate an appeal for a student's failure to comply with these Appeal Procedures.

Procedures at the Hearing

4.01 Appeals are considered by at least 5 members of the Senate Committee, unless the student and the Initiator, if present, consent to fewer members.

4.02 A member of the Committee shall not take part in an appeal where to do so would involve that member in a conflict of interest.

4.03 The student may be represented or assisted at the appeal by any person, including legal counsel. University Counsel may designate legal counsel (designated counsel) to assist the Initiator through the appeal process or to appear independently of the Initiator.

4.04 The Senate Committee is an appellate tribunal and does not rehear matters. (Please see the Calendar, Part V, Academic Regulations, Discipline for Academic Misconduct, section 13 on Appeals.) At the hearing, subject to the rulings of the Chair, the following procedure shall be followed.

- a. All parties present (the student, the Initiator and designated counsel in that order) may make opening statements briefly stating their positions with respect to grounds of appeal under section 13.4 and the relief sought;
- b. All parties present (in the same order as above) may present evidence, and make submissions, to the Senate Committee;
- c. After each party has had an opportunity to present evidence and make submissions, that party and their witnesses, if any, may be asked questions by other parties present and members of the Senate Committee;
- d. All parties present (in the same order as above) may make closing statements;
- e. The student may respond to any new matters arising out of the closing statements of other parties.

4.05 The Senate Committee may, at any time, request that it, and all parties attending the hearing, be provided with further information at an oral hearing or in writing.

The Decision

5.01 The Senate Committee may arrive at a decision on the basis of a majority vote of the members of the Committee present at the hearing.

5.02 In the event of a tie vote an appeal shall be dismissed.

5.03 The Senate Committee gives written reasons for its decision, normally within 14 days of the decision.



Improved Procedures

6. These procedures are subject to change by the Chair of the Senate Committee. If you have suggestions for improvements, please send your suggestions in writing to the Registrar.

6. UBC Calendar – Policies and Regulations

UBC Calendar 2008-2009 → Chapter V → Section 13

13.1 A student has the right to appeal any disciplinary decision of the President to the Senate Committee as established under section 37(1)(v) of the *University Act*.

13.2 A student who wishes to appeal a decision of the President under paragraph 13.1 must so notify the Registrar in writing and give a full explanation of the grounds for the appeal. The Registrar must receive this notification within 45 calendar days of the date of the President's letter to the student informing the student of the disciplinary decision. The Registrar may extend this time limit if, in the Registrar's opinion, circumstances warrant.

13.3 Appeals are considered by at least 5 members of the Senate Committee, unless the student consents to fewer members. The student and the Initiator may make written submissions to the Senate Committee for consideration at the appeal. The student may be represented or assisted at the appeal by any person, including legal counsel. The University Counsel may designate legal counsel to assist the Initiator through the appeal process.

13.4 The Senate Committee is an appellate tribunal and does not re-hear matters. A student may, under paragraph 13.1, appeal a decision on one or more of the following grounds.

1. The President incorrectly determined that the conduct of the student, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure.
2. The student has material evidence that was not reasonably available at the time of the President's Committee hearing.
3. There was a breach or unfair application of the University's procedure prior to the President's Committee hearing that was raised before the President's Committee but not adequately remedied through the President's Committee.
4. The procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for his or her decision.
5. The President erred in the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President, or the credibility of the student or other witnesses.
6. The discipline imposed by the President was excessive.

13.5 The Senate Committee reviews the President's decision on one of the grounds enumerated in paragraph 13.4 using the appropriate standard as follows.



1. Where the appeal is under paragraph 13.4(1), the appropriate standard of review is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision if it disagrees with the President's determination or application of a University policy or procedure.
2. Where the appeal is under paragraph 13.4(2) and the Senate Committee is satisfied that the material evidence was not reasonably available at the time of the President's Committee hearing and there is substantial likelihood that it would affect the outcome, the Senate Committee will send the matter back to the President's Committee for re-hearing.
3. Where the appeal is under paragraph 13.4(3) or paragraph 13.4(4), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President's Committee to be unfair. If the Senate Committee finds this to be the case, it will refer the matter back to the President's Committee for a re-hearing, or with the consent of the student and the Initiator, reverse or vary the President's decision or substitute its own decision.
4. Where the appeal is under paragraph 13.4(5), the appropriate standard of review is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President or the credibility of the student or other witnesses, is unreasonable.
5. Where the appeal is under paragraph 13.4(6), the appropriate standard of review is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable.

13.6 As soon as possible after the hearing is completed the Senate Committee will notify the student, the Initiator, the Registrar and the Office of the University Counsel (as the President's representative) of its decision in writing.

13.7 The Chair of the Senate Committee may set down rules for Senate Committee appeals and these rules may be altered from time to time by the Chair. The Senate Committee rules are available online at the [Senate website](http://www.senate.ubc.ca) (www.senate.ubc.ca).

7. Regular Reporting to the Senate

To report to Senate annually on decisions made on appeals brought before the committee.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

TRIBUTES COMMITTEE ROLES, RESPONSIBILITIES AND PROCEDURES

1. Introduction

At the November 2007 meeting of the Senate, it was indicated that the Senate would be well served by the development of a comprehensive statement for each of the Senate Committees regarding the roles, responsibilities, and procedures of the committee.

The corresponding statement for the Tributes Committee is provided herein.

2. Terms of Reference

CURRENT

1. To consider persons who are suggested to the Committee or whom it considers to be suitable recipients for honorary degrees, and to make recommendations to Senate.
2. To recommend to Senate emeritus status in appropriate cases.
3. To prepare a statement regarding deceased members of Senate to be recorded in the minutes.

PROPOSED ADDITIONS

4. To consider regalia colours for new degree programs, and to make recommendations to Senate.
5. To consider rules governing procedure for the transaction of business by the convocation, and to make recommendations to Senate.

3. Committee Composition

- 13 Senators, to include 2 student senators and 2 convocation senators (voting)
- Chancellor (ex-officio) (voting)
- President (ex-officio) (voting)
- Registrar (ex-officio) (voting)
- Director of Ceremonies (ex-officio) (voting)

Quorum for the transaction of business: 8 voting members of the Committee

4. Legislative and Regulatory References to the Committee

The following powers of the Senate, which are referenced in the *University Act*, are relevant to the activities of the Tributes Committee:

- 5 (1) The convocation of a university is composed of the following persons:
 - (f) all persons whose names are added to the roll of the convocation by the senate;
- 9 (1) The senate is to make rules governing procedure for the transaction of business by the convocation.
 - (2) The senate may add names to the roll of the convocation under section 5.



- 37 (1)** The academic governance of the university is vested in the senate and it has the following powers:
- (b)** to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;
 - (h)** to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;

The following items in the *Rules and Procedures of the Vancouver Senate* (March 2008) are relevant to the activities of the Tributes Committee:

- 18(b) Quorum for committees of the Senate shall be as set in their terms of reference. In the event a quorum is not so set, quorum shall be 50% of the voting members of such a committee.
- 19(e) The consideration of candidates for honorary degrees shall be *in camera*.
- 29 The President and Chancellor are ex-officio members of all Senate standing committees, except that the President is not a member of a standing committee considering student appeals on academic discipline. The Registrar or designate is an ex-officio member of all Senate committees and shall serve as committee secretary, but have no right to vote as such unless granted such a right by Senate.
- 39 Committee Reports
 - (e) Reports of the Tributes committee shall always be presented in camera, with the exception of memorial minutes.

5. Roles and Responsibilities

The Tributes Committee has adopted the following roles and responsibilities in addition to those indicated in its terms of reference:

- To consider matters of policy pertaining to the Committee's terms of reference such as:
 - Eligibility criteria and procedures for the granting of emeritus/emerita status

6. Responsibilities Shared with Other Bodies

This Committee has not delegated any of its responsibilities to other Committees or bodies. From time to time as it sees fit, the committee may strike a sub-committee to consider a specific issue of interest and report its findings back to the whole committee. The Tributes Committee works collaboratively with all other Committees of Senate, the Chair of the Senate, other Senators as appropriate, and with the Senate Secretariat, Ceremonies Office and Faculty Relations in discharging its duties.

7. Regular Reporting to the Senate

Reports from the Committee in consideration of Honorary Degrees are presented *in camera*. A list of Honorary Degree candidates is presented once annually, preferably at the November meeting Senate. From time to time as matters arise, the Tributes Committee may report to Senate on other matters as pertain to their terms of reference; i.e. Memorial Minutes, Emeriti Lists, and rules governing procedure for the transaction of business by the convocation.



8. Procedures

The Committee normally meets on an ad hoc basis as the need for a meeting arises. The Senate Secretariat normally staffs the meeting.

The agenda for these meetings generally includes, but is not limited to the following items:

- To consider emeritus/emerita status for faculty members.
- To consider candidates for honorary degrees.
- To consider rules governing procedure for the transaction of business by the convocation.
- To consider regalia colours for new degrees.
- To prepare statements regarding deceased members of Senate to be recorded in the minutes.

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Student Appeals on Academic Discipline
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.mann@ubc.ca

May 6, 2008

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: Annual Report to Senate 2007-2008

Members of the Committee:

- Professor Christine Boyle (Chair)
- Mr. Tariq Ahmed
- Dr. Susan Grayston
- Dr. Dale Griffin
- Ms. Wendy King
- Mr. Robert W. Lowe
- Dr. Mahesh Upadhyaya
- Mr. Raymond Pan
- Mr. Geoff Rawle
- Dr. Daniel Weary
- Dr. Jeff Young

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

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found <http://www.senate.ubc.ca/vancouver/rules.cfm?go=discipline>.

During the period from May 1, 2007 and April 30, 2008, the Senate Committee heard six (6) appeals involving students disciplined by the President on the recommendation of the President’s Advisory Committee on Student Discipline. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:

1. June 2007

The student was disciplined for academic misconduct for copying answers from the examination paper of another student during a final examination for three courses. Discipline imposed: a mark of zero in all three courses, suspension from the



University for 12 months and a notation of academic misconduct entered on the student's transcript. Appeal with respect to the severity of the disciplinary action; namely that the period of suspension was excessive.

Appeal dismissed.

2. October 2007

The student was disciplined for plagiarizing an assignment. Discipline imposed: mark of zero in the course, suspension from the University for 8 months and a notation of academic misconduct entered on the student's transcript. Appeal with respect to severity of the disciplinary action in comparison to similar cases of academic discipline.

Appeal allowed to the extent that the period of suspension reduced to 3 months and notation of academic misconduct removed from student's transcript. The mark of 0% in the course was not amended.

3. October 2007

The student was disciplined for non-academic misconduct. Discipline imposed: expulsion from the University. Appeal with respect to the severity of the disciplinary action.

Appeal dismissed.

4. October 2007

The student was disciplined for plagiarizing an assignment by copying the work of another student. Discipline imposed: a mark of zero in the course, suspension from the University for 8 months and a notation of academic misconduct entered on the student's transcript. Appeal with respect to the severity of the disciplinary action; namely the notation of academic misconduct.

