

# 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](http://www.senate.ubc.ca)

## Vancouver Senate

### AGENDA

#### THE FIRST REGULAR MEETING OF THE VANCOUVER SENATE

**WEDNESDAY, SEPTEMBER 17, 2008**

**NOTE: CHANGED MEETING TIME AND LOCATION**

**6:30 P.M.**

**ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL**

1. Adoption of Meeting Agenda -- Prof. Stephen J. Toope  
(approval)
2. Senate Membership -- Mr. Brian J. Silzer
  - a. Senate Membership 2008 - 2011 (information) (circulated)
  - b. Nominating Committee Membership: Faculty (information) (circulated)
  - c. Nominating Committee Membership: Non-Faculty/Non-Student  
(approval) (circulated)
  - d. Election of Vice-Chair of Senate (approval) (to be circulated at the meeting)  

The Secretary has received to date nominations for Dr. Rhodri Windsor-Liscombe and Mr. Blake Frederick. The Secretary will accept nominations until 4:00 p.m. on Tuesday, September 16. An election by paper ballot will take place at the 17 September 2008 Senate meeting.
3. Minutes of the Meeting of May 14, 2008 -- Prof. Stephen J. Toope  
(approval) (circulated)
4. Business Arising from the Minutes
5. Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope
6. From the Board of Governors -- Prof. Stephen J. Toope  
Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act* (information)

#### **Senate Meeting of March 26, 2008**

Curriculum Proposals from the Faculty of Applied Science

The change in name of the Department of Curriculum Studies to the Department of Curriculum and Pedagogy

.../continued

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*From the Board of Governors, continued*

**Senate Meeting of April 16, 2008**

Curriculum Proposals from the Faculties of Applied Science, Commerce and Business Administration, Arts, Graduate Studies (Arts, Commerce and Business Administration)  
Student Awards

**Senate Meeting of May 14, 2008**

Curriculum Proposals from the Faculties of Arts, Forestry, Graduate Studies (Applied Science, Arts, Education, Land and Food Systems and Science) and Science  
New program Master of Dental Science/Diploma in Endodontics put forward by the Faculty of Dentistry  
Student Awards

**7. Admissions Committee -- Dr. Paul G. Harrison**  
(approval) (circulated)

- a. Changes in Admission Requirements - BC English 12 First Peoples
- b. Changes in Admission Requirements - BC Adult Graduation Diploma
- c. Changes in Admission Requirements - Bachelor of Science in Nursing
- d. Access Studies Transfer Credit

**8. Curriculum Committee -- Dr. Peter Marshall**  
Curriculum Proposals from the Faculties of Education and Commerce & Business Administration (approval) (circulated)

**9. Nominating Committee -- Dr. Rhodri Windsor-Liscombe**  
(approval) (circulated)

- a. Membership of Committees of Senate 2008-2011
- b. Adjustments to Committee Membership

**10. Tributes Committee -- TBA**  
Memorial Minute (approval) (circulated)

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

- a. UBC Respectful Environment Statement -- with guest presenter Mr. Tom Patch, Associate Vice-President, Equity (information) (circulated)
- b. Charles A. Laszlo Chair in Biomedical Engineering (approval) (circulated)

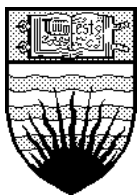
**12. Proposed Agenda Items**

**13. Other Business**

Section 16 (b) of the Rules and Procedures of Senate states that meetings will adjourn no more than two and one half hours after called to order (9:00 p.m.)

Regrets: Lisa Collins, telephone 604.822.2951 or e-mail: [lisa.collins@ubc.ca](mailto:lisa.collins@ubc.ca)

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



# The University of British Columbia – Vancouver Senate

## Members of Senate

Effective 1 September 2008

### EX OFFICIO

<b>Chancellor</b>	Ms Sarah Morgan-Silvester
<b>President, Chair</b>	Prof Stephen J Toope
<b>Secretary</b>	Mr Brian J Silzer
<b>Academic Vice-President</b>	Dr David Farrar

### DEANS

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

### PRINCIPALS OF COLLEGES

<b>College of Health Disciplines</b>	Dr Louise Nasmith, Principal
<b>College for Interdisciplinary Studies</b>	Dr Michael Burgess, Principal

### ELECTED BY THE FACULTIES

<b>Applied Science</b>	Dr William G Dunford Dr Wendy Hall
<b>Arts</b>	Dr Darrin Lehman Dr Mark Vessey
<b>Commerce and Business Administration</b>	Dr Dale Griffin Dr Thomas Ross
<b>Dentistry</b>	Prof Bonnie Craig Dr Lance Rucker
<b>Education</b>	Dr Rita Irwin TBD
<b>Forestry</b>	Dr Susan Grayston Dr Peter L Marshall
<b>Graduate Studies</b>	Dr Philip Loewen Dr Chris Orvig
<b>Land and Food Systems</b>	TBD TBD
<b>Law</b>	Prof Bruce MacDougall Prof Margot Young
<b>Medicine</b>	Dr Kenneth Baimbridge Dr Trevor Young
<b>Pharmaceutical Sciences</b>	Dr Brian Cairns Dr David W Fielding
<b>Science</b>	Dr Santokh Singh TBD

### FACULTY REPRESENTATIVES OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dr Gunilla Öberg, Director, Institute for Resources, Environment and Sustainability  
TBD

### ELECTED BY THE JOINT FACULTIES

Dr Yusuf Altintas	Dr William McKee
Dr Richard Anstee	Dr Katharine Patterson
Dr Robert Gardiner	Dr Robert Sparks
Dr Paul Harrison	Dr Sally Thorne
Dr André Ivanov	Dr Rhodri Windsor-Liscombe

### ELECTED CONVOCATION MEMBERS OF SENATE

Mr Gavin L Dew	Mr Dean Leung
Ms Andrea A Dulay	Mr William B McNulty
Mr Christopher L Gorman	Mr Clint F Meyers
Ms Deborah Herbert	Mr Gerald W Podersky-Cannon
Dr Stanley B Knight	Mr Des Verma
Dr Bikkar S Lalli	Dr Ronald A Yaworsky

### REPRESENTATIVES OF AFFILIATED COLLEGES

<b>St Mark's College</b>	Dr John D Dennison
<b>Vancouver School of Theology</b>	Dr Wendy Fletcher
<b>Regent College</b>	Dr Rod Wilson
<b>Carey Theological College</b>	Dr Brian Stelck

### LIBRARIAN

Dr Peter Ward, University Librarian *Pro Tem*

### ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

Ms Margaret Friesen

### EXECUTIVE DIRECTOR OF CONTINUING EDUCATION

Dr Judith Plessis

### ELECTED STUDENT REPRESENTATIVES

(Term from April 1, 2008 to March 31, 2009. One representative elected by each faculty plus one representative from the College for Interdisciplinary Studies, plus five members at large)

<b>Applied Science</b>	Mr Philip Edgcumbe
<b>Arts</b>	Ms Helaine Boyd
<b>Commerce and Business Administration</b>	Ms Laura Silvester
<b>Dentistry</b>	Mr Andrei Ionescu**
<b>Education</b>	Mr Robert Taddei
<b>Forestry</b>	Mr Ashish Mohan
<b>Graduate Studies</b>	Ms Aidha Shaikh
<b>Land and Food Systems</b>	Ms Ashley Peterson
<b>Law</b>	Ms Brenda Osmond
<b>Medicine</b>	Mr Derry Dance
<b>Pharmaceutical Sciences</b>	Mr Bing Wei Wang
<b>Science</b>	Mr Geoff Costeloe
<b>College for Interdisciplinary Studies</b>	TBD
<b>Members at-large</b>	Mr Blake Frederick, Arts Mr Alfie Lee, Science Mr Alex Loughheed, Science Mr Rob McLean, Science Mr Azim Wazeer, Commerce

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

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

5 September 2008

To: Vancouver Senate

From: Brian J. Silzer  
Secretary

**RE: Nominating Committee Membership: Faculty (information)**

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The Senate Secretariat sent out a call for nominations for election to the Nominating Committee from 12 August 2008 to 20 August 2008.

The *Rules and Procedures of Senate*, section 24(c), states that:

The (Nominating) 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.

In response to the above-mentioned call for faculty members, we received the following nominations:

Dean Murray Isman  
Dr. David Fielding  
Dr. Peter Marshall  
Dean Dan Muzyka  
Dr. Sally Thorne  
Dr. Rhodri Windsor-Liscombe

As the committee composition allows for six (6) faculty member seats, the above six (6) Senators are acclaimed as elected.

Respectfully submitted,

Brian J. Silzer  
Associate Vice-President, Enrolment Services and Registrar

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5 September 2008

To: Vancouver Senate

From: Brian J. Silzer  
Secretary

**RE: Nominating Committee Membership: Non-Faculty/Non-Student  
(approval)**

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The Senate Secretariat sent out a call for nominations for election to the Nominating Committee from 12 August 2008 to 20 August 2008.

The *Rules and Procedures of Senate*, section 24(c), states that:

The (Nominating) 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.

In response to the above-mentioned call for non-faculty, non-student members of Senate, we received the following nominations:

Mr. Christopher Gorman  
Mr. Dean Leung  
Mr. Gerald Podersky-Cannon

As the committee composition allows for two (2) non-faculty, non-students seats, the Senate Secretariat will run an election by paper ballot at the 17 September 2008 meeting of the Vancouver Senate.

Please see Candidate Statements on page 2.

Respectfully submitted,

Brian J. Silzer  
Associate Vice-President, Enrolment Services and Registrar



Mr. Christopher Gorman
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In the last session of Senate, I sat on the Senate Nominating Committee representing Convocation. I am seeking re-election to this Committee. There are two characteristics that I think are required to be an effective member of the Senate Nominating Committee.

First, it is important to understand the dynamics of Senate and the personalities that comprise Senate's membership. This comes with experience and I believe that I have this given my six years of Senate service as a Student Senator from 1996-1999 and as a Convocation Senator from 2005-2008.

Second, an effective member should have a schedule that allows him or her to be available to attend meetings. I have such a schedule. During my tenure on the Senate Nominating Committee in the last session, I had an exceptional attendance record, even though I spent a significant amount of my time outside the Vancouver area.

Mr. Dean Leung
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I have been an active member of the UBC community since I was a student when my participation included student senator, club executive, president of the graduating class, and what is now the VP Finance of the AMS. I am currently serving my fifth term on the Senate and I have participated in numerous standing and ad-hoc committees. This experience will be beneficial to the Nominating Committee in determining appropriate committee membership.

I received my Bachelor of Applied Science in Electrical Engineering from UBC. I hold several key IT designations and have IT experience in education, consulting and manufacturing.

In industry, I am the National Director of Information Technology at Davis LLP; a law firm with eight offices in Canada and Tokyo. My work in advancing technology at Davis has led to the authorship of whitepapers and speaking engagements on Voice and Data Communications, and Virtualization.

Mr. Gerald Podersky-Cannon
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I am a businessman who has interests in: Health Care, Mining, Solar Technology, and Food Processing.

In 1985 I was a founding Board member of the Planning Alumni Association. In 1986 I became active on the Alumni Association Board. I served the Alumni Association until 2002.

In 1997 I joined the UBC Senate and served until 2002. I rejoined the Senate this year 2008.

Other volunteer activities that I am engaged in include the Board of Kinesis, a dance company, and the Western Canada Vice-Chair of the Canadian Council on Africa.

I am convinced that service on the Senate from the business community is extremely important to the healthy functioning of the University. Experience in business gives one a perspective that can't be gained in an academic environment. Such a perspective adds greatly to developing balanced decisions that have a wider base of understanding.

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## Vancouver Senate

### MINUTES OF MAY 14, 2008

#### Attendance

**Present:** Dr. R. Windsor-Liscombe (Vice-Chair), Associate Vice-President B. J. Silzer (Secretary), Dr. P. Adebar, Dr. N. Banthia, Dr. J. D. Berger, Dr. G. Bluman, Dean M. A. Bobinski, Ms. H. Boyd, Prof. C. Boyle, Mr. P. T. Brady, Dr. M. Bryson, Mr. G. Costeloe, Dr. E. Dean, Dr. J. Dennison, Dr. W. Dunford, Mr. P. Edgcumbe, Dean B. Evans, Vice-President D. Farrar, Dr. C. Friedrichs, Ms. M. Friesen, Dean N. Gallini, Mr. C. Gorman, Dr. P. G. Harrison, Dr. R. Harrison, Dr. R. Irwin, Dean M. Isaacson, Dean M. Isman, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. A. Lee, Mr. D. Leung, Mr. A. Loughheed, Mr. R. Lowe, Dr. M. MacEntee, Dr. P. L. Marshall, Dr. A. McAfee, Dr. W. McKee, Dr. D. McLean, Mr. R. McLean, Mr. W. McNulty, Principal L. Nasmith, Dr. B. Osmond, Dean S. Peacock, Dr. J. Plessis, Dean C. Shuler, Ms. L. Silvester, Dean R. Sindelar, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Dr. M. Upadhyaya, Mr. A. Wazeer, Dr. D. Weary, Dr. R. A. Yaworsky, Dr. J. Young.

**Guests:** Mr. T. Ahmed, Vice-Provost A. Kindler, Mr. G. Podersky-Cannon.

**Regrets:** President S. J. Toope, Dr. B. Arneil, Dr. J. Brander, Principal M. Burgess, Dr. H. Burt, Dr. L. Chui, Mr. D. Dance, Dr. D. Fielding, Dr. W. Fletcher, Mr. B. Frederick, Dr. S. Grayston, Dr. D. Griffin, Dr. L. Gunderson, Dr. R. Helsley, Mr. A. Ionescu, Ms. W. King, Dr. T. McDaniels, Mr. A. Mohan, Dean D. Muzyka, Ms. A. Peterson, Dr. P. Potter, Dr. K. Russell, Dean J. Saddler, Dr. J. Sarra, Ms. A. Shaikh, Mr. B. Simpson, Dean G. Stuart, Mr. R. Taddei, Mr. B. W. Wang, Dr. P. Ward, Dr. R. Wilson.

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

#### Call to Order

Vice-Chair Dr. Windsor-Liscombe called the meeting to order.

### **Minutes of the Previous Meeting**

<i>Dr. McKee</i>	}	<i>That the minutes of the meeting of April 16, 2008 be adopted as circulated.</i>
<i>Mr. McNulty</i>		

### **CORRECTION**

The first paragraph of page 07-08 170 of the minutes was corrected to replace Mr. McLean's name with that of Mr. Costeloe.