Appeal dismissed.

5. November 2007

The student was disciplined for failing to disclose information on the application for admission to the University. Discipline imposed: suspension from the University of 12 months and a notation of academic misconduct entered on the student's transcript. Appeal with respect to the severity of the disciplinary action; namely that the period of suspension was excessive.

Appeal dismissed.

6. December 2007

The student was disciplined for cheating on a midterm examination by bringing unauthorized material into the examination room. Discipline imposed: a mark of zero in the course, a letter of reprimand and a notation of academic misconduct entered on the student's transcript. Appeal with respect to severity of the disciplinary action; namely the notation of academic misconduct.

Appeal dismissed.



Concern arising out of appeals heard this year.

During the year, Committee members developed a heightened concern about consistency in student discipline. The Committee asked its chair to share this concern with President Toope, since the President holds the responsibility for imposing student discipline under the *University Act*. There was a division of opinion among Committee members about whether to share the concern more broadly, for example, with the Student Advocacy Office, which often represents students in discipline matters. It was decided to share the concern more publicly via this report to Senate. What follows is the text of the letter, dated November 6, 2007.

I have been asked by members of the Senate Committee on Student Appeals on Academic Discipline to write to you with an expression of concern about consistency in disciplinary penalties imposed on students under the University Act. It may seem unusual for a body such as the Senate Committee to communicate directly with the person responsible for decisions which are the subject of appeal. However, I felt that at the very least, as a matter of courtesy, we should not raise a general concern with Senate without alerting you first. At best, we may be of assistance to you in carrying out your role under the Act or in improving the disciplinary system.

The Senate Committee is very conscious of the importance of academic integrity in a university. As well, it is aware of the need for attention to the varying circumstances of the human beings involved in the disciplinary process. However, bearing in mind this need for attention to individual circumstances, it feels that there should be a reasonable level of consistency in the disciplinary actions taken. Concern about consistency is intermingled with other worries, such as a lack of transparency and a lack of reasons which could explain decisions which might otherwise appear inconsistent. A disciplined student does not have access to all the reports of your Advisory Committee, and even if he or she did, they might not help to explain variations in penalty. Such a student may focus more on a feeling of being unfairly or arbitrarily treated (rather than on how to improve his or her moral judgment), but lack the means either to demonstrate arbitrariness or be reassured that there was been no arbitrary treatment.

Members of the Senate Committee have felt such disquiet on a general level, but have recently encountered what they believe to be cause for more specific concern in the context of a particular case. A student who copied code from the internet was given a zero in the course, a notation and 8 months suspension. Several months later, in three somewhat similar cases, one of which appeared very similar, the discipline was simply a zero and letter of reprimand. In the absence of any information in the relevant reports from your Advisory Committee to assist in distinguishing the cases, or information about a shift in view about the use of notations and suspensions, the Committee felt obliged to decrease the period of suspension and remove the notation. This occurred in spite of the fact that in the past the Committee has dismissed appeals requesting removal of citations.



Decisions based on concern about lack of consistency rather than on a principled position on the issue of what responsibility the university has to alert others in the community to academic misconduct are clearly not satisfactory. The question arises as to how we should address appeals against notations and suspensions in the future where they could be seen as reasonable in themselves but, in the absence of reasons explaining very different disciplinary actions, appear to be arbitrary.

We do not wish to interfere with how you carry out your statutory responsibility, but simply to draw our concern to your attention. If you feel there is assistance we could offer and it is consistent with our role as an appeal body and a Senate Committee, then of course we would be willing to offer such assistance.

The incoming Committee on Student Appeals on Academic Discipline may wish to consider the issue of how to pay attention to individual circumstances while achieving a reasonable level of consistency.

Respectfully submitted,

Christine Boyle,
Professor of Law,
Chair, Senate Committee on Student Appeals on Academic Discipline

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Student Awards
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

April 28, 2008

To: Vancouver Senate

From: Senate Committee on Student Awards, Vancouver

RE: Awards recommended by the Senate Student Awards Committee

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.

AMACON-Beasley Graduate Student Prize for Excellence in Urban Planning: Two prizes of \$1,500 each are offered by Amacon Construction to recognize excellence and innovation in graduate students at SCARP. Students are invited to submit their work for consideration and may include: a paper, design project, thesis, final project, or video. The work submitted must have been done while at SCARP, must have an urban planning focus and must demonstrate innovation. Both Masters and Ph.D. students are encouraged to apply. The awards are made on the recommendation of the School of Community and Regional Planning in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

W. Erwin DIEWERT Prize in Applied Economics: A \$300 prize has been endowed in honour of W. Erwin Diewert, an internationally renowned Canadian economist specializing in problems of Economic Measurement, a Distinguished Professor, a recipient of the Killam Prize, the Purvis Prize and the Shiskin Memorial Award, and an advisor to statistical agencies of the U.N., World Bank, European Central Bank, Canada, U.S., U.K. and many other countries. The prize is offered to an undergraduate student who has written an outstanding paper in Applied Economics and is made on the recommendation of the Department of Economics. (First award available for the 2008/09 Winter Session)

W. Erwin DIEWERT Graduate Prize in Applied Economics: A \$300 prize has been endowed in honour of W. Erwin Diewert, an internationally renowned Canadian economist specializing in problems of Economic Measurement, a Distinguished Professor, a recipient of the Killam Prize, the Purvis Prize and the Shiskin Memorial Award, and an advisor to statistical agencies of the U.N., World Bank, European Central Bank, Canada, U.S., U.K. and many other countries. The prize is offered to a student who has written an outstanding Master's thesis in Applied Economics and is made on the recommendation of the Department of Economics. (First award available for the 2008/09 Winter Session)

EMAAR Canada Graduate Entrance Scholarship in Architecture: A \$2,500 scholarship is offered by Emaar Canada to a student entering the Master of Architecture



Program who places within the top 10% of accepted applicants. Candidates must demonstrate initiative in understanding the practice of architecture in their application materials. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)

FACULTY Women's Club 90th Anniversary Entrance Scholarship: A \$1,000 scholarship is offered by the UBC Faculty Women's Club to celebrate the Club's 90th anniversary in 2008. The scholarship is awarded to a female student beginning undergraduate studies in Engineering. The award is adjudicated by the Office of Student Financial Assistance and Awards. (First award available for the 2008/09 Winter Session)

NOTE: In addition to supporting this new scholarship on an annual basis, the donors have pledged to build an endowment of \$20,000 or more over the next five years in order eventually to make the award self-sustaining.

John H.V. GILBERT Interprofessional Scholarship: A \$1,000 scholarship has been endowed by friends and colleagues in honour of Dr. John H.V. Gilbert for an outstanding student who, having completed the penultimate year of any undergraduate health or human services degree program, combines academic excellence and demonstrated student leadership in interprofessional education for collaborative patient centered practice. Activities related to interprofessional education in all undergraduate years are considered. Candidates must apply to the College of Health Disciplines and are required to include two signed letters of recommendation, which may be mailed separately or e-mailed from their originator. Original transcripts must also be submitted. The award is made on the recommendation of a committee chaired by an individual appointed by the College of Health Disciplines. (First award available for the 2008/09 Winter Session.)

Clay GILLESPIE Rogers Group Financial Bursary: Bursaries totalling \$1,000 have been endowed by Clay Gillespie of Rogers Group Financial to assist undergraduate students in need of financial support while enrolled at UBC. In adjudicating eligibility, consideration may be given to candidates' active participation in campus-related extra-curricular activities, including UBC Athletics Programs. (First awards available for the 2008/09 Winter Session)

LEDCOR Industries Inc. Centenary Scholarship in Accounting and Finance: A \$1,000 scholarship has been endowed by Ledcor Industries Inc. for an undergraduate student in the third or fourth year of a Bachelor of Commerce Program, in either the Accounting or the Finance Option. The award is made on the recommendation of the Sauder School of Business. (First award available for the 2008/09 Winter Session)

LEDCOR Industries Inc. Centenary Scholarship in Architecture: A \$1,000 scholarship has been endowed by Ledcor Industries Inc. for a students entering the Master of Architecture Program or Master of Advanced Studies in Architecture Program. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)



LEDCOR Industries Inc. Centenary Scholarship in Civil Engineering: Two scholarships of \$1,000 each have been endowed by Ledcor Industries Inc., one for a student entering Civil Engineering and one for an undergraduate student in second, third or fourth year Civil Engineering. The award is made on the recommendation of the Department. (First awards available for the 2008/09 Winter Session)

LEDCOR Industries Inc. Centenary Varsity Athletic Award: A \$1,000 award has been endowed by Ledcor Industries Inc. for an undergraduate student on a Varsity Team, with preference for a student in Engineering, Architecture or Commerce. The award is made on the recommendation of the President's Athletic Awards Committee to a student who has demonstrated leadership skills and maintained good academic standing. (First award available for the 2008/09 Winter Session)

Harold D. McLELLAN Chemical Engineering Scholarship: One or more scholarships totalling \$1,000 have been endowed by Harold D. McLellan (B.A.Sc. Chem. Eng. 1947) for outstanding students entering Chemical Engineering. The award is made on the recommendation of the Department of Chemical and Biological Engineering. (First award available for the 2008/09 Winter Session)

OKANAGAN Bar Association Entrance Scholarship in Law: Scholarships totalling \$5,000 have been endowed by the Law Foundation of British Columbia, Mr. Wally P. Lightbody, Q.C. and members of the Okanagan Bar Association for students who have graduated from The University of British Columbia Okanagan with good academic standing, entering the LL.B/Juris Doctor Program at UBC. The award is made on the recommendation of the Faculty of Law in consultation with the University of British Columbia Okanagan as and when appropriate. (First awards available for the 2008/09 Winter Session.)

PLANT Science Graduate Scholarship: One or more scholarships totalling \$1,000 have been endowed for graduate students in the Plant Science Graduate Program in the Faculty of Land and Food Systems who are working on agricultural and/or horticultural topics. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies.
(First awards available for the 2008/09 Winter Session.)

Sydney J. RISK Graduate Award in Directing: A \$1,000 award is offered by the Sydney J. Risk Foundation in memory of Western Canada theatre pioneer, Sydney J. Risk, to recognize a student who shows exceptional promise for a directing career in the theatre. It is awarded to a promising Directing candidate as they enter their second year of the Master of Fine Arts Program. The award is made on the recommendation of the Department of Theatre and Film in consultation with the Faculty of Graduate Studies.
(First awards available for the 2008/09 Winter Session.)