The minutes were  
adopted as  
corrected.

### **Business Arising from the Minutes**

#### **PROVINCIAL BUDGET CUTS TO POST-SECONDARY EDUCATION**

In light of the April 2008 motion expressing Senate's disapproval for provincial government cut-backs to post-secondary education (p. 07-08 171), Mr. Brady asked for an update on discussions between the University and the provincial government. Vice-President Farrar responded that the President and the Government Relations office had been communicating frequently with government officials, but that there had been no major change to the budgetary situation. The University had not yet received official confirmation of the amount of the budget reduction for the 2008/2009 fiscal year. Vice-President Farrar agreed to follow up to ensure that the Senate motion had been conveyed to the government.

### **Remarks from the Vice-Chair and Related Questions**

#### **CERTIFICATES OF APPRECIATION FOR SENATORS**

Dr. Windsor-Liscombe presented certificates of appreciation for Senators completing their terms on Senate. It was noted that, because some elections were not yet complete, some Senators receiving certificates could be re-elected to serve another term. Particular mention was made of the following Senators with exceptional service records:

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*Remarks from the Vice-Chair and Related Questions, continued*

Dean Michael Isaacson (18 years);  
Dr. James Berger (15 years);  
Mr. Patrick Brady (15 years);  
Mr. Robert Lowe (15 years);  
Dr. Michael MacEntee (15 years); and  
Dr. Perry Adebar (12 years).

### **Candidates for Degrees**

<i>Dr. P. G. Harrison</i>	}	<i>That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees and diplomas 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.</i>
<i>Mr. C. L. Gorman</i>		

The motion was put  
and unanimously  
carried.

### **From the Council of Senates**

#### **COUNCIL OF SENATES ELECTIONS COMMITTEE: PROPOSED CHANGES TO THE CHANCELLOR SELECTION PROCESS**

Elections Committee Chair Dr. Yaworsky presented the following report.

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 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, librar-

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*From the Council of Senates, continued*

ians, 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, Dalhousie, 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

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*From the Council of Senates, continued*

following resolution to both the Vancouver and Okanagan Senates for their consideration:

*Dr. Yaworsky  
Mr. McNulty*

}

*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 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.*

## **DISCUSSION**

Dr. Yaworsky spoke briefly to the report, emphasizing key points. In response to a question from Dr. McAfee about whether the Senate ought to request that the Minister take more specific

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*From the Council of Senates, continued*

action, Dr. Yaworsky expressed hope that the government would respond appropriately, once made aware of the Senate's position.

Dr. Dennison expressed the opinion that the reason for this change was directly related to the establishment of new universities in the province under the same *University Act*. The new universities did not yet have an alumni base from which to elect a chancellor.

Ms. Silvester stated that she understood that voter participation had been low in previous elections.

Dr. Thorne spoke in support of the motion, adding that she was confident that the University already had in place a good process for electing its chancellor and that such a change was therefore unnecessary.

#### **AMENDMENT**

By consent, the following was appended to the last paragraph of the motion: "and with the request that UBC be allowed to continue the practice of electing its Chancellor in the traditional manner."

The main motion,  
as amended, was  
put and carried.

#### **COUNCIL OF SENATES BUDGET COMMITTEE: PROPOSED CHANGE IN BUDGET COMMITTEE MEMBERSHIP**

Committee Chair Dr. Adebar presented the following report.

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.

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*From the Council of Senates, continued*

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:

- a. Three (3) Councillors, elected by and from the Council of Senates;
- b. 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
- c. 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:

- a. Three (3) Councillors, elected by and from the Council of Senates;
- b. ~~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
- c. ~~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.

N.B.: This item will be considered by the Council this June.

<i>Dr. Adebar</i>	}	<i>That Senate endorse the changes in the Budget Committee membership specified for above.</i>
<i>Mr. Lee</i>		

Carried.

## ORAL ANNUAL REPORT ON THE ACTIVITIES OF THE COUNCIL OF SENATES BUDGET COMMITTEE

Dr. Adebar stated that, because the Provost & Vice-President, Academic had already provided detailed information to the Senate about the 2008/2009 budget, the Budget Committee would not report on that same topic.

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*From the Council of Senates, continued*

The Committee had participated in discussions with the Deputy Provost about the work of the Steering Committee for Academic Planning Process. Because the work of the two committees was interrelated, the Budget Committee looked forward to continuing collaboration.

The Budget Committee had also received information about the allocation of proceeds from land development. The Committee noted its thanks to Mr. Ian Burgess, Associate Vice-President, Finance, for providing detailed information.

Dr. Adebar noted that the Budget Committee was established under a specific requirement in the *University Act*. Ensuring that the Committee was able to meet its obligation to assist the President in preparing the university budget remained challenging for both the Committee and the executive. The Committee hoped to provide input early enough in the budget process to influence budgetary development, rather than to receive information at the same time as the rest of the university community.

### **From the Board of Governors**

The Senate received for information confirmation that the following items approved by the Vancouver Senate had been 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.

## Admissions Committee

Committee Chair Dr. Berger presented the reports.

### ACADEMIC LEAVE

The Committee had circulated a proposed new policy that would allow a student in good academic standing to take an academic leave for up to two Winter Sessions while maintaining registration eligibility in the same program.

<i>Dr. Berger</i>	}	<i>That the Senate approve the proposed Calendar entry on Academic Leave.</i>
<i>Dr. Marshall</i>		

Carried.

### ADMISSIONS CHANGES TO THE DIPLOMA IN FILM STUDIES AND THE INTEGRATED STUDIES IN LAND & FOOD SYSTEMS GRADUATE PROGRAMS

<i>Dr. Berger</i>	}	<i>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.</i>
<i>Seconded</i>		

Carried.

### IMMUNIZATION REQUIREMENTS -- FACULTY OF PHARMACEUTICAL SCIENCES

The Committee had circulated a proposal proposed calendar entry on Post-Acceptance Requirements for applicants to the Faculty of Pharmaceutical Sciences. Prior to the start of all clinical rotations, students would be required to submit evidence of immunization.

<i>Dr. Berger</i>	}	<i>That Senate approve the proposed calendar entry on Post-Acceptance Requirements for applicants to the Faculty of Pharmaceutical Sciences, effective September 2008.</i>
<i>Dean Sindelar</i>		

Carried.

## REVIEW OF UBC UNDERGRADUATE ADMISSION POLICIES: PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC

The following is an excerpt from the report circulated by the Committee.

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 proposed principles were as follows:

### **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.

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*Admissions Committee, continued*

**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.

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*Admissions Committee, continued*

**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.

Dr. Berger  
Mr. Lee

} *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.*

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*Admissions Committee, continued*

## AMENDMENTS

The following amendments were accepted by consent:

1. First Corollary under “Alignment with UBC’s Goals”: replace “discourage” with “encourage.”
2. Under “Integrity”: replace “should” with “shall.”
3. Last sentence of the report: modify to begin, “The Admissions Committee is prepared to work with Enrolment Services and the Student Awards Committee...”

It was agreed that, in the interest of clarity and consistency, “shall” and “will” were generally preferred over “should” and “would.” The Secretary, in consultation with the Chair of the Admissions Committee, was directed to review the document and make these replacements where appropriate.

The following additional amendments were suggested but were not accepted by the assembly.

1. First corollary under “Alignment with UBC’s Goals”: amend to begin (addition in bold) “Policies or practices (**including entrance scholarship programs**)...”
2. Bullet under “Fairness”: replace “grading schemes” with “grading criteria.”
3. Third corollary under “Fairness”: amend to read “Grading criteria of a particular jurisdiction should be taken into consideration when evaluating applicants.”
4. Second corollary under “Comprehensiveness”: replace “merit-based financial assistance” with “entrance scholarships.”

## DISCUSSION

Dr. Dunford stated that he was not convinced of the need to articulate principles, citing concern that unsuccessful applicants would use them to make a case against the University. Dr. Dunford was disappointed with the progress of the Committee, as he had hoped that the Committee would have identified new methods of evaluating applicants (similar to those in place at the University of Cambridge) that would effectively replace BC provincial examinations as admission requirements. Dr. Berger expressed his strong support for the principles, adding that he believed the articulation of principles to constitute the beginning, rather than the end, of discussions in this area.

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*Admissions Committee, continued*

Dr. Young expressed concern that the following statement, under “Fairness”, was too strong: “Applicants will not be disadvantaged by the structure ... of the educational system followed that provides the basis of admission.”

In response to a question from Dr. Dunford, Dr. Berger confirmed that the proposed principles would apply only to UBC Vancouver. Dr. Berger stated that he was hopeful that UBC Okanagan would consider approving a similar set of principles in the future.

Dean Isaacson noted that there remained significant work to be done by the Admissions Committee to review admission policies in light of the above principles. He noted the need for a mechanism to orient the new Admissions Committee, which was to take office in September 2008, with respect to the work ahead. Dr. P. G. Harrison stated that the Committee acknowledged that approval of the principles constituted only the first step in an ongoing review process.

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

*Dean Isaacson  
Dr. McLean*

} *That the Admissions Committee be directed to report to the Senate not later than the December 2008 meeting of Senate to follow up on the review of admission policies, consistent with the direction made by the Senate in December 2007.*

Carried.

## SUSPENSION OF THE RULES & PROCEDURES OF THE VANCOUVER SENATE

Dr. Berger explained that it would be necessary to suspend certain of the *Rules and Procedures of the Vancouver Senate* in order to consider the matter of BC provincial examinations as admission requirements for a second time within the same Senate session. The following two developments were offered as rationale for the motion to suspend the rules:

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*Admissions Committee, continued*

1. The approval by the Vancouver Senate of the above Principles of Effective Undergraduate Admission to UBC; and
2. The Okanagan Senate had recently voted to remove provincial examinations (other than those required for high school graduation) as admission requirements, effective for applicants to begin studies in September 2009.

*Dr. Berger*  
*Dr. Marshall*

} *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.*

Carried by the  
required two-thirds  
vote.

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

The following is an excerpt from the Committee's report:

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.

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*Admissions Committee, continued*

- 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

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*Admissions Committee, continued*

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.

*Dr. Berger*  
*Mr. McNulty*

}

*That the report of the Admissions Committee on "Applications of Principles of Effective Undergraduate Admission to UBC: BC Provincial Examinations as Admission Requirements" be received.*

Carried.

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*Admissions Committee, continued*

<i>Dr. Berger</i>	}	<i>That the policy of requiring provincial examination results from BC high school applicants be discontinued, effective for the 2009 UBC Vancouver admission cycle and thereafter; and that the corresponding Calendar statement be approved.</i>
<i>Dr. McKee</i>		

The proposed corresponding Calendar statement read as follows:

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.

#### **DISCUSSION**

In response to a question, Dr. Berger clarified that the new policy would be first effective for applicants to begin studies in September 2009.

Dean Isaacson spoke in support of the motion. Although he had expressed earlier concerns about the previous proposal to implement a policy on short notice and in contravention to language in some letters of offer, he indicated that he was pleased to vote in favour of the present proposal.

Dr. Bluman noted that both the prior approval of the Principles of Effective Undergraduate Admission and the increased notice to prospective students constituted improvements over the December 2007 proposal. He expected, however, that mathematics would be the subject most directly affected by the policy change. Dr. Bluman cited data that students who do not write a final examination in mathematics typically receive one letter grade lower in MATH 110 (or equivalent) at university. He predicted that MATH 110 would therefore become a more expensive course for students and the University because it would take some students longer to successfully complete it. He asked Senators to consider whether this change would be fair to students.

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*Admissions Committee, continued*

**MOTIONS TO AMEND**

*Dr. Bluman*                                 }  
*Dr. Knight*                               } *That the Calendar statement be amended to read as follows:*

*Beginning in 2009, applicants will only be required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average.*

Carried.

*Dr. Bluman*                                 }  
*Dr. Knight*                               } *That the following sentence be added to the proposed Calendar statement:*

*“Applicants who intend to take a calculus course are strongly encouraged to write the Principles of Mathematics 12 provincial examination.”*

Failed.

**DISCUSSION ON MAIN MOTION, CONTINUED**

In response to a question from a Student Senator, Dr. Berger stated that the Committee was concerned about differences in grading between different jurisdictions, but that no one wished to unduly penalize applicants. Dr. Berger added that the University would continue to monitor student performance and provide feedback to the Ministry of Education and to individual schools.

**PROPOSED AMENDMENT**

Mr. Edgcumbe suggested that the following be appended to the main motion:

That the Admissions Committee submit a report no later than April 2009 on the following: the methods by which the undergraduate admissions office changed their selection procedures now that provincial examinations are no longer required, future challenges and strategies to ensure the fair assessment of students applying to UBC Vancouver

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*Admissions Committee, continue*

within the context of standardized testing, grade inflation in BC high schools, and BC high school marks as predictors of success at UBC Vancouver.

Dr. Harrison stated that this topic would form part of the Admissions Committee's ongoing discussion about the newly-approved principles would be reflected in new policies. He expressed the opinion that an additional motion to this effect was unnecessary. Dr. Berger agreed, noting that the Admissions Committee was aware that policy adjustments would be necessary over time.

Mr. Brady suggested that Mr. Edgcumbe's proposal could be considered notice of motion for the following meeting of Senate so as to allow sufficient time for Senators to read and reflect on the motion. Dean Tierney urged caution with respect to the proposed amendment, noting that some of the statements therein appeared to be sweeping and speculative in nature.

There was some discussion about whether applicants from high schools were normally admitted based on Grade 11 or Grade 12 marks, and how much information was available to UBC in time to send out early offers of admission.

In response to a question from Dr. McKee, Dr. Berger agreed that it would be necessary to update the Calendar statement listing examinable high school courses in British Columbia if that list were to change over time.

The motion was put  
and carried.

**AFFILIATION AGREEMENT: UBC FACULTY OF EDUCATION NATIVE INDIAN  
TEACHER EDUCATION PROGRAM (NITEP) AND THOMPSON RIVERS  
UNIVERSITY FACULTY OF EDUCATION**

The Committee circulated a draft memorandum of understanding between the Native Indian Teacher Education Program in the Faculty of Education at UBC Vancouver and the Thompson Rivers University Faculty of Education. The terms of affiliation had been reviewed by the Council of Senates' Executive Committee in June 2007. The Executive Committee then referred the

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*Admissions Committee, continued*

matter to the Vancouver Senate Admissions Committee and the Vancouver and Okanagan Faculties of Education for further consultation. Dr. Berger reported that the Admissions Committee was satisfied that sufficient consultation had taken place.

<i>Dr. Berger</i>	}	<i>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.</i>
<i>Mr. Lowe</i>		

Carried.

## ANNUAL REPORT – APPEALS ON APPLICATIONS FOR ADMISSION AND READMISSION TO PROGRAMS

The Committee had circulated for information a summary of appeals heard between May 1, 2007 and April 30, 2008. Of the 16 student appeals heard, seven had been allowed and nine had been dismissed.

### **Committee on Appeals on Academic Standing**

#### ANNUAL REPORT 2007/2008

Committee Chair Dr. Yaworsky had circulated for information a summary of appeals heard by the Committee between May 2007 and April 2008.

Since the previous report to Senate in May 2007, nine appeals proceeded to Committee hearings, of which six were dismissed, two were allowed, and one was resolved and withdrawn prior to the Committee reaching a decision. In addition to these nine appeals, the Committee had been advised that in the past year an additional 17 appeals had been presented to the Registrar, of which nine were resolved prior to a Committee hearing; two were dismissed by the Registrar due to lack of timely prosecution; and six were in progress and are expected to be heard by the Committee in the upcoming months.

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*Committee on Appeals on Academic Standing, continued*

In its report, the Committee made the following 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.

Dr. Yaworsky expressed his personal thanks to his fellow Committee members for their consistently thoughtful input on student cases.

### **Curriculum Committee**

*Please see also 'Appendix A: Curriculum Summary.'*

Committee Chair Dr. Marshall presented the curriculum proposals from the Faculties and Schools.

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

Carried.

### **Joint Report from the Admissions Committee and the Curriculum Committee**

Curriculum Committee Chair Dr. Marshall presented the joint report.

#### **NEW PROGRAM: MASTER OF DENTAL SCIENCE / DIPLOMA IN ENDODONTICS**

<i>Dr. Marshall</i>	}	<i>That Senate approve the Master of Dental Science / Diploma in Endodontics program and its associated courses as set out in the attached report.</i>
<i>Ms. Friesen</i>		

Carried.

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*Admissions Committee and Curriculum Committee, continued*

<i>Dr. Marshall</i>	}	<i>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.</i>
<i>Dr. McKee</i>		

## **DISCUSSION**

Dr. Marshall emphasized that the Curriculum and Admissions Committees were both very supportive of the new Master of Dental Science / Diploma in Endodontics. The Curriculum Committee was of the opinion, however, that there were some inconsistencies in current policy about the administration of thesis-based graduate programs that Senate ought to consider for future.

Dean Shuler noted the relatively small size of the Master of Dental Science program, and suggested that the review should focus on all advanced graduate programs, rather than on any particular program.

The motion was put  
and carried.

## **Nominating Committee**

Committee member Dean Isaacson presented the report.

## **ROLES, RESPONSIBILITIES, AND PROCEDURAL DOCUMENTATION FOR STANDING COMMITTEES**

The Committee had circulated for information a statement on committee roles, responsibilities, and procedures for each of the standing committees of the Senate. Each Committee had drafted its own statement, in consultation with Nominating Committee and using a template provided.

Dean Isaacson noted the following:

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*Nominating Committee, continued*

- statements for the Student Awards Committee and the Teaching & Learning Committee had yet to be drafted;
- the statements were not intended to adjust terms of reference or change the jurisdiction of any committee;
- the statements would be remain “works-in-progress” for some time.

### **Committee on Student Appeals on Academic Discipline**

Committee Chair Prof. Boyle presented the report.

### **ANNUAL REPORT ON COMMITTEE ACTIVITIES**

The Committee had circulated for information a report on its activities from May 1, 2007 through April 30, 2008. During that time period, the Committee had heard six student appeals. Five appeals had been dismissed, and one had been allowed in part. The following is an excerpt from the Committee’s report:

#### **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

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*Committee on Student Appeals on Academic Discipline, continued*

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.

Prof. Boyle thanked members of the Committee, as well as Ms. Mann of Senate & Curriculum Services, for their competent work over the previous year.

## **Student Awards Committee**

Committee Chair Dr. Bluman presented the report.

### **NEW AWARDS**

*See also 'Appendix B: New Awards.'*

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

Carried.

## **Teaching & Learning Committee**

Committee Chair Dr. Bryson presented the report.

### **PRELIMINARY REPORT ON CR/D/F GRADING PRACTICES**

The Committee circulated a report on its progress to date and its plans for the future with respect to the March 2008 Senate referral to the Committee. The Committee planned to continue its work through the summer of 2008. As the current Committee's term was to end on August 31, 2008, the Committee planned to provide as much information as possible to the subsequent iteration of the Teaching and Learning Committee, which was to take office in September 2008. Dr. Bryson encouraged Senators and others interested in this topic to direct inquiries and comments to the Committee through the Senate secretariat or to contact her directly.

<i>Dr. Bryson</i>	}	<i>That the Vancouver Senate Teaching and Learning Committee's Preliminary Report on Credit/D/Fail Grading Practices be received.</i>
<i>Mr. Leung</i>		

Carried.

## **Tributes Committee**

Committee Chair Dr. Thorne presented the reports.

### **HONORARY DEGREE NOMINATIONS**

Dr. Thorne announced that nominations had opened for candidates for honorary degrees to be conferred in 2009. The deadline for receipt of nominations was September 15, 2008. A revised nomination form was available at a new Honorary Degrees page at the Vancouver Senate website at [www.senate.ubc.ca/vancouver/honorary.cfm](http://www.senate.ubc.ca/vancouver/honorary.cfm) . Dr. Thorne encouraged Senators to review the criteria posted on the website and to consider nominating worthy individuals.

### **CANDIDATES FOR EMERITUS STATUS**

*Please see also 'Appendix C: Emeritus Status.'*

<i>Dr. Thorne</i>	}	<i>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.</i>
<i>Ms. Silvester</i>		

Carried.

### **MEMORIAL MINUTE FOR DR. JOHN HOBART MCLEAN ANDREWS**

The Committee had prepared the following memorial minute for a former Senator who had recently passed away.

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

*Tributes Committee, continued*

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.

<i>Dr. Thorne</i>	}	<i>That Senate approve the Memorial Minute for Dr. John Hobart McLean Andrews, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.</i>
<i>Dean Tierney</i>		

Carried.

### **Reports from the Provost & Vice-President, Academic**

Vice-President Farrar presented the reports.

#### **UBC POLICY #18: APPOINTMENT OF DESIGNATED SENIOR ACADEMIC ADMINISTRATORS**

Vice-President Farrar had circulated proposed revisions to Policy #18. He explained that this was one of three appointment policies undergoing revision, and that the policy required approval by both the Board of Governors and the two Senates.

<i>Vice-President Farrar Dean Isaacson</i>	}	<i>That the Senate approve the proposed revisions to UBC Policy #18: Appointment of Designated Senior Academic Administrators.</i>

### **DISCUSSION**

Mr. Lougheed asked about the process for identifying student members of the advisory committee for the selection of a Vice-President, Administration & Finance. Vice-President Farrar noted that that particular vice-presidential appointment was not addressed in Policy #18, but was covered by another appointment policy that had been sent to the Senate for consultation.

The motion was put  
and carried.

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*Reports from the Provost and Vice-President, Academic, continued*

## TEACHING AND LEARNING INITIATIVES

At the request of Vice-President Farrar, the meeting Chair recognized Vice-Provost Anna Kindler, who was the author of a report circulated to the Senate for information. The report gave an overview of the implementation of the May 2007 Senate Policy on Student Evaluation of Teaching, as well as other teaching and learning initiatives underway both centrally and within the Faculties and Schools.

## DISCUSSION

Mr. Brady congratulated the authors of the report, citing excellent progress on the Lasting Education Achieved and Demonstrated (LEAD) initiative, the Centre for Teaching and Academic Growth, and training programs for teaching assistants.

In response to a question from Dr. Bluman, Vice-President Farrar stated that an electronic tool for the submission of teaching evaluation data would be made available in the next phase of implementation. Instructors would also be able to add their own questions, if desired.

In response to a question from Mr. Lee, Vice-President Farrar stated that it had taken longer than anticipated to analyze the data collected during the first year. The results from term 1 of the 2008/2009 academic year would be the first to be released to students. He acknowledged that the Alma Mater Society had expressed disappointment that data from the first year would not be released.

In response to a further question from Mr. Lee, Vice-President Farrar stated that the online model would support more frequent evaluation by students, including in-term or mid-term evaluation. Vice-Provost Kindler also drew attention to initiatives in place to support the development of excellent teaching skills, including specific skill development workshops.

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*Reports from the Provost and Vice-President, Academic, continued*

In response to a question from Dr. Dunford about concerns raised by the UBC Faculty Association, Vice-President Farrar stated that formal consultation with faculty members, Faculties, and the Faculty Association would continue during the summer of 2008.

A Student Senator asked whether monetary compensation might increase participation by teaching assistants in training programs. Vice-Provost Kindler noted that there appeared to be more interest among teaching assistants to participate in programs delivered within Faculties, compared to mandatory centrally delivered training. She was hopeful that a recent change to a more distributed model would help increase participation rates.

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

Vice-President Farrar had circulated for information the annual report of the Institute for the Scholarship of Teaching and Learning for the period from May 2007 to May 2008.

<i>Vice-President Farrar Mr. Gorman</i>	<i>}</i>	<i>That the Senate receive for information the report to Senate on the Institute for the Scholarship of Teaching and Learning, May 2007 -- 2008.</i>
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Carried.

#### **Proposed Agenda Items**

None.

#### **Other Business**

None.

#### **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday, September 17, 2008.

## **APPENDIX A: CURRICULUM SUMMARY**

### **Faculty of Arts**

#### **COURSES**

ANTH 428 (3), ANTH 429 (3), CRWR 403 (3/6) D, CRWR 404 (3/6) D, CRWR 414 (3/6) D, CRWR 415 (3/6) D, CRWR 424 (3/6) D, CRWR 433 (3/6) D, CRWR 434 (3/6) D, CRWR 435 (3/6) D, FNLG 101 (3-12) D, FNLG 102 (3-12) D, FNLG 111 (3-12) D, FNLG 112 (3-12) D, FNLG 121 (3-12) D, FNLG 122 (3-12) D, FNLG 131 (3-12) D, FNLG 132 (3-12) D, FNLG 141(3-12) D, FNLG 142 (3-12) D, FNLG 151 (3) FNLG 152 (3), FNLG 161 (3), FNLG 162 (3), FNLG 191 (3/12) D, FNLG 192 (3/12) D

### **Faculty of Forestry**

#### **COURSES**

CONS 425 (3), CONS 452 (6)

### **Graduate Studies: Faculty of Applied Science**

#### **COURSES**

CIVL 592 (1-6) C, EECE 531 (3), EECE 581 (3), MTRL 571 (3), MTRL 594 (3)

### **Graduate Studies: Faculty of Arts**

#### **COURSES**

CRWR 503 (3/6) D, CRWR 504 (3/6) D, CRWR 511 (6), CRWR 514 (3/6) D, CRWR 515 (3/6) D, CRWR 522 (3/6) D, CRWR 523 (3), CRWR 524 (3/6) D, CRWR 533 (3/6) D, CRWR 534 (3/6) D, CRWR 535 (3/6) D, CRWR 547 (3-12) C, ECON 557 (3), ECON 562 (3)

### **Graduate Studies: Faculty of Education**

#### **COURSE**

EPSE 683

### **Graduate Studies: Faculty of Land & Food Systems**

#### **COURSE**

FOOD 510

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*Appendix A: Curriculum Summary, continued*

**Graduate Studies: Faculty of Science**

**COURSE**

PHYS 520

**Faculty of Science**

**PROGRAMS**

B.Sc. Degree Requirements: Dual Degree Program in Science and Education  
B.Sc. Mathematics: Dual Degree Program in Mathematics and Education  
B.Sc. Physics: Dual Degree Program in Physics and Education  
B.Sc Physics: Dual Degree Program in Physics and Education

**COURSES**

BIOL 423 (3), COGS 303 (3), MATH 110 (6), MATH 180 (4), MATH 184 (4), MATH 256 (3),  
MATH 310 (3), MATH 412 (3), PHYS 348 (3), STAT 443 (3)

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## APPENDIX B: NEW AWARDS

**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 90<sup>th</sup> 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 stu-

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*Appendix B: New Awards, continued*

dent 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) *Senate Committee on Student Awards May 2008 Awards page 3*

**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

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*Appendix B: New Awards, continued*

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.

## **APPENDIX C: EMERITUS STATUS**

### **RETIREMENTS DECEMBER 31, 2007 TO AUGUST 31, 2008**

*Last Name, First Name: Emeritus Title as Approved by the Senate*

Carty, Elaine: Professor Emerita of Nursing

Chase, Mackie: Program Director Emerita

Dyck, Isabel Jean: Professor Emerita of Occupational Therapy

Ganders, Fred: Professor Emeritus of Botany

Globe, Alexander V.: Professor Emeritus of English

Harris, Susan R.: Professor Emerita of Physical Therapy

Johnston, Judith Rae: Professor Emerita of Audiology & Speech Sciences

Kennedy, Susan: Professor Emerita of Environmental Health

Macleod, Elizabeth: Senior Instructor Emerita of Audiology & Speech Sciences

McLean, John A.: Professor Emeritus of Forest Sciences

Perry, Jo Ann: Associate Professor of Nursing

Pinel, John J.: Professor Emeritus of Psychology

Piper, Martha C.: President Emerita

Tingle, Aubrey J.: Professor Emeritus of Paediatrics

Trip, Everard: Senior Instructor Emeritus of Biochemistry & Molecular Biology

Vernier, Michel\*: Associate Professor Emeritus of Health Care & Epidemiology

Wilkie, Donald M.: Professor Emeritus of Psychology

Wilson, Deborah G.: Librarian Emerita

Werner, Walter H.: Associate Professor Emeritus of 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 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

September 5, 2008

To: Vancouver Senate

From: Admissions Committee

Re: Calendar Changes on Admission Items (approval) (circulated)

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**a. Calendar Changes on Admission Items – BC English 12 First Peoples (approval) (circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entries on Admission Requirements for Applicants Following the BC/Yukon Secondary School Curriculum. English 12 First Peoples would allow students to meet the English requirement for admission.