John SCHILDROTH Memorial Scholarship: A \$1,000 scholarship has been endowed in memory of John Schildroth by family, friends and colleagues at the B.C. Ministry of Agriculture and Lands and at UBC's Faculty of Land and Food Systems for a graduate or undergraduate student with excellent academic standing in the Faculty of Land and Food Systems who has also demonstrated excellence in a range of non-academic fields such as community service, student leadership, volunteerism, and athletic or artistic performance. Preference is given to a graduate student studying food and resource



economics, public policy or a related field. The award is made on the recommendation of the Faculty and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First award available for the 2008/09 Winter Session)

TOTAL E&P Canada Engineering Scholarship: Two scholarships valued at \$5,000 each are offered by Total E&P to undergraduate students enrolled in the fourth year of Civil, Chemical (Process or Environmental Option), Geological, Materials, Mining, or Mechanical Engineering. Candidates must have achieved a minimum 80% overall average and demonstrated an interest in petroleum or related industries. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2008/09 Winter Session.)

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

None.

Respectfully submitted,

Dr. George Bluman, Chair
Senate Committee on Student Awards

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Teaching and Learning Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

5 May 2008

To: Vancouver Senate

From: Vancouver Senate Teaching and Learning Committee

RE: Preliminary Report on Credit/D/Fail Grading Practices

Motion: *That the Vancouver Senate Teaching and Learning Committee's Preliminary Report on Credit/D/Fail Grading Practices be received.*

Summary

At the March 26, 2008 meeting of the Vancouver Senate, the following motion to refer the Student Senators' proposal regarding Pass/Fail (Credit/D/Fail) grading practices was proposed and passed:

Ms. Khangura, Dr. R. Harrison

That the Senate refer the proposal to expand UBC's Pass/Fail system, as described by Student Senator Ms. Jaspreet Khangura, to the Teaching and Learning Committee for further study and consultation with other individuals and committees as appropriate, and

That the Senate direct the Committee to provide a preliminary report back to the Senate in regard to its progress not later than the May 2008 meeting of the Senate, and

That the Senate direct the Teaching and Learning Committee to provide in its preliminary report specific recommendations regarding continuity of Senate inquiry on this matter (in consideration of the August, 31 2008 end-of-term for Senate committees).

The Teaching and Learning Committee met on April 16, 2008, to discuss the various issues associated with fulfilling its mandate in relation to the Pass/Fail proposal, and in its deliberations, has decided on a plan of action that is reported here, along with a brief summary of relevant background matters, and an Appendix that includes a list of documents circulated to the committee regarding research on related issues, Pass/Fail policies in other major North American Universities, and other documents archived thus far.

The committee will continue, until the end of July, to:

- Conduct its deliberations on these matters
- Meet and consult with relevant groups and individuals
- Collect and analyze relevant archival materials (e.g., reports from other universities)
- Prepare a literature review of related research concerning grading practices and student engagement
- Prepare a policy document



- Prepare a backgrounder document that presents the issues, contextual factors, logistical issues, and an analysis of ancillary materials

Why Address Pass/Fail at Senate?

To Imagine the University: Senate Policy, UBC's Commitments, and Teaching and Learning

Trek 2010 (and other key University mission statements) highlights the twin commitments of the University of British Columbia to be (1) a site for innovative practices that enhance the quality of teaching and learning, and (2) a community that nurtures and supports students' meaningful engagement as fully participating citizens in a global learning community. Senate policy regarding matters that might impact student engagement can play a key role in providing informed academic oversight that enhances our institutional capacity for sustainable innovation. President Toope has argued, in fact, that the Senate plays a key role in "imagining the University". Senate policy is, then, an appropriate location for the articulation of academic oversight regarding innovative teaching practices like the alternatives to standard letter grades outlined in the Student Senators' Pass/Fail proposal.

What does the Pass/Fail Proposal Encompass?

The Pass/Fail proposal considers the relationship between grading practices and student engagement, and presents an argument for enabling undergraduates to choose a Pass/Fail grading option for elective courses. A key assumption of the proposal is that Pass/Fail grading practices will encourage and support optimal student engagement in learning by encouraging a level of exploration with lower risk to grade-point averages. This would result in enhanced options for academic interdisciplinarity achieved by means of breadth of enrollment in courses.

- Goal is improvement of undergraduate learning experience, by encouraging academic exploration and in so doing, enhancing interdisciplinarity in breadth of course enrollment.
- Focus is student engagement, and specifically, the role of grading practices in limiting undergraduate students' course enrollment options, as well as the quality of learning and interdisciplinary scope of course enrollment as it is affected by risk-taking, competition and so on.
- Undergraduate students would be free to enroll in a limited number of elective courses (8 total, and 2/semester max) as pass/d/fail.
- Individual programs would have flexibility in identifying courses that can be taken, or not, as Pass/Fail.
- Students would choose their grading option which would not be known by the instructor, and which could not be changed after the add/drop date.

Considerations of the Pass/Fail Proposal To-Be Addressed by Teaching and Learning Committee

Why (Not)?

Any serious consideration of Pass/Fail grading practices has to contend effectively, and sensitively, with a possible existing instructor bias vis a vis this assessment practice, even where that bias is not grounded in empirical evidence, or even a rational argument. It is critical then, for the Teaching and Learning Committee to assess relevant research and to compile a review of the literature. What does scholarly research indicate concerning the relationship between grading practices, academic achievement and motivation? The relationship between level of interest (motivation) and the provision of extrinsic rewards (e.g., letter grades) is complex and the focus



of a great deal of research. That the findings run contrary to ordinary folks' preconceived ideas about rewards, effort and achievement signals how important it is to examine relevant research in providing a reasoned backdrop to a policy on grading practices in post-secondary educational settings.

Action Item

The Teaching and Learning committee will oversee the production of a literature review of related research and reports of Pass/Fail innovation projects at other universities (see Appendix). A doctoral student from the Faculty of Education has been hired from May 15-Aug 15 to support this task (see Appendix). The literature review will address frequently cited concerns and critiques of Pass/Fail grading practices (e.g., students will expend less effort, contribute less to group work and so on).

Who?

The Pass/Fail proposal posits that all undergraduate students at UBC-V be enabled "to take an elective course on a credit/d/fail basis".

Action Item

The Teaching and Learning committee will collect data regarding which programs include electives, and consider variables that might affect optimal timing for providing a pass/fail option.

What?

The Pass/Fail proposal provides specific suggestions regarding options for pass/fail grading practices that need to be carefully considered, such as expanding pass/fail to credit/D/Fail, determining which programs include "electives" and how an "elective" is defined.

Action Item

- The Teaching and Learning committee will consider the range of pass/fail models in use at other major universities, consult colleagues at those institutions and locate institutional reports regarding implementation of Pass/Fail grading practices.
- The Teaching and Learning committee will consult with colleagues at UBC faculties where Pass/Fail grading practices are already in use, such as the Faculty of Education, and where studies of the impact of these practices have already been conducted.

When?

There may be significant developmental or programmatic arguments for restricting Cr/D/Fail enrollment to upper year courses. It could also be argued that exploration of electives is of maximal benefit in a student's early years. Decisions regarding the optimal timing of the Cr/D/Fail option might vary from one context to the next, depending upon such pragmatic considerations as the placement of eligible courses within a program.

Action Item

In our study of electives, determine when these are most commonly offered within programs. In our consideration of models employed at other universities, pay attention to the timing of the option regarding lower and upper division courses.

How?

There are logistical issues regarding Pass/Fail grading practices that need to be carefully considered. For example, how will the Student Service Center online recognize that a given course in which a student wants to enroll on a Credit/D/Fail basis, is an elective course? How will students doing both a Major and a Minor be affected vis a vis P/F enrollment?

Action Item

The Teaching and Learning committee will conduct consultations and compile a list of logistical challenges and potential solutions that will be taken up by the next iteration of the committee when it recommences meetings in October.



Timeline

April

- Introductory working meeting on pass-fail proposal and articulation of material for May 14 preliminary Senate report

May

- Preparation of preliminary report
- Presentation of report at Senate May 14 - get feedback on task-at-hand

June/July

- Research on relevant issues in academic literature and reports regarding grading practices at other universities by Senate Teaching and Learning Committee GAA,
- Work on policy document and a backgrounder document
- Consult with other relevant Senate committees, the Committee of Deans, and any other relevant and interested groups and/or individuals

August

- Senate terms come to an end, committees suspend meetings, chairs selected when Senate committees meet again in October



Appendix I

Documents Archived by Teaching and Learning Committee as part of Pass/Fail deliberations

Title	Author(s)
Research on Grading Practices	
Accountability: Teaching Through Assessment and Feedback, Not Grading	Rick WORMELI
Does Grading Undermine Intrinsic Interest in a College Course?	Edward P. SARAFINO and Patrick A. DIMATTIA
A Developmental Perspective on Standardized Achievement	Scott G. PARIS, Theresa A. LAWTON, Julianne C. TURNER, and Jodie L. ROTH
The Benefits of Pass-Fail Grading on Stress, Mood, and Group Cohesion in Medical Students	Daniel E. ROHE, PhD; Patricia A. BARRIER, MD; Matthew M. CLARK, PhD; David A. COOK, MD; Kristin S. VICKERS, PhD; AND Paul A. DECKER, MS
Students' Motivation for Standardized Math Exams	Katherine E. RYAN, Allison M. RYAN, Keena ARBUTHNOT, and Maurice SAMUELS
Correspondence with Vancouver Senate regarding Student Senators' Proposal	
Proposal to expand UBC's pass/fail system for Undergraduate courses	March 12, 2008 memo to Vancouver Senate Agenda Committee, Jaspreet Khangura, Student Senator, On behalf of the Student Senate Caucus, Brendon Goodmurphy, Jeff Friedrich on behalf of the Alma Mater Society
Proposal to expand UBC's pass/fail system for Undergraduate courses	March 12, 2008 memo to Vancouver Senate, Jaspreet Khangura, Student Senator, On behalf of the Student Senate Caucus
Frequently asked questions about the proposed Credit/D/Fail Proposal	Provided by Jaspreet Khangura, Student Senator, On behalf of the Student Senate Caucus
Calendar Excerpts describing the Cr/D/F Option at American Universities	Provided by Jaspreet Khangura, Student Senator, On behalf of the Student Senate Caucus
Institutional Reports on Grading Practices	
SUBCOMMITTEE ON ASSESSMENT - FINAL RECOMMENDATIONS REPORT - CURRICULUM 2010	Cheryl ASPY, PhD; Robert BLAIR, PhD; Sheila CROW, PhD (Chair); Molly HILL, PhD; John HOLLIMAN, PhD; Sarah PASSMORE, DO; Ronald SAIZOW, MD; Rhonda SPARKS, MD; and Phebe TUCKER, MD
Pass/Fail Assessment in Teacher Education	no author listed



APPENDIX II. CALENDAR EXCERPTS DESCRIBING CR/D/F OPTION AT AMERICAN UNIVERSITIES

Summary of pass/fail options in Calendars at a select few American universities.

University	Enrolment * (2007/08)	P/F or Cr/D/F	Max / Semester	Max / undergrad degree	Other	Transcript
Harvard	6 715 Undergrad <u>12 424</u> Grad/Prof ~20 000 total	P/F – may be changed to grading status until a month after enrolling	No max, but students must take at least one letter- graded course	No max To satisfy degree: 10.5/16 full courses 12/16 full courses (honours)	Student must obtain instructor's signature to declare P/F	
Yale	5 316 Undergrad 11 398 Total	Cr/F in 1975 Cr/D/F in 1993/4	2	4 towards degree	Cr/D/F courses cannot be included as part of distributional requirements	
Princeton	4 923 Undergrad 1 975 Postgrad	P/D/F	1	4		
U. Penn	9 710 Undergrad 10 103 Postgrad	P/F	2	12 credits	Courses taken through the satisfactory/unsatisfactory grading option are considered part of a student's credit load when qualifying for financial aid.	
Dartmouth	4 164 Undergrad <u>1 685</u> Grad 5 849 tota	NRO (non- recording option) Students set minimum grade	1	3 NR grades	NRO cannot be included as part of distributional requirements	
Columbia	6 923 Undergrad	P/D/F	1 / semester 1 may be deferred to summer	No max	'passed" courses cannot be used to satisfy core curriculum or major requirements. Some departments allow introductory courses to be taken under pass/d/fail.	



University	Enrolment * (2007/08)	P/F or Cr/D/F	Max / Semester	Max / undergrad degree	Other	Transcript
Indiana University (calendar details vary between campus')	78 493 Undergrad 17 105 Grad <u>3 524 Prof</u> 99 122 Total (Fall '07)	P/F		8 elective courses, unless otherwise restricted by school/division	Registration on pass/fail basis requires signature of advisor and dean.	Grade is reported by professor as a letter/number, registrar's office converts grades to P/F. Professors do not know students registration choice/status.
U of Chicago	4 901 Undergrad 9 829 Postgrad	Pass/NC or P/F NC = no credit			For <i>P/N</i> grading, students must register with their College advisers during the first three weeks of the quarter. For <i>P/F</i> grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy, before the instructor submits a grade for the course	<i>N</i> confers no credit and is not included in the calculation of the GPA <i>F</i> counts as a zero in the calculation of the GPA
Bowdoin College, (Brunswick, Maine)**	1 710 Undergrad	Cr/D/F	1/4 or 2/5	4/32 No max for extra courses	Declare a course grade/credit/fail three weeks into semester, then set a lowest acceptable grade by wk 6 Can change the lowest acceptable grade for a course at any point before the last full week of classes Starting with class year 2012, first-year seminars and courses taken to satisfy division or distribution requirements may NOT be taken on a Credit/D/Fail basis	A grade of CR will not count toward a student's GPA. A grade of D or F will count toward a student's GPA. A grade of D or F received in a Credit/D/Fail course will count toward academic standing (probation, suspension, dismissal)

* for comparison, UBC-V has an enrolment of ~34 900 undergraduates (Sept 07) and ~8 700 graduates (Sept/07) → total student body population ~ 43 542

** private liberal arts college



Comparison table for Credit/Fail option

School	Cr/F first offered	# / % credits or courses allowable	Eligibility/ Requirements	Opt-in/Opt-out criteria	Marginal Measures	Notes
UBC			Select courses are p/f	N/A	N/A	Select courses in some faculties
Waterloo		3/15%	Courses outside major	Within 2-week add period	None apparent	Details were for the Faculty of Arts. No comparable information was located for Science
Queens		6/30%*	Limited courses (Theology) and on appeal retroactively	Achieved retroactively within 2 months of course completion	None	Offered in a highly limited way here Appears more geared to students whose grade in a course suffers because of unforeseen circumstances
Memorial			Limited courses (music and fine arts)		None	Offered in a highly limited way here
U Penn		8/25%	Outside Major/Minor & required courses	Within first 5 weeks	None	To encourage experimentation
U New Hampshire		16/13%	Courses outside major/minor		None	To encourage experimentation
Yale	1975	4/10%	Courses outside major		D grade eligible to be given for marginal perform (1993)	Recently reduced from 20% of courses to 10% 1 st & 4 th year take more in the spring semester than fall
Stanford	1970s	36/20%	All courses with some restrictions within Major	End of Week 3	None	General Stanford philosophy is geared more towards accomplishment over measurement (pre 1994 especially)
Harvard		5.5/34%	No restrictions At least one graded course/semester	Week 5	None	Permission of instructor required
Princeton		4/12.5%	Courses outside Major Certain required courses and courses identified as "No Cr/D/Fail"	Week 5 to opt for Credit/D/Fail Week 9 to opt out of Credit/D/Fail	D	To encourage exploration and experimentation



Appendix III

Advertisement for Graduate Student GRA to work with the Committee (Note: Ph.D. student hired 05/04/08)

Spring/Summer Research Assistantship

The UBC-Vancouver Senate Teaching and Learning Committee is considering background material (to support policy development) regarding the complex issues pertaining to Pass/Fail Grading Practices, and Student Engagement (achievement and motivation). We would like to hire a PhD student to conduct and write up a literature review in this area, as well as to survey models of a range of grading practices at other post-secondary institutions. It is expected that the work will take up about 10 hours a week, for 12 weeks, from about May 15 to August 15, at \$24/hour. Actual number of hours worked in any given week is flexible, with the work being distributed across the 12 weeks as a function of the availability and workload of the GRA and the needs of the committee. The work will be supervised by the Committee Chair, Dr. Mary Bryson. It is expected that applicants for this GRA position will be PhD students in ECPS who possess familiarity with the major relevant topics, including cognitive and socio-cultural approaches to achievement and motivation, and related teaching practices, including classroom-based assessment. MA students with a high degree of knowledge in this area, and documented capacity to conduct literature reviews can also apply. Interested applicants please provide a copy of your cv and the names of two references (one local to UBC) to Peter Sun, Graduate Programs Assistant, CCFI, Faculty of Education. Hard copies only, please. No electronic submissions. Deadline for applications is April 24th, 2008. Interested applicants, please contact Dr. Mary Bryson if you have any questions or concerns, mary.bryson@ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel: (604) 822-8141 | Fax: (604) 822-5945
amandeep.mann@ubc.ca

May 2, 2008

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emerita/Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emerita or emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Faculty Members Eligible for Emerita/Emeritus Status June 30, 2008

Retirements December 31, 2007 to August 31, 2008

Last Name	First Name	Title	Rank	Faculty	Department
Carty	Elaine	Dr.	Professor	Applied Science	Nursing, School of
Chase	Mackie	Mrs.	Program Director	Continuing Studies	Continuing Studies
Dyck	Isabel Jean	Dr.	Professor	Medicine	Rehab Sciences, School of
Ganders	Fred R	Dr.	Professor	Science	Botany
Globe	Alexander V	Dr.	Professor	Arts	English
Harris	Susan R	Dr.	Professor	Medicine	Physical Therapy
Johnston	Judith Rae	Dr.	Professor	Medicine	Audiology & Speech Sciences
Kennedy	Susan	Dr.	Professor	College of Interdisciplinary Studies	School of Environmental Health
Macleod	Elizabeth D	Ms.	Senior Instructor	Medicine	Audiology & Speech Sciences
McLean	John A	Dr.	Professor	Forestry	Forest Sciences
Perry	Jo Ann	Prof.	Associate Professor	Applied Science	Nursing, School of
Pinel	John J	Dr.	Professor	Arts	Psychology
Piper	Martha C	Dr.	President		
Tingle	Aubrey J	Dr.	Professor	Medicine	Paediatrics
Trip	Everard	Mr.	Senior Instructor	Medicine	Biochemistry & Molecular Biology
Vernier*	Michel	Dr.	Associate Professor	Medicine	Health Care & Epidemiology
Wilkie	Donald M	Dr.	Professor	Arts	Psychology
Wilson	Deborah G	Ms.	Librarian	Library	Library - Life Sciences
Werner	Walter H	Dr.	Associate Professor	Education	Curriculum Studies

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

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
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Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
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amandeep.mann@ubc.ca

May 2, 2008

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute (approval)

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. John Hobart McLean Andrews

Motion: *That Senate approve the Memorial Minute for Dr. John Hobart McLean Andrews, that it be entered into the Minutes of Senate and a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Tributes Committee




VANCOUVER SENATE of the UNIVERSITY OF BRITISH COLUMBIA

Memorial Minute

DR. JOHN HOBART McLEAN ANDREWS

Dr. John Hobart McLean Andrews was born on May 15, 1926 in Kamloops, British Columbia. After attending Kamloops High School, he received a Bachelor of Arts in Physics from the University of British Columbia. Following teacher training, he taught at various schools across British Columbia in communities such as Squamish and Salmon Arm. In 1957, he received a doctorate from the University of Chicago in the field of Education Administration, and soon afterwards joined the University of Alberta as a Professor of Education Administration.

From 1965 to 1973, Dr. Andrews served as the Associate Director of the Ontario Institute for Studies in Education. Upon his return to British Columbia, he joined UBC as the Dean of the Faculty of Education, serving as Dean until 1979 and then as Professor until his retirement in 1985. Dr. Andrews enriched the lives of many UBC students and held a deep personal and professional commitment to the University and to public education both in Canada and around the world.

 The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate	Policy #: <div style="font-size: 2em; font-weight: bold; text-align: center;">18</div> Passed: <i>Anticipated</i> June 5, 2008	History: 1) Approvals <ul style="list-style-type: none"> • UBC Vancouver Senate – May 14, 2008 • UBC Okanagan Senate – May 15, 2008 • UBC Board of Governors – June 5, 2008 Next Review: <i>TBD</i>
Title: <div style="font-size: 1.2em; font-weight: bold;">Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy)</div>		
Background and Purpose <p>Section 27(2)(f) of the <i>University Act</i>, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for senior academic administrators.</p>		
<div style="display: flex;"> <div style="flex: 1;"> Note: Who Should Read This Policy Generally: <ul style="list-style-type: none"> • Provost and Vice-President Academic (UBC Vancouver) • Deputy Provost (UBC Vancouver) • Vice-Provost and Associate Vice-President Academic Affairs (UBC Vancouver) • Vice-Provost and Associate Vice-President Academic Resources (UBC Vancouver) • Vice-President, Research • Associate Vice-President, Research • Deputy Vice-Chancellor (UBC Okanagan) • Provost (UBC Okanagan) • Chair of Senior Appointments Committee • Registrar • Senate Secretariat </div> <div style="flex: 1;"> Specifically: <ul style="list-style-type: none"> • <i>Responsible Executive</i> • Members of Advisory Committees </div> </div>		

Related Policies, Materials, and Notes

Note:

- Policy #17 deals with the selection process for the Registrar and Librarians.
- Policy #21 deals with the selection process for Deans of Faculties, the Principal of the College of Health Disciplines, and the Principal of the College for Interdisciplinary Studies.
- This Policy deals with the selection process for other senior academic administrators designated by the Board of Governors
- Approvals from the Senates are required for this Policy per section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468.

End of Cover page / Cover Notes

POLICY TITLE: Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy)

1. Governing Principles

1.1. **Purpose:** This Policy is intended to:

- 1.1.1. comply with section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 and, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the selection and recommendation of candidates for *Designated Senior Academic Administrators*.