***Motion:** That Senate approve the revised calendar entry on Admission Requirements for Applicants Following the BC/Yukon Secondary School Curriculum regarding BC English 12 First Peoples, effective for the 2009 admission cycle and thereafter.*

**b. Calendar Changes on Admission Items – BC Adult Graduation Diploma (approval) (circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Applicants Following the BC/Yukon Secondary School Curriculum: British Columbia Adult Graduation Diploma. Completion of English 12 First Peoples would allow applicants who have completed the BC Adult Graduation Diploma to meet the English requirement for admission to the first year of an undergraduate degree.

***Motion:** That Senate approve the revised calendar entry on Applicants Following the BC/Yukon Secondary School Curriculum: British Columbia Adult Graduation Diploma, effective for the 2009 admission cycle and thereafter.*

**c. Changes in Admission Requirements – Bachelor of Science in Nursing (approval) (circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission to the Bachelor of Science in Nursing program. The revised entry also outlines other miscellaneous changes to processes and deadlines.

***Motion:** That Senate approve the revised calendar entry on admission to the Bachelor of Science in Nursing program, effective for the 2009 admission cycle and thereafter.*

Respectfully submitted,  
Dr. James Berger  
Chair, Vancouver Senate Admissions Committee



## Calendar Change Proposal Form

### UBC Vancouver

<b>Faculty:</b> Enrolment Services <b>Department:</b> Undergraduate Admissions <b>Approval Date:</b> N/A <b>Effective Session:</b> Winter Session 2009 <b>Year for change:</b> 2008	<b>Date:</b> June 11, 2008 <b>Contact Person:</b> Michael Bluhm <b>Phone:</b> 604-822-9489 <b>Email:</b> <a href="mailto:michael.bluhm@ubc.ca">michael.bluhm@ubc.ca</a>
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<p><b><u>URL:</u></b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0</a></p> <p><b>Proposed Calendar Entry</b></p> <p><b>Admissions &gt; Applicants from Secondary School in BC/Yukon &gt; Admission Requirements</b></p> <p>The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:</p> <table> <tr> <th>Grade</th><th>Required Courses<sup>1</sup></th></tr> <tr> <td>Grade 12</td><td>English 12 or English 12 First Peoples Three additional approved examinable Grade 12 courses<sup>1</sup></td></tr> <tr> <td>Grade 11</td><td>English 11 Principles of Mathematics 11 Civic Studies 11 or Social Studies 11 At least one approved Science 11<sup>2</sup> An approved Language 11<sup>3</sup></td></tr> </table> <p><sup>1</sup> Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table</p>	Grade	Required Courses <sup>1</sup>	Grade 12	English 12 or English 12 First Peoples Three additional approved examinable Grade 12 courses <sup>1</sup>	Grade 11	English 11 Principles of Mathematics 11 Civic Studies 11 or Social Studies 11 At least one approved Science 11 <sup>2</sup> An approved Language 11 <sup>3</sup>	<p><b><u>URL:</u></b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0</a></p> <p><b>Current Calendar Entry:</b></p> <p><b>Admissions &gt; Applicants from Secondary School in BC/Yukon &gt; Admission Requirements</b></p> <p>The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:</p> <table> <tr> <th>Grade</th><th>Required Courses<sup>1</sup></th></tr> <tr> <td>Grade 12</td><td>English 12 Three additional approved examinable Grade 12 courses<sup>1</sup></td></tr> <tr> <td>Grade 11</td><td>English 11 Principles of Mathematics 11 Civic Studies 11 or Social Studies 11 At least one approved Science 11<sup>2</sup> An approved Language 11<sup>3</sup></td></tr> </table> <p><sup>1</sup> Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table <a href="#">Specific Program Requirements for</a></p>	Grade	Required Courses <sup>1</sup>	Grade 12	English 12 Three additional approved examinable Grade 12 courses <sup>1</sup>	Grade 11	English 11 Principles of Mathematics 11 Civic Studies 11 or Social Studies 11 At least one approved Science 11 <sup>2</sup> An approved Language 11 <sup>3</sup>
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<p><a href="#"><u>Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum</u></a> and the sections titled <a href="#"><u>Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites</u></a> and <a href="#"><u>Post-Secondary Course Credits that Count Toward High School Graduation</u></a>.</p> <p><sup>2</sup> See the table <a href="#"><u>Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum</u></a> for programs requiring two Science courses at the Grade 11 level.</p> <p><sup>3</sup> A beginner's Language 11 does not satisfy this requirement.</p> <p>The admission average will be calculated on English 12 <b>or English 12 First Peoples</b> and the three additional approved examinable Grade 12 courses or the equivalent.</p>	<p><a href="#"><u>Applicants Following the BC/Yukon Secondary School Curriculum</u></a> and the sections titled <a href="#"><u>Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites</u></a> and <a href="#"><u>Post-Secondary Course Credits that Count Toward High School Graduation</u></a>.</p> <p><sup>2</sup> See the table <a href="#"><u>Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum</u></a> for programs requiring two Science courses at the Grade 11 level.</p> <p><sup>3</sup> A beginner's Language 11 does not satisfy this requirement.</p> <p>The admission average will be calculated on English 12 and the three additional approved examinable Grade 12 courses or the equivalent.</p> <p><b>Type of Action:</b></p> <p>The inclusion of English 12 First Peoples as an equivalent to English 12.</p> <p><b>Rationale:</b></p> <p>1.) TREK 2010 within the pillar of “People” identifies the goal of, “Develop strategies for the recruitment and retention of Aboriginal students”, by using the strategy of, “Continue to collaborate with BC Aboriginal communities to develop programs that will assist increasing numbers of Aboriginal youth to enrol in undergraduate, graduate, and continuing education programs at UBC”.</p> <p>2.) The Ministry of Education reports that only one-third of Aboriginal students take English 12. By making the course more culturally appropriate, the Ministry anticipates that the new English 12 First Peoples course will encourage more Aboriginal students to participate in English 12 and to complete high school.</p>
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	<p>This is significant because fewer than 50% of Aboriginal students presently complete high school in BC.</p> <p>3.) By including the course within our admission requirements, it is anticipated that we will increase our pool of prospective Aboriginal students within BC and Yukon high schools.</p> <p>4.) English 12 First Peoples provides Aboriginal students the opportunity to learn more about their own cultures, as well as, the cultures of other indigenous peoples. This offers students, who may not have access and the support of elders, family or community, with a space to explore and celebrate their own history, culture, and identity while tracking towards entry into UBC.</p> <p>5.) The benefit for non-Aboriginal students is that it also provides them with the opportunity and space to explore, learn and celebrate Aboriginal culture.</p> <p>6.) The Ministry of Education considers the course to be an academic equivalent to English 12.</p>
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## Calendar Change Proposal Form

<p><b>Approval Date:</b>  <b>Effective Session:</b> Effective for the 2009 admission to UBC.  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Date:</b> June 6, 2008  <b>Contact Person:</b> Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions  <b>Phone:</b> 822-4240  <b>Email:</b> rosalie.vlaar@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><i><u>Applicants Following the BC/Yukon Secondary School Curriculum</u> &gt; <b>British Columbia Adult Graduation Diploma (BCAGD)</b></i></p> <p>The University recognizes the BCAGD Provincial Diploma for admission to the first year of an undergraduate degree. Applicants who have completed the BCAGD must be at least 19 years of age and meet the following admission requirements:</p> <ol style="list-style-type: none"> <li>1. Four Adult Basic Education (ABE) Advanced Level or Grade 11 courses, which must include English; Algebraic Mathematics (ABE) or Principles of Mathematics 11; one Science<sup>1</sup>; and one of Social Science (ABE), Social Studies 11, Civic Studies 11, Language 11, or First Nations 12.</li> <li>2. Four Provincial Level (ABE) or Grade 12, including English <u>or English 12 First Peoples</u> and three additional subjects chosen from Biology, Chemistry, Physics, Mathematics (ABE) or Principles of Mathematics 12, Computer Science (ABE), Geology, Geography, History, English Literature, and Languages.</li> </ol> <p><sup>1</sup> Excludes ABE General and Applied Science and Grade 11 Resource Science.</p> <p>The admission average will be calculated on ABE Provincial Level English or English 12 <u>or English 12 First Peoples</u>, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded. A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.</p>	<p><b>URL from Web Calendar:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,67,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,67,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><i><u>Applicants Following the BC/Yukon Secondary School Curriculum</u> &gt; <b>British Columbia Adult Graduation Diploma (BCAGD)</b></i></p> <p>The University recognizes the BCAGD Provincial Diploma for admission to the first year of an undergraduate degree. Applicants who have completed the BCAGD must be at least 19 years of age and meet the following admission requirements:</p> <ol style="list-style-type: none"> <li>1. Four Adult Basic Education (ABE) Advanced Level or Grade 11 courses, which must include English; Algebraic Mathematics (ABE) or Principles of Mathematics 11; one Science<sup>1</sup>; and one of Social Science (ABE), Social Studies 11, Civic Studies 11, Language 11, or First Nations 12.</li> <li>2. Four Provincial Level (ABE) or Grade 12, including English and three additional subjects chosen from Biology, Chemistry, Physics, Mathematics (ABE) or Principles of Mathematics 12, Computer Science (ABE), Geology, Geography, History, English Literature, and Languages.</li> </ol> <p><sup>1</sup> Excludes ABE General and Applied Science and Grade 11 Resource Science.</p> <p>The admission average will be calculated on ABE Provincial Level English or English 12, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded. A minimum average of 67% is required for admission to all</p>



Entrance requirements to specific programs parallel those for BC/Yukon secondary school graduates and applicants should refer to the table [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) to ensure they have the required courses.

### Adult Basic Education (ABE) Courses

UBC accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions. **For applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation Diploma (BCAGD), the** admission average will be calculated on ABE Provincial Level English or English 12 [or English 12 First Peoples](#), and three other ABE Provincial Level or Grade 12 courses, each of which must be graded.

programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.

Entrance requirements to specific programs parallel those for BC/Yukon secondary school graduates and applicants should refer to the table [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) to ensure they have the required courses.

### Adult Basic Education (ABE) Courses

UBC accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions. ~~Applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation Diploma (BCAGD), must write the final examination offered by the BC Ministry of Education for each Provincial Level course completed.~~ The admission average will be calculated on ABE Provincial Level English or English 12, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded.

**Type of Action:** Remove requirement for BC final provincial exam

**Rationale:** Align the policy with the requirements for BC high school graduates (Dogwood Diploma), for whom the final provincial examinations are no longer required.



## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<b>Department: School of Nursing</b> <b>SAC Approval Date: August 27, 2008</b> <b>Effective Session: Winter 2009</b>	<b>Date: July 4, 2008</b> <b>Contact Person: Dr. Bernie Garrett</b> <b>Phone: 604 822 7443</b> <b>Email: <a href="mailto:bernie.garrett@nursing.ubc.ca">bernie.garrett@nursing.ubc.ca</a></b>
<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,21,386,379">http://www.students.ubc.ca/calendar/index.cfm?tree=12,21,386,379</a> <b>Proposed Calendar Entry:</b>  <b>Admission Criteria</b>  All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to the <a href="#">School of Nursing Website</a> for more details.  Admission to the program requires advanced standing by either a bachelor's degree or significant progress (48 credits) toward a degree in another field of study.  All prospective students are required to demonstrate a minimum level of English language proficiency before admission: <a href="#">Please refer to the UBC English Language Admission Requirements.</a>  Applicants are required to have a minimum C average, or grade point average of 2.0 (calculated on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level  UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required: <ul style="list-style-type: none"><li>▪ First-year English (3 credits): English 112 is recommended or an equivalent first year higher education English composition course. Exceptionally, this English prerequisite may be waived for students who have completed a bachelor's degree from an accredited</li></ul>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,21,386,379">http://www.students.ubc.ca/calendar/index.cfm?tree=12,21,386,379</a>  <b>Present Calendar Entry:</b>  <b><i>Admission</i></b>  All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to the <a href="#">Website</a> for more details.  <del>The last day for submission of applications for the Winter Session beginning the following September or January is February 28, with necessary documents and official transcripts to be received in Enrolment Services by May 15. For registered nurses, application and documentation submitted to the School's Undergraduate Program Records Office by June 1 will be processed for either September or January admission. Once accepted, registered nurse students should consult a faculty advisor in order to determine their course sequence.</del>  The School has a limited enrolment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the following requirements is not a guarantee of admission. The School reserves the right of selection of all students for admission and readmission to the School.  <del>Applicants whose first language is not English must demonstrate competence in both oral and written English. Please refer to the <a href="#">English Language Admission Standard.</a></del>