1.2. **Method:** To succeed in this purpose this Policy:

- 1.2.2. must be approved by the UBC Okanagan Senate, the UBC Vancouver Senate, and the Board of Governors, and not be amended without the same approvals; and
- 1.2.3. will describe the creation of committees advising the President on recruitment and selection of *Designated Senior Academic Administrators* before the President makes a recommendation to the Board of Governors.

2. Definitions and Interpretation Rules: A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

3. Scope

3.1. General:

- 3.1.1. This Policy applies to all appointments of *Designated Senior Academic Administrators*.
- 3.1.2. The appointments of *Designated Senior Academic Administrators* are subject to the approval of the Board of Governors. The President shall provide advice and recommendations to the Board of Governors on the selection of *Designated Senior Academic Administrators*.
- 3.1.3. *Advisory Committees* are to be established at the call of the President to consider candidates for an appointment as a *Designated Senior Academic Administrator* and to advise the President on recommendations to the Board of Governors.

3.2. Exclusions: This Policy does not apply to appointments for positions other than *Designated Senior Academic Administrators*.

4. Advisory Committees

4.1. **President Convenes:** For the selection of candidates for *Designated Senior Academic Administrators*, the President shall convene an *Advisory Committee* to consider and advise the President on the candidates before the President makes a recommendation to the Board of Governors (“*Advisory Committee*”).

5. Deputy Vice-Chancellors

5.1. Currently, the President of the University holds the title of Deputy Vice-Chancellor for UBC Vancouver and the Vice-President, Academic and Research (UBC Okanagan) holds the title of Deputy Vice-Chancellor for UBC Okanagan. If, at some point in the future, it is determined that the position of Deputy Vice-Chancellor is to be held by a person other than the President in the case of UBC Vancouver or the Vice-President, Academic and Research (UBC Okanagan) in the case of UBC Okanagan, the President will convene an *Advisory Committee* with the membership set out in the table below. However, unless and until such a determination is made, the normal selection process for the President or for the Vice-President, Academic and Research (UBC Okanagan), as applicable, will be used and the balance of this section 5 shall be of no effect.

For the selection of a Deputy Vice-Chancellor			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the President *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President from the members of the Board of Governors	President
	4	Persons selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Deputy Vice-Chancellor as the President may choose to appoint	President
Additional Members	Up to 2	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, for every Additional Member appointed by the President	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students

5.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

5.3. **Senate Selections:** For Senators, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply nominate the Senators from that Senate.

5.4. **Appointment Term** A Deputy Vice-Chancellor may be appointed for up to 6 years per term.

6. **Academic Vice Presidents**

6.1. The *University Act* refers to an “academic vice president” at each of UBC Okanagan and UBC Vancouver (the “***Academic Vice Presidents***”). At UBC Okanagan, the *Academic Vice President* carries the title “Vice President, Academic and Research”. At UBC Vancouver, the *Academic Vice President* carries the title “Provost and Vice President Academic”. For the selection of an *Academic Vice President*, the President will convene an *Advisory Committee* with the following membership:

For the selection of an Academic Vice President			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the President *(non-voting and not counted in quorum)	Chair
Members	4	Persons appointed by the President from the members of the Board of Governors	President
	3	Persons selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Dean or Principal selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	Up to 2	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, for every two Additional Members appointed by the President	Senate

	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students
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6.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

6.3. **Senate Selections:** For Senators, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply nominate the Senators from that Senate.

6.4. **Appointment Term:** An *Academic Vice President* may be appointed for up to 6 years per term.

7. **Vice President, Research**

7.1. For the selection of the Vice President, Research, the President will convene an *Advisory Committee* with the following membership:

For the selection of the Vice President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the President *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President from the members of the Board of Governors	President
	1	Person selected by and from the UBC Okanagan Senate	Senate
	2	Persons selected by and from the UBC Vancouver Senate	Senate
	1	Faculty member selected by the Council of Senates	Council of Senates
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Vice President, Research as the President may choose to appoint	President

Additional Members	Up to 2	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by the Council of Senates from either the UBC Okanagan Senate or the UBC Vancouver Senate for every Additional Member appointed by the President	Council of Senates
	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President	Students

7.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

7.3. **Senate Selections:** For Senators, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply nominate the Senators from that Senate.

7.4. **Council of Senates Selections:** For members selected by the Council of Senates, the selection process is to be conducted in accordance with procedures satisfactory to the Council of Senates. Without limiting the generality of the foregoing, the Council of Senates may authorize a committee to conduct the process or may simply nominate the faculty members.

7.5. **Appointment Term:** The Vice President, Research may be appointed for up to 6 years per term.

8. Academic Associate Vice-Presidents

8.1. For the selection of an *Academic Associate Vice-President*, the President will convene an *Advisory Committee* with the following membership:

For the selection of an Academic Associate Vice-President other than the Associate Vice-President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	The Vice President to whom the <i>Academic Associate Vice-President</i> will report	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President	President
	4	Persons selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate

Policy 18 Passed: Anticipated June 5, 2008

Title: Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy)

	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	Up to 2	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, for every Additional Member appointed by the President	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students

For the selection of the Associate Vice-President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	The Vice President, Research	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice President, Research	President
	1	Person selected by and from the UBC Okanagan Senate	Senate
	1	Person selected by and from the UBC Vancouver Senate	Senate
	2	Faculty members selected by the Council of Senates	Council of Senates
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
Additional Members	Up to 2	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by the Council of Senates from either the UBC Okanagan Senate or UBC Vancouver Senate for every Additional Member appointed by the President	Council of Senates
	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President	Students

- 8.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.
- 8.3. **Senate Selections:** For Senators, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply nominate the Senators from that Senate.
- 8.4. **Council of Senates Selections:** For members selected by the Council of Senates, the selection process is to be conducted in accordance with procedures satisfactory to the Council of Senates. Without limiting the generality of the foregoing, the Council of Senates may authorize a committee to conduct the process or may simply nominate the faculty members.
- 8.5. **Appointment Term:** An *Academic Associate Vice-President* may be appointed for up to 6 years per term.
9. **Replacement of Advisory Committee Members**
- 9.1. **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work the President may appoint a replacement member in his/her discretion. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the President to replace a member from a stakeholder group with a person from that group. If the President does not appoint a replacement member, the *Advisory Committee* may complete its work notwithstanding the vacancy.
- 9.2. **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the President may permit the student to continue to serve or may appoint a replacement student member at his or her discretion.
10. **Customary Practices:** In making appointments to an *Advisory Committee*, including replacement appointments under Section 9, the President will consider gender balance.
11. **Procedures Not to Conflict:** Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.


Schedule to Policy # 18
Definitions and Other Interpretation Rules

1. Definitions

In Policy # 18 – Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Advisory Committee”*** means an advisory committee to the President as defined in section 4.1.
- b. ***“Designated Senior Academic Administrators”*** means the following:
 1. Deputy Vice-Chancellors;
 2. *Academic Vice Presidents*;
 3. Vice President, Research; and
 4. *Academic Associate Vice-Presidents*.
- c. ***“Academic Vice Presidents”*** means the following:
 1. Provost and Vice President Academic (UBC Vancouver); and
 2. Vice President, Academic and Research (UBC Okanagan).
- d. ***“Academic Associate Vice-Presidents”*** means the individuals designated as such by the President, from time to time, in the Procedures associated with this Policy.
- e. ***“Responsible Executive”*** means:
 3. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 4. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- f. ***“Deans”*** means the Deans of UBC Okanagan Faculties, the Deans of UBC Vancouver Faculties, and the Deans of Dual-Campus Faculties, as those units are described in resolutions passed by the Board of Governors on June 3, 2005.
- g. ***“Principals”*** means the the Principal of the College of Health Disciplines and the Principal of the College for Interdisciplinary Studies.

<u>Approval of Policy</u>	
Certified Approved by Board of Governors	
(signature or seal)	Date Approved
Board Secretary	Date Signed/Sealed

 <p style="text-align: center;">Authorized Procedures to Policy # 18 Version: Passed: <i>Anticipated</i> June 5, 2008</p>	<p>Procedure Version #:</p> <p style="text-align: center; color: red; font-size: 2em;">1</p> <p>(since adoption of last policy version)</p>	<p>Procedure History: 1) PENDING</p> <p>Next Review: TBD</p>
<p>Related Procedures, Materials, And Notes Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook." Pursuant to Policy #18 the President may delegate certain power to amend schedules. End of Cover page / Cover Notes</p>		

PROCEDURES

1. *Responsible Executive*

1.1. **Appointment:** The individual responsible for Policy #18 and these associated Procedures is the President.

1.2. **Sub-Delegation:** The Responsible Executive is not limited in sub-delegation of the duties hereunder but remains responsible for oversight.

2. *Academic Associate Vice-Presidents:* The following individuals are designated as *Academic Associate Vice-Presidents*:

2.1. Deputy Provost (UBC Vancouver);

2.2. Vice Provost and Associate Vice-President, Academic Affairs (UBC Vancouver);

2.3. Vice Provost and Associate Vice-President, Academic Resources (UBC Vancouver);

2.4. Provost (UBC Okanagan); and

2.5. Associate Vice President, Research.

3. Remuneration: The form and amount of remuneration of *Designated Senior Academic Administrators* must be established and documented in writing at or before the effective date of the appointment.

4. Administrative Leaves

4.1. As part of the terms of an appointment, a *Designated Senior Academic Administrator* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of

administrative leave as well as any remuneration and/or benefits to be received by the *Designated Senior Academic Administrator* during any such administrative leave must be documented in writing at or before the effective date of the appointment. Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members, administrative leave will only be granted to the *Designated Senior Academic Administrator* if he/she holds a tenured appointment and actually returns to active duty as a faculty member for at least one year immediately after the period of the administrative leave.

- 4.2. Time on administrative leave will not be included in years of service for the purpose of calculating study leave.
- 4.3. Any arrangements with respect to administrative leave for a *Designated Senior Academic Administrator* that that were established and documented in writing prior to May 1, 2008 will not be affected by these Procedures.
- 4.4. Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.



I. STUDENT EVALUATION OF TEACHING

BACKGROUND

In May 2006, the UBC Senate approved, in principle, recommendations regarding student evaluations of teaching that focused on a modular evaluation process designed to provide data to multiple stakeholders. The Senate charged the Teaching and Learning Committee and the Office of the Provost with developing an implementation strategy.

A policy on Student Evaluation of Teaching was approved at the May 2007 UBC Senate. This policy outlined four major goals:

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

The purpose of this report is to update the UBC Senate on the implementation of the Policy.

IMPLEMENTATION

Implementation of the Policy began in the Fall 2007 with the inclusion of the University Module items (UMI) in the student evaluation of teaching process. The University Module items approved for Fall 2007 implementation were as follows:

Based on a 5-point scale, where 1= very poor, 2 = poor, 3 = adequate, 4 = good and 5 = excellent, please rate your instructor on the following:

1. The *clarity* of the instructor's expectations of learning.
2. The instructor's ability to *communicate* the course content effectively.
3. The instructor's ability to *inspire* interest in the subject.
4. The *fairness* of the instructor's assessment of learning (exams, essays, tests, etc).
5. The instructor's *concern* for students' learning.
6. The *overall quality* of the instructor's teaching.