<p>University (where English was the main language of instruction during that degree).</p> <ul style="list-style-type: none"><li>BIOL 153 (7 credits) or BIOL 155 (6 credits) or an equivalent human anatomy and physiology course/courses. Courses accepted as equivalent to this are listed on the School of Nursing Website. In addition, other human anatomy and physiology courses may be acceptable to the School subject to an internal review. Details of this review process and an application package can be found on the <a href="#">School Prior Learning Assessment &amp; Recognition (PLAR) Website</a>.</li></ul> <p>For students to obtain the required competencies for entry-level Registered Nursing practice certain skills and abilities are required. It is important that you are aware of these prior to applying for admission to the nursing program. These requirements (Requisite Skills and Abilities) can be viewed on the <a href="#">CRNBC Website</a>.</p> <h3>Application and Document Submission</h3> <ol style="list-style-type: none"><li>Initial application must be made on-line to the <a href="#">University</a> by December 1.</li><li>The School of Nursing also requires a supplemental application. Applicants must submit the following supplemental admission documents:<ul style="list-style-type: none"><li>the Supplemental application form</li><li>the names and contact information of two individuals who can provide reference information. It is recommended that one referee be a teacher, instructor, employer, or supervisor.</li><li>a current resumé (structured form provided in the application)</li><li>a brief written personal statement about the applicant's reasons for</li></ul></li></ol>	<h3>Admission from Secondary School</h3> <p><del>Admission directly from secondary school is suspended, effective September 2006.</del></p> <h3>Admission with Advanced Standing</h3> <p>Advanced standing includes a bachelor's degree or significant progress (48 credits) toward a degree in another field of study.</p> <p>The School will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study nursing and who demonstrate that they possess the qualities and skills most necessary to be a caring and competent professional nurse. <del>Candidates may be invited for an interview at the discretion of the admissions committee.</del></p> <p>Applicants from post-secondary institutions are required to have a minimum C average, or grade point average of 2.0 (calculated on a 4-point scale). <del>Note: Due to enrolment limitations, the academic standing required for admission is higher than the above average and is subject to change each academic year. Applicants who have completed college and/or university courses should consult the third- and fourth-year advisor in the School.</del> UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following courses are required:</p> <ul style="list-style-type: none"><li>English (3-6) (ENGL 112 is recommended)</li><li>BIOL 153 (7) or BIOL 155 (6) or equivalent (pending approval by Senate, BIOL 153 and BIOL 155 will be renumbered as BIOL 253 and BIOL 255, respectively).</li></ul> <p><del>The following courses are recommended: BIOL 112 and MICB 202 or 3 credits of microbiology.</del></p> <p><del>Applicants for admission for advanced standing must submit the following additional supplemental admission requirements to Undergraduate Program, School of Nursing, T201-2211 Wesbrook Mall, Vancouver, BC, V6T 2B5, by February 28:</del></p> <ol style="list-style-type: none"><li>Name and contact information of two individuals who can provide reference information. It is recommended that one referee be a teacher, instructor, employer, or supervisor.</li><li>A current resumé (structured form provided in the application package).</li></ol>
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<p>requesting admission to the School and understanding of the profession of nursing. (Format provided in the application).</p> <p>These forms are available and can be filled in and submitted on-line at the <a href="#">Student Services Centre</a> (select Self Admission). They must be submitted by January 15.</p> <p>Applications for any human anatomy/physiology course equivalence (if required) may be received at any time but must be received by January 15 for entry the following September.</p> <p>3. Official transcripts and other required documents must be sent to the following address by January 30.</p> <p>The University of British Columbia Enrolment Services 2016 - 1874 East Mall Vancouver, BC Canada V6T 1Z1</p> <p>Tel: 604.822.9836 Tel: 1.877.272.1422 (Toll free in the US &amp; Canada)</p> <p>4. Additionally an unofficial transcript/copy must also be sent to the School of Nursing at:</p> <p>School of Nursing Admissions Office University of British Columbia School of Nursing T201-2211 Wesbrook Mall Vancouver, B.C. V6T 2B5 Canada</p> <p><b>Application Processing Fees</b></p> <p>A processing fee of CAD \$107.50 plus \$50.00 for out-of-province applicants must accompany the supplemental application package. These fees are non-refundable and are paid as part of the supplemental on-line application. No applications will be processed unless the fee is received. Late applications will not be considered. There is an additional</p>	<p>3. A brief written personal statement about the applicant's reasons for requesting admission to the School and understanding of the profession of nursing. (Format provided in the application package.)</p> <p><del>4. Supplemental application form and processing fee</del>—A processing fee of CAD \$107.50 must accompany the supplemental application admission forms that are returned to the School. This fee is non-refundable <del>and should be made payable to the UBC School of Nursing</del>. No applications will be processed unless the fee is received.</p> <p><del>Inquiries and requests for a supplemental application package may be addressed to the School.</del></p> <p>Incomplete applications and late applications will not be considered.</p> <p><u>Applicants with advanced standing who are accepted will be sent a letter of acceptance and details about the registration procedures.</u></p> <p><b>Supplemental Application Form and Processing Fee</b></p> <p><del>A University application and a supplemental application package must be completed and returned to the School by June 1. Along with the supplemental application form, two confidential assessment forms, a resumé, and a personal statement must be submitted. A processing fee of CAD \$107.50 plus \$50.00 for out-of-province applicants must accompany the supplemental application forms. These fees are non-refundable and should be made payable to the UBC School of Nursing. No applications will be processed unless the fee is received. Late applications will not be considered.</del></p> <p><del>The School will select for admission those students who demonstrate the potential for academic success, leadership, and ability to advance the nursing profession.</del></p> <p><b>Readmission</b></p> <p>The School reserves the right to readmit students and to stipulate conditions attached to readmission. Application for readmission to the School will be reviewed on an individual basis.</p>
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\$50 review fee, payable to the UBC School of Nursing, for any human anatomy/physiology course equivalence review (if required). These applications must be accompanied by this fee when submitted.

**Type of Action:**

- 1) Reformat of the existing information, and addition of additional information on the selection process and requirements for practice.
- 2) Removal of information pertaining to direct admissions options
- 3) Canadian residents are to be given preference
- 4) Stipulation of earlier application deadlines
- 5) New process for Human Anatomy and Physiology pre-requisites for entry and internal review process
- 6) Change of process of Supplemental Application Package being processed online by the Student Service Centre

**Rationale:**

1. Reformatted for clarity, to prevent duplication of information, and to provide additional detail on selection for applicants, and information on the CRNBC Prerequisite Skills and Abilities needed for practice.
2. Direct entry from High-School is no longer offered by the School (there are no longer program options as previously described) i.e. Entry with advanced standing is the only undergraduate entry now offered.
3. Canadian residents are to be given preference in selection, in order to prioritize the recruitment of nurses who will continue to work in Canadian healthcare system over US and other foreign applicants.
4. An earlier application deadline enables the School to process applications more efficiently and offer places earlier, therefore preventing loss of applicants to other Universities.
5. The School wishes to change the Human Anatomy and Physiology course entry pre-requisites to increase flexibility, and review equivalent courses to BIOL 153/BIOL 155 with an internal review committee. Applicants will be required to send a copy of their transcript, course syllabus and a \$30 review fee to the School. Then the School PLAR committee will review the course for equivalency to BIOL 153/BIOL 155 and make a decision on its acceptability for entry.
6. The SSC is now able to process and track supplemental applications online and process supplemental application fees which provides a
7. more efficient process and is easier for applicants to use.

# 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

September 5, 2008

To: Vancouver Senate

From: Admissions Committee

Subject: **Access Studies and Transfer Credit – Faculty of Graduate Studies  
(approval)**

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Access Studies and Transfer Credit – Faculty of Graduate Studies (approval) (circulated)

The Admissions Committee has reviewed and recommends for approval the revised calendar entry on Transfer Credit for Access Studies for applicants to the Faculty of Graduate Studies. Courses taken as an Access Studies (or non-degree) student may be approved for transfer toward a graduate program with permission of the Graduate Program and the Dean of the Faculty of Graduate Studies. Students may transfer a maximum of 12 credits. In order to be eligible for transfer, courses must have been completed with a minimum “B” standing and no more than 5 years prior to the time the student commences their degree program.

The entry was brought to Senate on March 14, 2008 and was referred back to the Admissions Committee for clarification on whether courses taken under Access Studies can be counted towards the student’s average for admission to a graduate program. It has since been clarified that courses taken under Access Studies cannot be used as a basis for admission to a graduate program.

***Motion:*** *That Senate approve the revised calendar entry on Transfer Credit for Access Studies for applicants to the Faculty of Graduate Studies.*

Respectfully submitted,

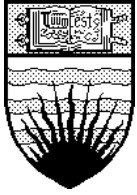
Dr. James Berger, Chair  
Senate Admissions Committee



## UBC Admissions Change Form

<b>Faculty:</b> Graduate Studies <b>Department:</b> n/a <b>Faculty Approval Date:</b> February 9, 2006 <b>Effective Session:</b> <u>Winter</u> <b>Term:</b> <u>2</u> <b>Year:</b> <u>2007</u>	<b>Date:</b> February 5, 2008 <b>Contact Person:</b> Joyce Tom <b>Phone:</b> 2-6965 <b>Email:</b> jtom@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>Transfer Credit for Access Studies</b>  Courses taken as an Access Studies (or non-degree) student may be approved for transfer toward a graduate program with the permission of the Graduate Program and the Dean of the Faculty of Graduate Studies.  Consistent with standard transfer credit regulations, students are limited to transferring a maximum of 12 credits or up to 40% of the program credit requirements, whichever is more, toward their Master's program. No more than six credits of transfer credit may be at the undergraduate level (300-400). In order to be eligible for transfer, the course(s): <ul style="list-style-type: none"><li>• Must be completed with a minimum "B" standing</li><li>• Must not have been counted toward the completion of another degree or program</li><li>• Must have been completed no more than 5 years prior to the time the student commences their degree program</li><li>• <u>Must not be used as a basis for admission to the graduate program.</u></li></ul>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,340,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,340,0</a>  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create calendar entry for Access Studies Transfer Credit policy.  <b>Rationale:</b>  Students who demonstrate strong academic preparedness for graduate studies may elect not to enter a graduate program at a particular time, whether for financial reasons, employment conflicts, course availability, etc., but may plan to register eventually as a graduate student. Currently, these students are discouraged from doing so once they understand that their credits will not transfer to a subsequent graduate program.  It is common practice at our peer institutions to permit graduate students to transfer credit for courses taken while a non-degree student toward a subsequent graduate program. UBC is losing prospective graduate students to other universities which are prepared to grant transfer credit for these courses.  This policy was approved by Council of the Faculty of Graduate Studies on February 9, 2006.

# THE UNIVERSITY OF BRITISH COLUMBIA



September 4, 2008

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: September Curriculum Proposals

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The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties, and encloses those proposals it deems as ready for approval. Pursuant to section 27(b) of the *Rules and Procedures of Senate*, the Committee has authorized faculties to offer the new courses outlined below in September 2008, subject to Senate's approval of this report.

As such, the following is recommended to Senate:

**Motion:** *"That the new and changed courses and programs brought forward by the Faculties of Education and Commerce and Business Administration 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

9 September 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF EDUCATION**

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Attached please find the submitted category 1 undergraduate curriculum proposal from the Faculty of Education.

**The following new or changed programs:**

- a) Alternative Degree Credit > UBC-Ritsumeikan Academic Exchange Program > Academic Program
- b) Bachelor of Education (Secondary) / Bachelor of Science (Physics or Math)

**The following new courses:**

- a) LLED 200 (3) Introduction to Writing in Academic and Professional Registers
- b) LLED 210 (3) Introduction to Analyzing Meanings of Images in Texts
- c) LLED 211 (3) Field Research in Social Processes of Inclusion and Exclusion: Discourse Perspectives
- d) LLED 212 (3) Introduction to Language Communities and Variation in Language Practices
- e) LLED 213 (3) Introduction to Intercultural Communication and Socialization in Multicultural Contexts
- f) LLED 220 (3) Introduction to Translating in a Globalized Society
- g) LLED 221 (3) Language Maintenance and the Integration of Immigrants in Canada - An Introduction
- h) LLED 222 (3) Introduction to Public and Private Language Practices in a Globalized Society
- i) LLED 223 (3) Introduction to the Nature of World Englishes
- j) LLED 421 (3) Gramlign: Learning and teaching grammar in text for the second language classroom
- k) LLED 455 (3) Supporting Language and Literacy for First Nations Learners (K-12)



## UBC Curriculum Proposal Form Change to Program

**Category: (1)**

<b>Faculty: EDUCATION</b> <b>Department: LLED</b> <b>Faculty Approval Date:</b> <b>Effective Session <u>Winter</u> Term <u>1</u> Year</b> <b><u>2008/09</u> for Change</b>	<b>Date: January 17, 2008</b> <b>Contact Person: Victoria Purcell-Gates</b> <b>Phone: 2-0105</b> <b>Email: victoria.purcell-gates@ubc.ca</b>
<p><b>Proposed Calendar Entry</b></p> <p>The Department of Language and Literacy Education offers a range of 3-credit courses as part of its contribution to the UBC-Ritsumeikan Academic Exchange Program. The courses are also open to visiting international students at UBC and are of particular relevance to students who are interested in exploring relationships between language use and social context. The courses are all introductory in nature and have no prerequisites.</p> <p><b>The UBC-Ritsumeikan Academic Exchange Program</b> also offers 3-credit courses in the second term, in conjunction with the Faculty of Arts. Arts Studies (ASTU) 201 and 202 are available to both UBC and Ritsumeikan students. Both ASTU 201 (Intercultural Communication) and ASTU 202 (Pacific Rim Studies) were jointly developed by faculty members from both universities and are team-taught. ASTU 202 is cross-listed with Geography (GEOG) 281. The goal of the Arts Studies program is to provide students from both schools with an opportunity to interact in the classroom, to their mutual academic enrichment and benefit.</p> <p>UBC-Ritsumeikan Academic Exchange Program  The University of British Columbia  333–6460 Agronomy Road  Vancouver, BC, Canada, V6T 1W9  Tel: 604-822-8604 (Academic Director)  Tel: 604-822-9511 (Program Manager)  Fax: 604-822-9515  Information can also be obtained from the Ritslab website.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=4,228,550,741">http://www.students.ubc.ca/calendar/index.cfm?tree=4,228,550,741</a></p> <p><b>Present Calendar Entry:</b>  Alternative Degree Credit &gt; UBC-Ritsumeikan Academic Exchange Program &gt; Academic Program</p> <p><del>The UBC-Ritsumeikan Academic Exchange Program offers a number of 3-credit courses in the first and second term that are also open to UBC students. LLED 206A is an introduction to research in the social sciences. LLED 206B is an introduction to sociolinguistics. LLED 226A explores intercultural communication in a variety of settings. LLED 226B is an introduction to new media across the curriculum. The courses are of particular relevance to students who are interested in exploring issues related to language and society.</del></p> <p><del>The program</del> offers 3-credit courses in the second term, in conjunction with the Faculty of Arts. Arts Studies (ASTU) 201 and 202 are available to both UBC and Ritsumeikan students. Both ASTU 201 (Intercultural Communication) and ASTU 202 (Pacific Rim Studies) were jointly developed by faculty members from both universities and are team-taught. ASTU 202 is cross-listed with Geography (GEOG) 281. The goal of the Arts Studies program is to provide students from both schools with an opportunity to interact in the classroom, to their mutual academic enrichment and benefit.</p> <p>UBC-Ritsumeikan Academic Exchange Program  The University of British Columbia  333–6460 Agronomy Road  Vancouver, BC, Canada, V6T 1W9  Tel: 604-822-8604 (Academic Director)  Tel: 604-822-9511 (Program Manager)  Fax: 604-822-9515  Information can also be obtained from the Ritslab website.</p> <p><b>Action:</b> Change program content and description.</p>



	<p><b>Rationale:</b> Changes are made in response to a program review of the Academic Exchange Program and a departmental review of its participation in the program. Changes provide a greater range of academic interest without increasing student or faculty load and also provide greater academic challenge for students entering higher levels of English proficiency.</p> <p><b>Supporting Document # LLED-01-08-0</b></p>
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**Category: (1)**