The Provost committed to a careful psychometric analysis of the six items in order to review, and if needed, refine the questions. A comprehensive analysis was undertaken early in 2008 by Dr. Ralph Hakstian. The full report can be found at <http://www.vpacademic.ubc.ca/>.



Scope

The Policy stipulates that, with limited exceptions, Student Evaluations of Teaching should be administered in every course section (or learning experience) at UBC each time the section is offered. The exceptions are individual / independent study courses, classes with very small enrolments, as well as other specialized teaching contexts where alternative forms of obtaining student feedback are more appropriate and practical (e.g., courses taught by multiple instructors, clinical instruction).

A significant number of courses offered in the allied health disciplines contain clinical components and evaluation of instruction in those courses did not include the UMI.

As of April 15, 2008, UMI results for 2,175 instructors (representing 72,174 evaluations) in Term 1 courses had been submitted to the University (two term courses evaluated at mid-term are excluded from this report). The unit of analysis is the unique class / instructor combination (i.e., classes with multiple instructors had more than one UMI data set).

Table 1. Scope of Fall 2007 Implementation

FACULTY ¹	NUMBER OF INSTRUCTORS EVALUATED					
	100 Level	200 Level	300 Level	400 Level	Grad	TOTAL
Applied Science ²	2	1				3
Arts	156	159	293	174	104	886
Commerce		38	57	49		144
Dentistry ³						-
Education	7	3	133	27	79	249
Forestry	4	11	16	16	6	53
College of Health Disciplines		2		2		4
Land & Food Systems	2	14	13	17	3	49
Law	6	15	33	48	2	104
Medicine				6	1	7
Pharmaceutical Sciences		12	26	34		72
Science	177	112	137	102	76	604
TOTAL	354	268	708	475	271	2,175

¹ With one exception (see next footnote), this denotes the Faculty that evaluated the course.

² The Faculty of Applied Science was unable to implement the UMI in Fall 2007. The three instances reported were APSC courses offered to students in other Faculties and evaluated by those Faculties.

³ Dentistry courses evaluated were all two term courses and many may be covered under exemption.

All instructors for whom UMI data was submitted (including results for low enrolment classes) are included in this report.



Administration of Evaluations

The University did not specify a required method of data collection, except to say that the method used should be consistent for both the UMI and Faculty-specific questions, and that both sets of questions should be administered at the same time. Both online and paper-based collection mechanisms were used as follows:

Table 2. Data Collection Mechanisms

FACULTY	ONLINE	PAPER	NOTES
Applied Science	✓		
Arts		✓	
Psychology	✓		
Commerce	✓	✓	UMI items were administered online; Faculty items were administered separately on paper.
Dentistry	✓		
Education	✓	✓	UMI and Faculty items were administered on separate forms, at the same time. ETEC evaluations online.
Forestry		✓	
College of Health Disciplines	✓		
Land & Food Systems	✓		
Law	✓		
Medicine	✓		
Pharmaceutical Sciences	✓		
Science	✓		

Effect of Online Administration

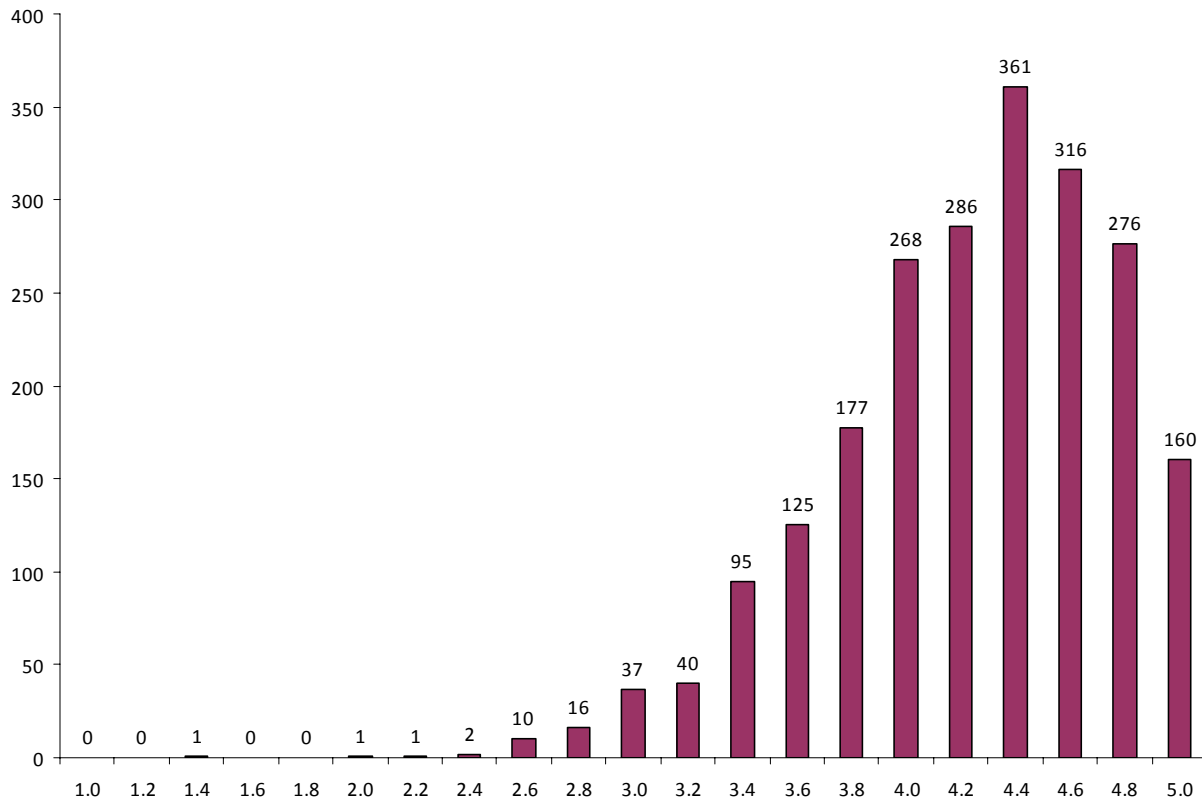
In his report, Dr. Hakstian compared response rates for online and paper-based inventories for the Department of Psychology, and the Faculties of Land and Food Systems, Law and Science. In each case, response rates from 2006 Term 1 paper-based inventories were compared to those for online inventories in 2007 Term 1. He found that response rates were comparable (65.51% vs. 66.48%) overall. Similarly, there was no evidence that this change resulted in any systematic difference in scores on Faculty-based questions. Anecdotal evidence suggests that open-ended comments from online inventories are more meaningful, as suggested in the literature. (Please see the report for a fuller discussion).



RESULTS

The initial results indicate that, in the opinion of students, teaching at UBC is generally good (4) to excellent (5).

Figure 1. The Overall Quality of Teaching



As ranked by students, the overall quality of teaching at UBC rates 4.18 (standard deviation = .52) of a five point scale. Roughly 3 percent of instructors score at adequate (3) or less; approximately 64% of instructors score good (4) or higher.

Reliability and Validity

The evidence suggests that the six University questions (UMIs) perform at least as well as previously used teaching evaluation items, although some improvement could be made for items 1 and 4. They correlate highly with similar items used in previous and current assessments, there is strong evidence of internal and inter-rater consistency and according to Dr. Hakstian's report, they "...more than adequately perform the function intended for them." (p. 27). Please see the report for a fuller discussion of these issues.



UMI Results by Year Level

As shown in the following tables, scores for each of the UMIs are routinely four or higher on a five point scale.

Table 3. Results by Year Level.

UMI	Year Levels					
	100 Level	200 Level	300 Level	400 Level	Grad	Average
1. The <i>clarity</i> of the instructor's expectations of learning.	4.08	4.03	4.05	4.14	4.27	4.10
2. The instructor's ability to <i>communicate</i> the course content effectively.	4.20	4.17	4.19	4.28	4.39	4.23
3. The instructor's ability to <i>inspire</i> interest in the subject.	3.95	4.03	4.08	4.21	4.29	4.10
4. The <i>fairness</i> of the instructor's assessment of learning (exams, essays, tests, etc.)	4.03	4.06	4.05	4.18	4.27	4.10
5. The instructor's <i>concern for</i> students' learning.	4.12	4.15	4.19	4.29	4.44	4.22
6. The <i>overall quality</i> of the instructor's teaching.	4.25	4.19	4.21	4.28	4.43	4.25

As expected, scores tend to increase with level of instruction, although these changes are not always consistent across Faculties. Where such effects have been observed in the literature, they have been shown to have a marginal impact.

Influence of Class Size

It is possible that an increase in scores with year-level is influenced by a corresponding decrease in class size. The UMIs show a small negative correlation with class enrolment as shown in Table 4.



Table 4. Correlation between Class Enrolment and UMI Scores.

r_{xy}	Item
-.14	The <i>clarity</i> of the instructor's expectations of learning.
-.16	The instructor's ability to <i>communicate</i> the course content effectively.
-.21	The instructor's ability to <i>inspire</i> interest in the subject.
-.26	The <i>fairness</i> of the instructor's assessment of learning (exams, essays, tests, etc.)
-.26	The instructor's <i>concern for</i> student's learning.
-.18	The <i>overall quality</i> of the instructor's teaching.

However, the relationship between these variables appears not to be linear and accounts for very little of the variance (< 1%) as shown in the following two examples.

Figure 2. The Instructor's Concern for Learning & Class Enrolment

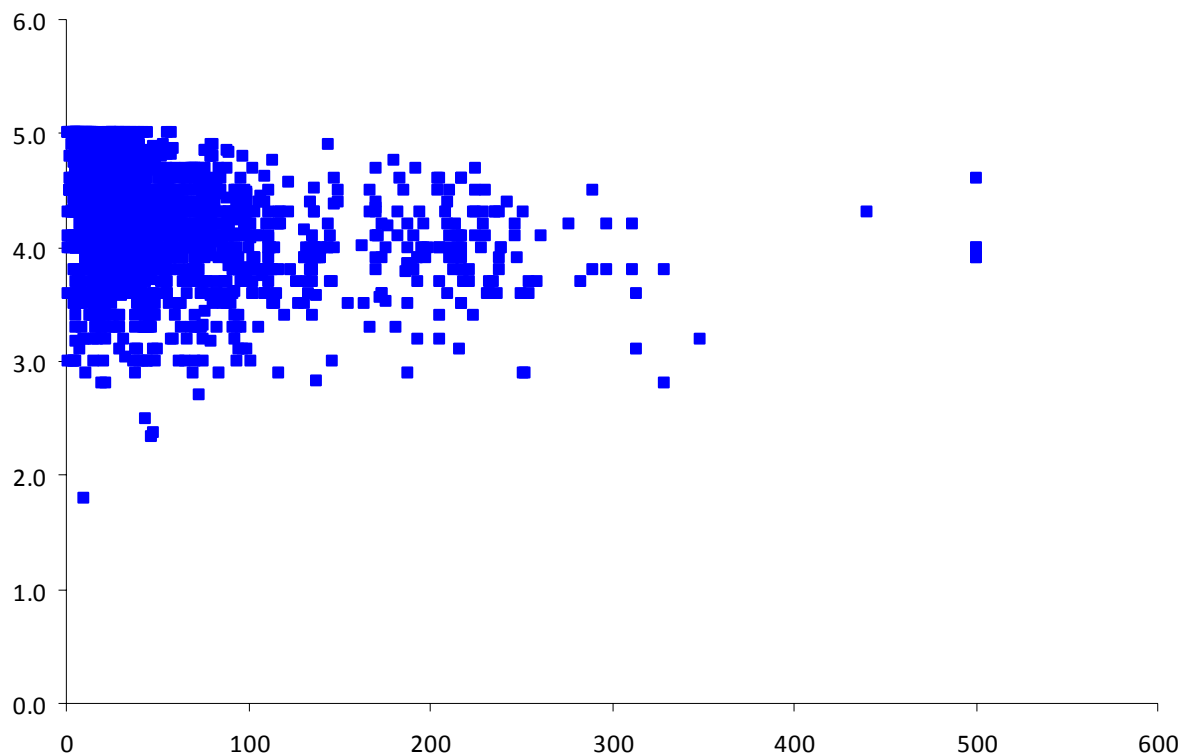
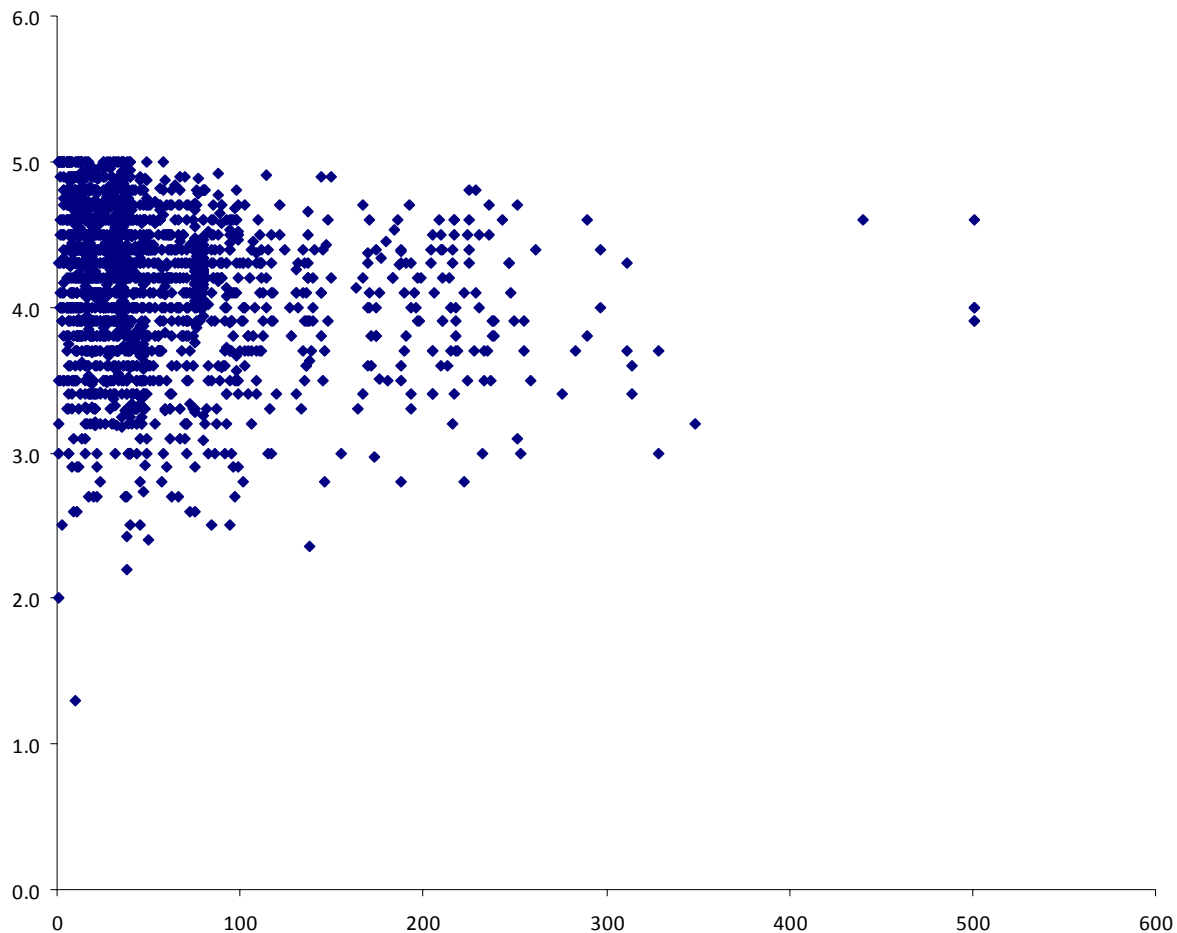




Figure 3. The Overall Quality of Teaching & Class Enrolment



Influence of Grades

There is some suggestion that grades in a course may influence evaluations. Dr. Hakstian's report shows a small positive relationship between grades and mean UMI scores (with year of instruction partialled out), but whether this is because students who get better grades are more generous with evaluations, or whether well taught courses result in higher grades is an empirical question. Class grades do not appear to have a consistent (or in most cases statistically significant) impact on student response rates.

Summary

As indicated earlier, students perceive the quality of teaching at UBC to be good to excellent. There is a need for more empirical study, for the development of norms and finalization of university questions.



NEXT STEPS

The University is committed to exploring the recommendations made in Dr. Hakstian's report and to consider feedback on the report and the questions from faculty members and students. Priorities for the next several months include:

1. Focus groups will be conducted with faculty members and with students to gather feedback on the wording of the UMIs, and to discuss whether additional questions are needed.
2. A Standing Committee on Student Evaluation of Teaching will monitor the progress of evaluation.
3. An online tool will be made available for the systematic submission of Student Evaluation of Teaching data.
4. Feedback will be sought on the proposed procedures and mechanisms for posting results.
5. Work will commence on the implementation of the full modular approach identified in the Senate Policy (e.g., ability for instructors to add their own questions) for both normative and summative purposes.
6. TAG will continue to offer workshops to assist faculty members to interpret and reflect on the data collected through student evaluation of teaching.

Additional, longer-term development of the Student Evaluation of Teaching project will include:

1. The development of University-wide, faculty-specific and department-specific norms.
2. Empirical research on response rates and other factors thought to potentially influence student evaluations of teaching.
3. Collaboration with faculty to develop a bank of empirically sound questions for use by individual faculty members to construct their Instructor Modules.

The work identified constitutes an ambitious agenda over the next several years, and Dr. Hakstian will continue to assist us in accomplishing these goals.



II. TEACHING AND LEARNING INITIATIVES

UBC aspires to be known as a world leader in teaching and learning, and is committed to implementing evidence-based innovative teaching methods and learning experiences. Several central initiatives assist in achieving these goals.

CENTRAL UBC INITIATIVES

- **The Carl Wieman Science Education Initiative (CWSEI).** This initiative allows departments in the Faculty of Science to engage in evidence-based educational improvement by addressing questions of what students should learn, what they actually learn, and which curriculum content and instructional methods will best achieve identified learning outcomes. In the first year, based on a competitive application process, the CWSEI funded course transformation activities in the Life Sciences Programs and in the Earth & Ocean Sciences department, with initial support also provided to departments of Computer Science, Physics & Astronomy, Mathematics and Statistics.
- **President's Teaching and Learning Initiative: Postdoctoral Teaching Fellows (PTF).** The \$3 million program for Postdoctoral Teaching Fellows in the Faculty of Arts enables innovative and collaborative teaching between Postdoctoral Teaching Fellows and senior UBC professors, while helping to launch the careers of new scholars showing early promise as excellent university teachers and researchers. Students benefit by receiving instruction in smaller classes, by intentional interdisciplinarity, and by exposure to innovative teaching methods and cutting edge research. Fourteen PTFs have been appointed to date and student experience in forty courses has been enriched as a result. This program will expand next year to include more large-enrollment courses.
- **Teaching Assistant (TA) Training Programs.** TAs have a significant impact on the undergraduate student learning experience at UBC. In recognition of their important role in the student experience as well as the value of professional development in teaching for their pending academic careers, and in collaboration with TAG, a new Faculty/Department - based training program model has been developed and implemented. In 2007/08, 24 units received funding to train 685 TAs; in 2008/09 20 units received funding for 707 TAs.
- **The LEAD (Lasting Education Achieved & Demonstrated) Initiative.** The LEAD initiative is stimulating cross-campus conversations about teaching. To date, more than 300 UBC faculty members have attended LEAD discussions.

In addition to these initiatives, two central units continue to support innovation in teaching through a variety of activities.

- **Teaching and Academic Growth (TAG).** TAG provides support for teaching and learning at UBC with professional development activities that focus on evidence-based and reflective practice. Faculty and TAs across campus participate in seminars, instructional skills workshops, certificate programs and communities of practice facilitated by TAG (some specific accomplishments noted in the following pages).



- **Office of Learning Technology (OLT).** OLT's mandate is to facilitate transformative learning experiences by supporting technology-enabled environments for face-to-face and distance learning. OLT staff collaborate with Faculties and service units to introduce innovations in educational technology to the classroom (a sample of specific innovations noted in the following pages).

INITIATIVES IN SUPPORT OF TREK GOALS

In the pursuit of excellence, individual faculty members, department Heads, Deans, students, instructional support and student services personnel have engaged in the development and delivery of innovative teaching and learning initiatives to increase student engagement and to assist students in achieving the best possible educational outcomes. The initiatives referenced in the following paragraphs highlight some of the varied activities across campus.

SOCIAL AWARENESS & GLOBAL RESPONSIBILITY

Through the creation of new courses and the modification of existing ones, the development of co-curricular or other learning opportunities, Faculties have increased opportunities for students to develop an appreciation for and awareness of issues related to global citizenship.

Co-curricular Activities

- Students in the Faculty of Law review claims of wrongful conviction in the province of British Columbia as part of the *Innocence Project*. They investigate claims, identify potential miscarriages of justice and assist in securing the release of individuals who have been wrongly convicted.
- In the Sauder School of Business, faculty coaches train students for local, national and international business case competitions.
- Students in Land & Food Systems are encouraged to engage in at least four paid or volunteer work experiences related to their discipline before they graduate.