<b>Faculty:</b> EDUCATION <b>Department/UNIT:</b> TEO <b>Faculty Approval Date:</b>  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2008 -2009</u> <b>for change</b>	<b>Date:</b> January 17, 2008 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 822-4568 <b>Email:</b> Sydney.craig@ubc.ca <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,155">http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,155</a>
<b>Proposed Calendar Entry:</b> <b>Introduction</b> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Qualified applicants who wish to prepare as elementary teachers may select either a 12-month or a two-year option. Those interested in preparing to teach students in the middle years or in secondary schools undertake studies over a 12-month period.</p> <p><b>In addition, the Faculty offers a five-year dual-degree program with the Faculty of Science leading to a combined Bachelor of Education (Secondary)/Bachelor of Science in either Physics or Math.</b></p>	<b>Present Calendar Entry:</b> <b>Introduction</b> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Qualified applicants who wish to prepare as elementary teachers may select either a 12-month or a two-year option. Those interested in preparing to teach students in the middle years or in secondary schools undertake studies over a 12-month period.</p> <b>Type of Action:</b> <p>Updating the description of the Bachelor of Education to include description of the dual degree program.</p> <b>Rationale:</b> <p>There is mounting evidence indicating 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>The proposed dual degree program is an appealing program that will draw more Science students into education and help alleviate the chronic shortage of secondary school teachers with backgrounds 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.</p> <p>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, by permitting 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>

**Category: (1)**

<b>Faculty:</b> EDUCATION <b>Department/UNIT:</b> TEO <b>Faculty Approval Date:</b>  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2008 -2009</u> <b>for change</b>	<b>Date:</b> January 17, 2008 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 822-4568 <b>Email:</b> Sydney.craig@ubc.ca <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,156">http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,156</a>
<b>Proposed Calendar Entry:</b>  <b><i>Pre-Admission Advising</i></b>  <b>Advising on pre-admission requirements available through the Teacher Education Office. Before sending inquiries or making appointments, please review your transcript in relation to the admission requirements for the program option of your choice and complete self-assessment forms and worksheets. For detailed admission requirements please visit our <a href="#">website</a>. Please contact the Teacher Education Office by <a href="#">email</a> if you wish to meet with an advisor.</b>  <b>Application for admission to the dual degree program is made through the Science Information &amp; Advising Centre (see <a href="http://www.escience.ubc.ca/academic/advising">www.escience.ubc.ca/academic/advising</a>) 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 .</b>	<b>Present Calendar Entry:</b>  <b><i>Academic Advising</i></b>  Group advising sessions on pre-admission requirements are available through the Teacher Education Office... .. Please contact the Teacher Education Office by <a href="#">email</a> to register for advising sessions.  <b>Type of Action:</b>  <ol style="list-style-type: none"><li>1. Change of heading for paragraph to more accurately describe what is in the paragraph</li><li>2. Updating the information on pre-admission advising to include the dual degree program.</li></ol> <b>Rationale:</b> Both the Faculty of Education and the Faculty of Science will be involved in the approval of potential students for the dual degree program.

**Category: (1)**

<p><b>Faculty:</b> EDUCATION <b>Department/UNIT:</b> TEO <b>Faculty Approval Date:</b></p> <p><b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2008 -2009</u> <b>for change</b></p>	<p><b>Date:</b> January 17, 2008 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 822-4568 <b>Email:</b> Sydney.craig@ubc.ca <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,157">http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,157</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Secondary Teacher Education</b></p> <p>Applicants must have completed a four-year bachelor's degree (or equivalent), normally in subject fields within Arts...</p> <p>... In addition, applicants must have volunteer or other experience in working with young people, preferably at the age range they are proposing to teach.</p> <p><b>Application for admission to the program is made through the Science Information &amp; Advising Centre (see <a href="http://www.escience.ubc.ca/academic/advising">www.escience.ubc.ca/academic/advising</a>) 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 successful completion of the in-school practicum in May following second year.</b></p> <p><b>Dual Degree</b></p> <p>For detailed descriptions of program requirements consult the Mathematics [LINK to <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429">http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429</a>] or Physics [LINK to <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434">http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434</a>] program listings. The Dual Degree program is not open to students with a previous degree.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Secondary Teacher Education</b></p> <p>Applicants must have completed a four-year bachelor's degree (or equivalent), normally in subject fields within Arts...</p> <p>... In addition, applicants must have volunteer or other experience in working with young people, preferably at the age range they are proposing to teach.</p> <p><b>Type of Action:</b></p> <p>Updating information on admission requirements for the dual degree program.</p> <p><b>Rationale:</b></p> <p>Admitting students formally at the end of the second year in the B.Sc. program will allow the Faculty of Education to assess their academic performance on first and second year course work in science as well as their suitability for the Faculty of Education.</p>

**Category: (1)**

<p><b>Faculty:</b> EDUCATION <b>Department/UNIT:</b> TEO <b>Faculty Approval Date:</b></p> <p><b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2008 -2009</u> <b>for change</b></p>	<p><b>Date:</b> January 17, 2008 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 822-4568 <b>Email:</b> Sydney.craig@ubc.ca <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,158">http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,158</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Admission Selection Process</b></p> <p><b>Elementary, Middle Years and Secondary</b></p> <p>Applicants to the teacher education program are evaluated on both academic and other relevant criteria. If the number of qualified applicants exceeds the number of available places in the elementary or middle years option, or a teaching subject field for the secondary option, not every qualified applicant will be admitted... ... If there are more qualified applicants than there are spaces in an option(s) or a subject area(s) for the secondary option, not all applicants who have met our admission requirements will be offered admission to the program.</p> <p><b>Dual Degree</b></p> <p><b>For detailed descriptions of program requirements consult the Mathematics [LINK to <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429">http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,429</a>] or Physics [LINK to <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434">http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,434</a>] program listings. The Dual Degree program is not open to students with a previous degree.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Admission Selection Process</b></p> <p>Applicants to the teacher education program are evaluated on both academic and other relevant criteria. If the number of qualified applicants exceeds the number of available places in the elementary or middle years option, or a teaching subject field for the secondary option, not every qualified applicant will be admitted...</p> <p>...If there are more qualified applicants than there are spaces in an option(s) or a subject area(s) for the secondary option, not all applicants who have met our admission requirements will be offered admission to the program.</p> <p><b>Type of Action:</b> Updating the information on Admission Selection Process to include process for the dual degree program.</p> <p><b>Rationale:</b> Admitting students formally at the end of the second year in the B.Sc. program will allow the Faculty of Education to assess their academic performance on first and second year course work in science as well as their suitability for the Faculty of Education.</p>

**Category: (1)**

<b>Faculty:</b> EDUCATION <b>Department/UNIT:</b> TEO <b>Faculty Approval Date:</b>  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2008 -2009</u> <b>for change</b>	<b>Date:</b> January 17, 2008 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 822-4568 <b>Email:</b> Sydney.craig@ubc.ca <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,160">http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,160</a>
<b>Proposed Calendar Entry:</b>  <b>Advancement</b>  Students who do not meet the expected standard in course work may be required to revise, or do supplemental work, or to repeat a course in order to meet expected standards (see also <a href="#">Supplemental Examinations</a> )... The Faculty reserves the right to require a student to withdraw from the Faculty if the student is considered to be unsuited to proceed with the study or practice of teaching.  <b>Dual Degree</b>  <b>Students in the dual degree program must meet all criteria for advancement set by the Faculty of Education and the Faculty of Science. 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.</b>  <b>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 in order to graduate. Some individual courses may be considered to satisfy requirements for both degrees.</b>  <b>Students who have been admitted to the dual degree option, but who discontinue or are asked to discontinue during Years 2-4 may be eligible for the Bachelor of Science degree. Individuals who wish to consider this option must consult with an advisor in the Faculty of Science.</b>	<b>Present Calendar Entry:</b>  <b>Advancement</b>  Students who do not meet the expected standard in course work may be required to revise, or do supplemental work, or to repeat a course in order to meet expected standards (see also <a href="#">Supplemental Examinations</a> )... The Faculty reserves the right to require a student to withdraw from the Faculty if the student is considered to be unsuited to proceed with the study or practice of teaching.  <b>Type of Action:</b>  Updating the information on Advancement to include criteria for advancement in the dual degree program.  <b>Rationale</b>  In order to advance in the dual degree, students must meet all requirements of both faculties and are subject to the requirements of both faculties.



## UBC Curriculum Proposal Form Change to Courses

### Category: (1)

<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 200 (3) Introduction to Writing in Academic and Professional Registers</b> Examination of sociolinguistic knowledge and skills that are central to the production of academic and professional texts. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> Designed with the specific needs of Ritsumeikan/UBC Academic Exchange Program students in mind, this course introduces the knowledge and skills that are central to the production of academic and professional texts.</p> <p><b>Supporting Document # LLED-01-08-1</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 210 (3) Introduction to Analyzing Meanings of Images in Texts</b> Introduction to systematic ways of analyzing visual and verbal modalities in academic and professional registers through a 'grammar' designed for this purpose. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> By assisting students to describe, interpret and critique relations between visual and verbal meaning-making this course will also enable them to create innovative texts and explore the semiotic potential of different types of relationships between visual and verbal modalities.</p> <p><b>Supporting Document # LLED-01-08-2</b></p>



<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 211 (3) Field Research in Social Processes of Inclusion and Exclusion: Discourse Perspectives</b> Introduction to the roles that social discourses of inclusion and exclusion play in intercultural integration. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> By applying principles and strategies of discourse analysis in ethnographies of communication through individual and small group projects in local ethnocultural communities, students will better understand how discourses of inclusion and exclusion are used in specific cultural communities to create certain effects. <b>Supporting Document #</b> LLED-01-08-3</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 212 (3) Introduction to Language Communities and Variation in Language Practices</b> Exploration of language variation and its functions, in the processes of identity and community formation. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> Through the examination of key social factors linked to language variation--race, gender, class, amongst others--students will acquire a deeper understanding of the language involved in establishing, maintaining, and/or resisting various identities. <b>Supporting Document #</b> LLED-01-08-4</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 213 (3) Introduction to Intercultural Communication and Socialization in Multicultural Contexts</b> Introduction to the processes by which individuals become competent members of society through the use of language. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> By examining how individuals become socialized into particular patterns of language use, students gain insights into the discursive basis of communication and miscommunication, thus heightening their sensitivity to different ways of meaning in multicultural settings. <b>Supporting Document #</b> LLED-01-08-5</p>



<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 220 (3) Introduction to Translating in a Globalized Society</b> Examination of the basic tenets of translation as a methodology for increasing students' sociocultural understanding, intercultural communication, pragmatics, and written English. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> Through hands-on opportunities to translate and discuss texts, students will develop a greater sensitivity and critical awareness of meaning's relationship to context and extra-linguistic aspects of communication.</p> <p><b>Supporting Document # LLED-01-08-6</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 221 (3) Language Maintenance and the Integration of Immigrants in Canada - An Introduction</b> Exploration of the concept of societal and individual bilingualism / multilingualism in a variety of settings, including Canada in particular. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> The examination of various dimensions of language loss and maintenance will enable students to study how different patterns of multilingual practices relate to the particular social contexts in which they arise, and to investigate what this can tell us about language and about questions of culture, community and identity.</p> <p><b>Supporting Document # LLED-01-08-7</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 222 (3) Introduction to Public and Private Language Practices in a Globalized Society</b> Exploration of the interrelationships between language structure, usage and social context and the interpretive differences that may result from their interaction. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> By developing their interpretive skills and abilities to conduct individual sociolinguistic field research, students will improve their potential to achieve self-sufficiency in their own language learning endeavors.</p> <p><b>Supporting Document # LLED-01-08-8</b></p>



<p><b>Proposed Calendar Entry:</b></p> <p><b>LLED 223 (3) Introduction to the Nature of World Englishes</b> Exploration of critical understandings of explicit and implicit impact of world Englishes in various domains. For Ritsumeikan and other visiting international students.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a></p> <p><b>Present Calendar Entry:</b> N/A <b>Type of Action:</b> New course <b>Rationale:</b> By examining macro level factors linked to global languages and their relationships with language policies and planning, students will develop a critical understanding of the impact of world Englishes in a variety of domains.</p> <p><b>Supporting Document #</b> LLED-01-08-9</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Education <b>Department:</b> Language & Literacy Education <b>Faculty Approval Date:</b>  <b>Effective Session</b> Winter Term 2 <b>Year 2008 for Change</b>	<b>Date:</b> April 14, 2008 <b>Contact Person:</b> Monique Bournot-Trites <b>Phone:</b> 822-4873 <b>Email:</b> monique.bournot-trites@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>LLED 421 (3) Gramlign: Learning and teaching grammar in text for the second language classroom</b> <b>Taught in French.</b>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course  <b>Rationale:</b> A lack of qualified teachers to teach in French as a second language program has been shown in various research studies since 1996 (Day and Shapson, 1996; Grimmett and Echols, 2000, 2001; Macfarlane and Hart, 2002; Majhonovich, 1990; Veilleux and Bournot-Trites, 2005). In order to teach French as a second language with a communicative approach, teachers need to be both competent in French and to have knowledge of second language teaching methods. Bayliss and Vignola (2007) have found that teachers indicated a lack of vocabulary knowledge in the various domains of teaching, a need for a review of grammatical concepts and for writing practice, as well as knowledge about grammar pedagogy. The purpose of this course is to respond to those needs.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Education <b>Department:</b> Language & Literacy Education <b>Faculty Approval Date:</b>  <b>Effective Session</b> Winter Term 1 Year 2008 <b>for Change</b>	<b>Date:</b> January 18, 2008 <b>Contact Person:</b> Victoria Purcell-Gates <b>Phone:</b> 822-0105 <b>Email:</b> victoria.purcell-gate@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>LLED 455 (3) Supporting Language and Literacy for First Nations Learners (K-12)</b>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=LLED">http://www.students.ubc.ca/calendar/courses.cfm?code=LLED</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course  <b>Rationale:</b> There is a significant disparity in literacy achievement between Aboriginal and non-Aboriginal learners. In British Columbia, more than 40 percent of Aboriginal children fail the province wide reading tests. To better support Aboriginal learners achieve literacy success we need to train educators to provide culturally appropriate instruction that pays attention to the unique language and literacy experiences of Aboriginal learners. The course is intended for teacher education students and educators seeking continued professional development. The course will be offered as part of the Literacy Certificate proposed in the Department of Language and Literacy Education. Further, the course represents a commitment on the part of the Faculty of Education and the Association of BC Deans to advance Aboriginal education in the province by offering courses aligned with their goals.