Community Service Learning

- In the First Nations Studies Program students have the opportunity to volunteer in a service learning program operated collaboratively with the Learning Exchange and the Musqueam Indian Band.
- The School of Human Kinetics offered 24 three-credit community service learning placements to students in the downtown eastside. Courses with community service learning components were also offered in the Faculty of Land & Food Systems (Agricultural Sciences, Agroecology and Food, Nutrition & Health) and the Faculty of Arts (Canadian Studies, Foundations, Italian and Sociology).
- As part of community service learning projects in Geography, four students worked with a women's transition house to create maps to aid women in orienting to the neighbourhood; one student developed a series of workshops to teach mapping skills at Grandview School; and ten students worked in Evergreen Park to collect information on invasive species.



Global Perspectives

- In Geography, eighteen students took a two week field trip in order to gain first hand knowledge of urbanization and economic transformation in Japan.
- Twenty graduate students from the School of Community and Regional Planning attended a Philippine Planning Studio course in Naga City, Philippines. Students conducted research in transportation and land use planning, urban agriculture, investment and business promotion, sustainable financing for social housing, youth development planning and promoting quality and universal public education. This research informed the city's 2008 legislative agenda.
- An e-portfolio project developed in Dentistry has developed into an international peer review program among students from the UK, Australia, the United States and Canada.
- The Faculty of Education now provides international teaching practica experiences in Mexico, Switzerland, Germany, Australia and the UK (and other potential partnerships have been identified).
- The first students to complete a Global Perspectives major in Natural Resources Conservation will graduate in May 2008. The major focuses on the conservation and management of renewable and non-renewable resources, policy formation and planning within a global context and includes an international study and/or work experience.
- The Institute for European Studies organized a summer program which saw participation from across Canada and Europe.
- Seven students from Anthropology spent three months in Dar es Salaam, learning the language and conducting ethnographic fieldwork.

Aboriginal Issues and Perspectives

- The *Musqueam – UBC Field School Project* is designed to facilitate research relationships between UBC and the Band on issues of interest to the Musqueam Community.
- Six graduate students spent five weeks in Gitxaala BC, working on community-based research projects in collaboration with the local First Nations community.
- A capstone course in the First Nations Studies Program requires students to design, negotiate, implement and assess independent research projects undertaken in collaboration with, and responding to the stated needs of Aboriginal community organizations.
- A partnership between Film and the First Nations Studies Program has resulted in the development of a concentration in Aboriginal media.
- The Faculty of Science is taking leadership in the coordination of Aboriginal outreach programs in east side schools.

ACADEMIC EXCELLENCE

Faculties are ensuring that programs and courses meet the highest standards of academic excellence through a variety of means, including the assignment of senior faculty to introductory courses, development of interdisciplinary courses and programs, and deliberate emphasis on improvement of analytical and communication skills.



Analytic and Communication Skills

- Students in the *Centre for Women's and Gender Studies* (CWAGS) wrote journal manuscripts for a 3-stage peer review prior to submitting them to international refereed journals. The process led successfully to two papers being submitted to two peer-reviewed journals.
- The Faculty of Forestry is offering a course to assist international graduate students from 37 countries to develop scientific writing skills in English.
- Arts is piloting a new multi-disciplinary course (ASTU 150) in reading and writing in the research disciplines.
- Graduate Studies offers mini-workshops on writing, publishing, peer review and effective thesis construction to graduate students.

Interdisciplinarity

- Students are now able to specialize in Environmental and Natural Resource Law, a program offered under the auspices of the Centre for Global Environmental and Natural Resource Law.
- In order to bridge disciplines, the Faculty of Science is offering dual degrees in Science and Music (approved), Science and Education (presented for approval), as well as a cross-disciplinary course called Global Issues in the Arts and Sciences.
- UBC Law is home to the National Centre for Business Law, which provides a robust, interdisciplinary and empirical research environment for research and scholarships in business law and finance policy, focused on both domestic and international comparative law.
- Undergraduate and graduate students in two interdisciplinary research seminars on science and society presented their design of public engagement to an international team of experts. They collaborated to publish information about the complex scientific issues involved and recruited participants from across the province to deliberate about biobanks. This deliberative engagement model is now being used by the Mayo Clinic and universities in Michigan and Australia.
- A cross-faculty initiative pairs graduate students from Creative Writing and Science in an interdisciplinary elementary school outreach program.

INSTRUCTION DELIVERY

Faculties are continuing to develop and expand co-op programs, international and local experiential learning opportunities (see above) and are providing opportunities for undergraduate students to participate in research. There is a concerted effort to 'make the big small', by improving distance education delivery and offering unique individualized programs and program-based communities.

Research

- Theory and methodology courses are now available for all undergraduate and graduate students in Art History and Visual Arts.



- The Faculty of Arts awards departmental grants to fund undergraduate involvement in research.
- *Archaeological Lab Nights* are weekly opportunities for graduate and undergraduate students to conduct archaeological research.
- The Commerce Scholars Program is designed to provide top Commerce students with hands-on experience with primary research in Business.

Learning Communities

- A new graduate program in Cell & Developmental Biology is structured to student needs, allowing students to receive instruction in areas relevant to their own research areas, their individual backgrounds and their goals.
- Themed cohorts in Education foster collaborative learning within a common context and encourage the integration of learning activities from all subject areas.
- Small cohorts which engage first-year students in scholarly activity are available in both Arts (Arts One and Coordinated Arts) and Science (Science One and Coordinated Science).

Service and Support for Distance Learners

- In collaboration with the Faculties, the Office of Learning Technology supported the distance delivery of 110 (286 sections) courses.
- An orientation to online learning for distance learners has been made available, through content sharing, to Faculties who wish to use and re-mix the material to include discipline specific content.
- Instructional Designers in the Office of Learning Technology are collaborating with both the Faculty of Arts in the development of 18 distance education courses, and with the new School of Public and Population Health to develop and deliver courses using a distributed learning format.

INNOVATIONS IN TEACHING

A number of Faculties (including Arts, Dentistry, Education, Forestry, Law and Science) and Programs (e.g., Institute for Resources, Environment, and Sustainability) have recently completed curriculum reviews, or are currently in the process of reviewing curriculum content as well as teaching methods, processes and effectiveness. These evaluations are resulting in innovative approaches that expose students to a variety of learning experiences.

Learning Methodologies & Outcomes

- Departments undergoing external reviews in Science are expected to include a reflective self-assessment of the teaching program in the documentation.
- A 'transformative' core course in Journalism focuses on knowledge enhancement, new media and interdisciplinarity, and students apply the skills they are learning in assignments which range from covering social issues in the Downtown East Side to addressing questions of diversity and media representation.



- Responding to input from its industry advisory board, the Wood Products Processing program introduced two new programs to help better prepare students for co-op terms.
- Dentistry has undertaken a collaboration to investigate student impressions of their competency when educated in a PBL-based curriculum (UBC) as compared to another more traditionally structured curriculum.
- The Faculties of Forestry and Science have identified courses that have proven difficult for students in the hope of finding ways to improve student success rates in those courses.

Instructional Skills

- The Faculty of Graduate Studies is partnering with TAG and GSS to produce a series of graduate supervision workshops for new and junior faculty.
- 600 graduate students participated in Academic Career Management Skills and/or Executive Skills Development workshops offered by the Faculty of Graduate Studies.
- A study club for faculty working in Oral Health Centre clinic provides an opportunity for peer discussions about the best approaches to clinical education.
- The Department of English instituted a 21-hour pedagogy series that focused particularly on needs and expectations of TAs in the English classroom.
- Human Kinetics offered TAships to every eligible graduate student interested in contributing to undergraduate education and in support, provided an improved training program.
- Commerce has instituted a new program which requires all PhD students be mentored by a faculty member who teaches an undergraduate course for which the students will later be a TA.
- 160 faculty and staff have graduated from the TAG Certificate Program in Higher Education, with 26 additional members expected to graduate in May 2008.
- 1,359 faculty and staff are members of thirteen communities of practice facilitated by TAG, helping members communicate and collaborate in support of teaching and learning.

Innovative Teaching

- The First Nations Studies Program is training students in the use of digital video for oral history interviewing and in web implementations of their projects
- Advanced AV technologies and digital images are available to students in Arts History and Visual Arts.
- The Ancient Spaces project developed in Arts allows students to experience the ancient world in a virtual context which they build based on research they have conducted.
- The First Nations Studies Program is collaborating with the School of Medicine in the development of a 3-D environment for understanding cross-cultural interaction.
- User-managed web tools such as weblogs and wikis, have been applied in hundreds of instances for a wide array of teaching and learning applications.
- The Faculty of Education and the Office of Learning Technology are collaborating on an e-portfolio project for teaching candidates.
- Weblogs and Wikis are used to augment the delivery of Student Directed Seminars and to provide effective collaborative writing spaces that can be established quickly and easily managed.

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

May 2, 2008

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

From: David H. Farrar
Provost and Vice President Academic

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

Re: **The Institute for the Scholarship of Teaching and Learning**

Recommendation:

That the Senate receive for information the attached Report to Senate on the Institute for the Scholarship of Teaching and Learning, May 2007 – 2008.

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

Attachment: The Institute for the Scholarship of Teaching and Learning: Report to Senate, May 2007 – 2008.

The Institute for the Scholarship of Teaching and Learning: Report to Senate, May 2007 — May 2008

- The Institute for the Scholarship of Teaching and Learning (ISoTL) supports research and reflection on teaching and learning. ISoTL aims to inform and enhance practice, locally and internationally. The Institute continues to be responsive to the needs of UBC's teaching and learning community, and advocates for an effective reciprocity between research and practice.
- The Institute continued to enhance UBC's broad reputation in teaching and learning through international presentations and membership in the International Society for the Scholarship of Teaching and Learning and its membership in the Carnegie Academy for the Scholarship of Teaching and Learning.
- In 2007-2008, ISoTL expanded its activities to include sessions on Learning with the Literature, Research in Progress, and Practice in Progress. The Institute also welcomed its first post-doctoral fellows.
- In 2007-08, ISoTL offered ten events, attracting over one hundred participants.
- The IsoTL network currently has more than two hundred members.
- The Research Collaboration Program launched its 4th round of funding by providing funds for three new SoTL projects, bringing to 15 the number of SoTL projects supported by ISoTL. Round 4 projects are:

Department/Faculty	Title	Lead Researcher(s)
Dentistry	<i>Analysis of ePortfolio's Effect on Dental Student's Learning Skills</i>	Karen Gardner and Jolanta Aleksejuniene
Physics	<i>The Impact of a Context-Rich, Environmental Physics Curriculum on Students' Attitudes in Introductory Physics</i>	Andrzej Kotlicki
Chemistry	<i>The Validation of First Year Chemistry Examinations</i>	Derek Gates, Jackie Stewart, and Mike Wolf

- The Institute operates on a \$30,000 annual budget. This pays for .2 FTE CUPE admin support, event expenses, and Research Collaboration Projects with a round of funding offered every two years.
- For those working in the scholarship of teaching and learning, effective support and dissemination continue to be key challenges. Given the University's substantial investment in pedagogical research, bolstered considerably by the Carl Wieman Science Education Initiative, the need to support this growing community of scholars and to help the University reap the most benefit from this work is more pressing than ever.