# THE UNIVERSITY OF BRITISH COLUMBIA



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9 September 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF COMMERCE AND  
BUSINESS ADMINISTRATION**

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Attached please find the submitted category 1 undergraduate curriculum proposal from the Faculty of Commerce and Business Administration.

**The following new course:**

- a) BAMA 514 (1.5) Brand Management



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Sauder School of Business <b>Department:</b> MBA Programs Office, Robert H. Lee Graduate School. <b>Faculty Approval Date:</b> Nov 1, 2007  <b>Effective Session:</b> 2007W Term 2 <b>Year 2008 for Change</b>	<b>Date:</b> 28 August 2007 <b>Contact Person:</b> Dale Griffin <b>Phone:</b> 2-0156 <b>Email:</b> dale.griffin@sauder.ubc.ca
<b>Proposed Calendar Entry:</b> <u>BAMA 514 (1.5) Brand Management</u>  <ul style="list-style-type: none"><li>This course is restricted to students in one of these programs: MBA -OR- in one of these programs: LLBMBA -OR- in one of these programs: MSCB -OR- in one of these programs: PHD with one of these specializations: ****BADM -OR- in one of these programs: MBAMAA -OR- in one of these programs: MM -OR- in one of these programs: IMBA</li></ul>	<b>URL:</b> N/A  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> new course  <b>Rationale:</b> <u>BAMA 580B Topics in Marketing: Brand Management</u> was first offered in Winter Term 1, 2006 in response to student demand. This course was very popular with MBA students and instructor evaluations were excellent. 42 students are registered for BAMA 580B in Winter, Term 1, 2007. This course is an elective, but not a requirement, for the MBA Marketing specialization. The new course will formalise the Marketing course in Brand Management; re-naming it BAMA 514.  No other departments or faculties will be affected by this proposal.

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
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amandeep.mann@ubc.ca

September 5, 2008

To: Vancouver Senate

From: Nominating Committee

Subject: **Membership of Committees of Senate 2008-2011 (approval) and Adjustments to Senate Committees (approval)**

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a. Membership of Committees of Senate 2008-2011 (approval)

The outgoing Nominating Committee is pleased to present for Senate approval the attached membership of the Committees of Senate for the 2008-2011 triennium.

While the outgoing Committee felt it important to staff the standing Committees as quickly as possible, some tasks remain to be attended to by the incoming Committee, including the following: the filling of seats on the Council of Senates and Council Committees, as well as the appointment of UBC representatives to serve on the governing bodies of the four affiliated theological colleges.

***Motion:*** *That Senate approve the membership of the Committees of Senate for the 2008-2011 triennium as circulated.*

b. Adjustments to Senate Committees (approval)

When Senate appointed student senators to the Committees of Senate at the April 16, 2008 Senate meeting, some vacancies remained. The Nominating Committee recommends the following adjustments to fill some of those vacancies.

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

1. **Curriculum Committee**  
Add Ms. Ashley Peterson to fill vacancy  
Add Mr. Blake Frederick to fill vacancy
2. **Student Appeals on Academic Discipline**  
Add Mr. Derry Dance to fill vacancy

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair  
Vancouver Senate Nominating Committee



## Draft Senate Committee Assignments

### Academic Building Needs

Membership Guidelines:

Faculty/Other:	5
Convocation:	1
Students:	2

### Recommended Membership:

Dr. Stanley Knight	Convocation	
Dr. Robert Sparks	Joint Faculties	Education
Dr. Yusuf Altintas	Joint Faculties	Applied Science
Dr. Mark Vessey	Faculty	Arts
Dr. Darrin Lehman	Faculty	Arts
Dr. Gunilla Öberg	Faculty	College for Interdisciplinary Studies

## Academic Policy

### Membership Guidelines:

Faculty/Other: 9  
Convocation: 2  
Students: 2

### Recommended Membership:

Dr. Paul Harrison	Joint Faculties	Science
Dr. Yusuf Altintas	Joint Faculties	Applied Science
Dr. Lance Rucker	Faculty	Dentistry
Dr. Barbara Evans	Dean	Graduate Studies
Dr. William McKee	Joint Faculties	Education
Dr. Brian Stelck	Affiliated Colleges	Carey Theological College
Dr. Robert Tierney	Dean	Education
Dr. Trevor Young	Faculty	Medicine
Dr. Rhodri Windsor-Liscombe	Joint Faculties	Arts
Mr. Gerald Podersky-Cannon	Convocation	
Mr. Gavin Dew	Convocation	

## Admissions

### Membership Guidelines:

Faculty/Other:	6
Convocation:	1
Students:	2

### Recommended Membership:

Dr. David Fielding	Faculty	Pharmaceutical Sciences
Dr. Rita Irwin	Faculty	Education
Dr. Richard Anstee	Joint Faculties	Science
Dr. Robert Sparks	Joint Faculties	Education
Dr. Darrin Lehman	Faculty	Arts
Dr. Thomas Ross	Faculty	Commerce & Business Administration
Mr. William McNulty	Convocation	

## Agenda

### Membership Guidelines:

Faculty/Other: 5  
Students: 2

### Recommended Membership:

Prof. Mary Anne Bobinski	Dean	Law
Dr. Louise Nasmith	Principal	College of Health Disciplines
Dr. Peter Marshall	Faculty	Forestry
Dr. Steve Cockcroft	Acting Dean	Applied Science
Dr. Paul Harrison	Joint Faculties	Science

## Appeals on Academic Standing

### Membership Guidelines:

Faculty/Other: 6  
Convocation: 2  
Students: 3

### Recommended Membership:

Dr. Ronald Yaworsky	Convocation	
Dr. Bikkar S. Lalli	Convocation	
Dr. Brian Cairns	Faculty	Pharmaceutical Sciences
Dr. Lance Rucker	Faculty	Dentistry
Prof. Bonnie Craig	Faculty	Dentistry
Prof. Margot Young	Faculty	Law
Dr. Trevor Young	Faculty	Medicine
Dr. William Dunford	Faculty	Applied Science

## Curriculum

### Membership Guidelines:

Faculty/Other: 10  
Convocation: 3  
Students: 5

### Recommended Membership:

Dr. Peter Marshall	Faculty	Forestry
Dr. Rhodri Windsor-Liscombe	Joint Faculties	Arts
Dr. Santokh Singh	Faculty	Science
Dr. Dale Griffin	Faculty	Commerce & Business Administration
Dr. Kenneth Baimbridge	Faculty	Medicine
Dr. William McKee	Joint Faculties	Education
Dr. Philip Loewen	Faculty	Graduate Studies
Dr. Katharine Patterson	Joint Faculties	Arts
Ms. Margaret Friesen	Librarian	
TBA	Faculty	Land & Food Systems
Dr. Bikkar S. Lalli	Convocation	
Ms. Andrea Dulay	Convocation	
Mr. Clint Meyers	Convocation	

## Library

### Membership Guidelines:

Faculty/Other:	8
Convocation:	2
Students:	4

### Recommended Membership:

Dr. Simon Peacock	Dean	Science
Dr. Nancy Gallini	Dean	Arts
Dr. Robert Sindelar	Dean	Pharmaceutical Sciences
Dr. Katharine Patterson	Joint Faculties	Arts
Dr. Mark Vessey	Faculty	Arts
Dr. Wendy Hall	Faculty	Applied Science
Dr. Chris Orvig	Faculty	Graduate Studies
Ms. Margaret Friesen	Librarian	
Dr. Stanley Knight	Convocation	
Ms. Deborah Herbert	Convocation	

## Student Appeals on Academic Discipline

### Membership Guidelines:

Faculty/Other:	6
Convocation:	2
Students:	3

### Recommended Membership:

Dr. Susan Grayston	Faculty	Forestry
Dr. John Dennison	Affiliated Colleges	St. Mark's
Prof. Bruce McDougall	Faculty	Law
Prof. Bonnie Craig	Faculty	Dentistry
Dr. Michael Burgess	Principal	College for Interdisciplinary Studies
Mr. Des Verma	Convocation	
Mr. William McNulty	Convocation	
Mr. Dean Leung	Convocation	

## Student Awards

### Membership Guidelines:

Faculty/Other:	5
Convocation:	1
Students:	2

### Recommended Membership:

Dr. Brian Stelck	Affiliated Colleges	Carey Theological College
Dr. Susan Grayston	Faculty	Forestry
Dr. André Ivanov	Joint Faculties	Applied Science
Dr. Brian Cairns	Faculty	Pharmaceutical Sciences
Dr. Gunilla Öberg	Faculty	College for Interdisciplinary Studies
Mr. Des Verma	Convocation	

## Teaching and Learning

### Membership Guidelines:

Faculty/Other:	7
Convocation:	1
Students:	3

### Recommended Membership:

Ms. Margaret Friesen	Librarian	
Dr. Kenneth Baimbridge	Faculty	Medicine
Dr. Judith Plessis	Director	Continuing Studies
Dr. André Ivanov	Joint Faculties	Applied Science
Dr. Wendy Hall	Faculty	Applied Science
Dr. Peter Ward	University Librarian	
Dr. Robert Gardiner	Joint Faculties	Arts
Mr. Dean Leung	Convocation	

## Tributes

### Membership Guidelines:

Faculty/Other: 9  
Convocation: 2  
Students: 2

### Recommended Membership:

Dr. Sally Thorne	Joint Faculties	Applied Science
Dr. John Dennison	Affiliated Colleges	St. Mark's
Dr. Judith Plessis	Director	Continuing Studies
Dr. Charles Shuler	Dean	Dentistry
Prof. Margot Young	Faculty	Law
Dr. John Saddler	Dean	Forestry
Dr. Chris Orvig	Faculty	Graduate Studies
Dr. Robert Sindelar	Dean	Pharmaceutical Sciences
Dr. Nancy Gallini	Dean	Arts
Mr. Des Verma	Convocation	
Mr. Christopher Gorman	Convocation	

# 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

September 5, 2008

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minutes

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

*William Lancelot Holland*

***Motion:*** *That Senate approve the Memorial Minute for William Lancelot Holland, 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  
Senate Tributes Committee



## William Lancelot Holland

William Lancelot Holland laid the foundations for the study of Asia at the University of British Columbia. He founded the Department of Asian Studies at UBC in 1961 and his leadership and dedication established UBC as a leading centre for research on Asia. The foundation built during his tenure has led to a wide recognition of the Department of Asian Studies as one of the finest of its kind in North America.

He was the chief architect and coordinator of the research program for the Institute of Pacific Relations, initiating ground-breaking studies in economics, social and political history. In the difficult years of the depression and war, he established a tradition of independent, critical scholarship on current issues in Asia. The Institute's publications constituted the major resource when Washington, at the outbreak of World War II, sought information on contemporary East Asia.

Dr. Holland developed teaching and research at UBC, while carrying the responsibility as editor of *Pacific Affairs*, the leading journal on contemporary Asia. At the Department of Asian Studies, he attracted internationally distinguished Asian scholars as teachers, researchers and visiting lecturers.

Dr. Holland served the UBC Senate as a representative of the Joint Faculties from 1967 to 1969 and in 1989, was awarded an honorary Doctor of Laws from the University. In 2003, he established the William L. Holland Prize for the best article published each year in *Pacific Affairs*.

Hailed as "Canada's Dean of Asian Studies," Dr. Holland influenced a generation of Canadian students. His qualities of integrity, respect and generosity won Bill Holland the affection and admiration of the University community and assures an affectionate place in the memories of his colleagues, students and all those who have been fortunate beneficiaries of his ethical, intellectual and administrative legacies.

# 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

August 20, 2008

To: Senate - Vancouver  
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: UBC Statement on Respectful Environment for Students, Faculty and Staff**

### **Recommendation:**

**That the Senate receive for information the UBC Statement on Respectful Environment for Students, Faculty and Staff.**

### **Background:**

The University is committed to providing an environment for working, learning and living in which respect, civility, diversity, opportunity and inclusion are valued. In recent years, personal harassment and bullying has been recognized as a problem that can seriously affect the work environment. Universities, like other organizations, are not immune from the problem. Addressing the problem requires a clear expression of commitment and an education program to support that commitment. The Equity Office and Human Resources have developed a UBC Statement on Respectful Environment for Students, Faculty and Staff. The Statement has been reviewed by the Committee of Deans and by the Executives at UBC Vancouver and UBC Okanagan. It will be forwarded, for information, to the Board of Governors and to the Okanagan Senate at their respective meetings in September. The Action Plan provides for rolling out the Statement and evaluation of its effectiveness by the President's Advisory Committee on Equity, Discrimination and Harassment, over the next six months. In due course, the Committee will report its evaluation and recommendations to the Executive, the Board and the Senates.

A backgrounder on personal harassment has been prepared and is on file with Ms. Lisa Collins, Associate Registrar, Senate and Curriculum Services.

**Attachments:** - UBC Statement on Respectful Environment for Students, Faculty and Staff;

- Respectful Environment Project Action Plan;

/pm



## UBC Statement on Respectful Environment for Students, Faculty and Staff

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Approved by: UBC Executive  
Date: July 4, 2008

**The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment.**

### **A. Statement of Principle**

The best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued. Everyone at the University of British Columbia is expected to conduct themselves in a manner that upholds these principles in all communications and interactions with fellow UBC community members and the public in all University-related settings.

### **B. The Respectful University Environment**

In the context of an academic community, responsibility for maintaining a respectful environment falls on all community members, including students, faculty, staff, and members of the public who participate in University-related activities.

Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view. Respect for the value of freedom of expression and promotion of free inquiry are central to the University's mission.

However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor and employee. A respectful environment is a climate in which the human dignity

of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

### **C. Activities Harmful to a Respectful Environment**

Personal harassment, which is sometimes referred to as psychological harassment or bullying, is harmful to a respectful environment and therefore has no place at UBC. It is not only a direct attack on the dignity and worth of the individual or group at whom it is directed, it undermines the freedoms of the whole community.

Personal harassment is objectionable and unwanted behaviour that is verbally or physically abusive, vexatious or hostile, that is without reasonable justification, and that creates a hostile or intimidating environment for working, learning or living. Personal harassment may be intentional or unintentional. While personal harassment usually consists of repeated acts, a single serious incident that has a lasting harmful effect may constitute personal harassment.

Personal harassment behaviour includes persistent demeaning or intimidating comments, gestures or conduct; threats to a person's employment or educational status, person or property; persistent comments or conduct, including ostracism or exclusion of a person, that undermines an individual's self-esteem so as to compromise their ability to achieve work or study goals; unwarranted and excessive supervision or criticism of an individual; abuse of power, authority or position; sabotage of a person's work; hazing; spreading of malicious rumours or lies; or making malicious or vexatious complaints about a person.

Personal harassment does not include the exercise of appropriate managerial or supervisory direction, including performance management and the imposition of discipline; constructive criticism; reasonable changes to assignments or duties; correction of inappropriate student behaviour; instructional techniques such as irony, conjecture, and refutation, or assigning readings or other instructional materials that advocate controversial positions; and single incidents of thoughtless, petty or foolish words or acts that cause fleeting harm.

A determination that personal harassment has occurred is based not only on what the alleged perpetrator and target of the harassment actually experienced, knew, or understood about each other and the situation, but on what a reasonable person in each of their circumstances would have experienced, known or understood, taking into account the full context of the situation.

### **D. Addressing Respectful Environment Concerns**

Primary responsibility for addressing respectful environment concerns, including concerns about personal harassment, lies with those members of the UBC community who exercise supervisory or leadership roles. These individuals are well-placed to set examples for others by their own conduct, to communicate to those under their direction UBC's commitment to a respectful university environment, and to take appropriate action to preserve or restore a respectful environment if problems arise.

Specifically, faculty or staff who have concerns about personal harassment should contact their direct supervisor or Administrative Head of Unit. Students should contact their professor, Department Head or Dean's Office, if their concern relates to a course or academic matter. If the

concern relates to a UBC service unit or a residence, students should contact the Unit Head of the particular service or the Vice-President, Students Office at UBC Vancouver, or the Unit Head or the Associate Vice-President, Students at UBC Okanagan.

Where the issue is not resolved or there is concern about conflict of interest, faculty and staff should contact their employee association, union, or Human Resources. In such circumstances, students should contact the UBC Ombudsperson (UBC Vancouver) or the Associate Vice-President, Students or Student Union (UBC Okanagan).

Administrative Heads of Units, whether responding to a concern raised to them or taking action because they have otherwise become aware that a person may be engaging in personal harassment in their unit, are expected to act promptly to determine whether personal harassment has occurred or is ongoing, and if so, to address the conduct and its damaging effects. Support and advice are available from Human Resources, including Faculty Relations.

It is the responsibility of each Vice President, in cooperation with Human Resources, to ensure that those in supervisory or leadership roles in their portfolio, have access to the proper training necessary to understand rights and responsibilities in a respectful working, learning and living environment, including their own responsibility to investigate, respond to, and manage complaints of harassment and to educate those they supervise or lead regarding those rights and responsibilities.

Education, increased awareness and prompt action are vital to create and maintain respectful working, learning and living environments at UBC. The University must provide training, support and resources to raise awareness about the principles of a respectful working, learning and living environment and to address concerns in a positive and effective manner when they do occur.

#### **E. Related Policies and Provisions**

Where policies and mechanisms for addressing unacceptable conduct already exist, whether in work, education or living contexts, this *Respectful Environment Statement* is intended to supplement, not to displace them.

In particular, matters relating to discrimination or harassment based on age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation, and criminal conviction unrelated to employment are addressed in Policy #3, the *UBC Policy on Discrimination and Harassment*. Concerns that may constitute complaints under that policy should be addressed to the Equity Office (UBC-Vancouver) or Human Rights and Equity Services (UBC-Okanagan)

Where a concern raised under the *Respectful Environment Statement* is appropriately addressed under another policy or provision, Administrative Heads of Units and others responsible for addressing respectful environment concerns will direct the individual to the appropriate office.

Departmental policies regarding respectful environments can add to but not derogate from the principles in this statement.

## **RESPECTFUL ENVIRONMENT**

### **Project Action Plan**

The *Respectful Environment Statement* will only be effective if UBC leaders are aware of the statement and the principles it promotes, and have the training to meet its goals. This project therefore is intended to promote awareness of the statement and to provide education to those who are responsible for giving it effect. This will be accomplished through a broad communications and education strategy supported by a new staff position focussed on advancing the goals of the *Respectful Environment Statement*.

#### Communications Roll Out (June-September, 2008)

The *Respectful Environment Statement* and this Action Plan will be broadly promoted, either through presentations or email correspondence to UBC leaders. The Statement and Plan will be presented to the Committee of Deans. Assuming there is room on the respective agendas, the Statement and Plan will be presented to the DVC Executive Committee in June, to the Board of Governors and the Vancouver and Okanagan Senates at their September meetings. Once the dedicated staff person is in place, the Statement and Plan will be distributed to Heads of Units through the Administrative Heads Mailing List and to other bodies including the Committee of Faculty Business Administrators, the AVP Forum, Unions/Associations, Student Governments and Human Resource Networks. In addition, the *Respectful Environment Statement* will be readily available through UBC websites including Human Resources, Faculty Relations, the Equity Office and Human Rights and Equity Services and will be widely distributed through a global distribution.

#### Hire Staff Person (April, 2008)

Funding is available for a one-year half-time position to promote a respectful environment. Reporting to the Director, Organizational Development & Learning, the position will be responsible for developing a Respectful Environment education program. The education will initially focus on those in leadership positions as well as human resource professionals, both central and distributed, who provide support to managers. The education program will contemplate various vehicles such as: workshops, web technology, and existing university learning opportunities (e.g., Academic Leadership Development Program, Managing @ UBC). The position is also expected to develop brochures for managers and for faculty and staff.

Hiring for the position was completed in April. We expect the person to be in place in early June. A small advisory committee will be created to provide support for the position. The education program will be modified as necessary for the UBCO context based on consultation with UBCO personnel.

#### Education Programming (Commencing August/September 2008)

Under the *Respectful Environment Statement* Vice Presidents, in cooperation with Human Resources, must ensure that those in supervisory or leadership roles in their portfolios have access to the proper training about rights and responsibilities in a respectful working, learning and living environment. The education program to be developed by the dedicated staff person is intended to support the Vice Presidents by providing training to their supervisors and other leaders and by building capacity among Human Resource personnel to support Vice Presidents in meeting their responsibilities under the *Respectful Environment Statement*. The education program will begin in August or September, 2008. Once the education program is developed, Vice Presidents will take an active role in promoting within their portfolios the *Respectful Environment Statement* and the education program.

#### Evaluation (October, 2008 to March, 2009)

Evaluation of this one-year pilot project will begin in the fall, 2008. The President's Advisory Committee on Equity, Discrimination and Harassment will review the effectiveness of the program, recommend future or ongoing actions and consider what, if any, changes ought to be made to the *Respectful Environment Statement*. The Committee will report its evaluation and recommendations to the UBC Executive.

## Respectful Environment Action Plan Timetable

Activity	Person Responsible	Timeframe
Present Statement and Action Plan to Committee of Deans	T. Patch/L. Castle	Completed
Hire dedicated staff person (Respectful Environment Advisor) reporting to J. Stockton	L. McKnight/J. Stockton/ F. Watters/T. Patch	Recruitment completed. Position to commence June 2008
Create Advisory Committee to support Respectful Environment Advisor	L. McKnight/T. Patch	Completed
Present Statement and Action Plan to DVC Executive Committee	T. Patch/J. Podger	Completed June 2008
Broad email distribution of Statement and Plan to Administrative Heads of Unit, Committee of Faculty Business Administrators, the AVP Forum, Unions/Associations, Student Governments and Human Resource Networks. Cover message from Professor Toope	T. Patch/L. Castle/ Respectful Environment Advisor	August/September 2008
Post Statement on Equity and HR websites	L. Castle/T. Patch	August/September 2008
Global distribution of Statement	Respectful Environment Advisor	August/September 2008
Present Statement and Action Plan to BoG and Senates (for information only)	L. Castle/T. Patch	September 2008
Promote Statement and workshops	VPs/Respectful Environment Advisor	Beginning in July 2008, increasing in August/September 2008
Develop, publish and distribute brochures	Respectful Environment Advisor	Distribution August/September 2008

Develop and deliver Respectful Environment workshops	Respectful Environment Advisor	Workshops begin in August 2008
Evaluate Pilot Project	President's Advisory Committee on Equity, Discrimination & Harassment	October 2008 to March 2009

RW\Respectful Environment Statement and Action Plan July

## **BACKGROUND**

### **PERSONAL HARASSMENT**

In recent years, personal harassment, including bullying, has become a frequently discussed topic at labour relations and human resource management conferences, in arbitrations, and in the media. Increasingly it is also discussed on campus. Harassment that is related to grounds of discrimination under the *Human Rights Code*, such as sexual harassment or racial harassment, is prohibited by human rights law and by UBC's *Policy on Discrimination and Harassment*. Personal harassment, which is sometimes called "psychological harassment", refers to harassment that is unrelated to any of the Human Rights grounds. In British Columbia, as in most other Canadian jurisdictions, there is no legislated prohibition on personal harassment. Nor is it covered by UBC's harassment policy. Some collective agreements contain language that protects employees from personal harassment, but many workers have no explicit legal protection. Similarly, students may have no law or policy to rely on to address personal harassment.

#### **What is personal harassment?**

In B.C., "personal harassment" has not been defined in legislation. If an issue arises under a collective agreement, the collective agreement will determine the meaning; if the term is not defined in the collective agreement, the meaning will be defined by an arbitrator or court. In general, a wide range of conduct has been characterized as personal harassment. A recent definition is that:

Harassment includes words, gestures, and actions which tend to annoy, harm, abuse, torment, pester, persecute, bother and embarrass another person, as well as subjecting someone to vexatious attacks, questions, demands or other unpleasantness.<sup>1</sup>

There are, however, limits to what can constitute harassment. In a frequently-quoted decision, Arbitrator Laing wrote:

I do not think that every act of workplace foolishness was intended to be captured by the word "harassment". This is a serious word, to be used seriously and applied vigorously when the occasion warrants its use. It should not be trivialized, cheapened or devalued by using it as a loose label to cover petty acts or foolish words, where the harm, by any objective standard, is fleeting.<sup>2</sup>

Generally personal harassment is conduct that is abusive or vexatious; that is hostile or unwanted; that affects a person's dignity; and that results in a harmful work

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<sup>1</sup> *Toronto Transit Commission and Amalgamated Transit Union* (2004), 132 L.A.C. 4<sup>th</sup> 225 (Shime) ("TTC")

<sup>2</sup> *Re British Columbia and B.C.G.E.U.* (1995), 49 L.A.C. (4<sup>th</sup>) 193.

environment. Although generally the conduct must be repetitive to constitute harassment, a single very serious incident might be sufficient.

The government of Quebec has incorporated protection from personal harassment in its employment standards legislation, stating:

Every employee has a right to a work environment free from psychological harassment. Employers must take reasonable action to prevent psychological harassment and, whenever they become aware of such behaviour, to put a stop to it.<sup>3</sup>

It defines “psychological harassment” as follows:

For the purposes of this Act, “psychological harassment” means any vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects an employee’s dignity or psychological or physical integrity and that results in a harmful work environment for the employee. A single serious incidence of such behaviour that has a lasting harmful effect on an employee may also constitute psychological harassment.<sup>4</sup>

### **Where are the Limits?**

As arbitrator Laing indicated, the concept of harassment ought not to be trivialized. In the *TTC* case, Arbitrator Shime held that abusive conduct was “physical or mental maltreatment” where there was “a depart[ure] from reasonable conduct.” Determining whether a person’s behavior departs from reasonable conduct is an objective inquiry.<sup>5</sup>

Arbitrators recognize that supervisors are entitled to the normal exercise of managerial rights. For example, a negative performance appraisal does not constitute harassment unless it is motivated by malice or bad faith.<sup>6</sup> Arbitrators also recognize that management styles vary, and an authoritative or demanding style does not, by itself, constitute harassment. In a recent decision, Arbitrator Dorsey considered whether a Director, who the employer acknowledged had a sometimes uncompromising and critical manner, had created a poisoned environment and breached the collective agreement.<sup>7</sup> Dorsey observed that some of the Director’s “unguarded talk” was “neither healthy nor conducive to good morale”. Nevertheless, he found that it was not the sole cause of the poor morale and did not amount to harassment. Similarly, in a decision under the Quebec legislation, an adjudicator considered an allegation by a waitress in a restaurant that she

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<sup>3</sup> *Labour Standards, An Act Respecting*, R.S.Q. c. N-11, s. 81.19.

<sup>4</sup> *Ibid.*, s. 81.18.

<sup>5</sup> *Teamsters Chemical, Energy and Allied Workers Union, Local 647 v. Cara Operations Limited*, [2005] O.L.A.A. No. 32.

<sup>6</sup> *Bratud v. Office of the Superintendent of Financial Institutions*, [2006] C.P.S.L.R.B. No. 65.

<sup>7</sup> *Canadian Union of Public Employees, Local 458 v. District of Hope*, [2007] B.C.C.A.A.A. No. 46.

had been psychologically harassed by the new owner, who also worked as the chef.<sup>8</sup> The adjudicator dismissed the complaint concluding that, although the new owner's character may have been more authoritarian than the previous owner's, that did not constitute harassment, noting that: "the work atmosphere was perhaps less pleasant than previously, but the law does not necessarily aim at ensuring a joyous work environment."

### **Who are the Harassers?**

Most commonly, complaints of harassment are made by employees about their managers. However, harassment may also occur between co-workers. In one case, for example, an arbitrator found that an employer was justified in disciplining an employee who had spread rumours or gossip about another employee.<sup>9</sup> Arbitrator Bladon stated that to determine whether gossip is disciplinable a standard of reasonableness is applied "both as to the offensiveness and whether it creates a harassing and negative condition of work."

Occasionally, managers may complain of harassment by their employees. In *East v. Treasury Board (Correctional Service of Canada)*,<sup>10</sup> during negotiations for a new collective agreement, the union instituted pressure tactics that included personal attacks on managers. Two officers in acting manager positions were repeatedly threatened and insulted and an anonymous threat was made against the daughter of one of them. An active member of the union was suspended after he made a comment that managers took to be a continuation of the broader intimidation of managers. The union member grieved the discipline. The adjudicator found that the grievor's comments were part of a "concerted harassment effort aimed at the ... supervisors." He observed that, "[a]t all times, the employer is required to ensure a harassment-free work environment", and held that discipline was therefore appropriate.

### **Why does it matter?**

Personal harassment can severely affect the dignity and self-respect of those who are its victims. At a minimum, it affects the victim's sense of well-being and makes work or school more stressful. In the *TTC* case, Arbitrator Shime described the effects of personal harassment:

Workplace harassment is a pernicious activity with the capacity to severely affect persons who are harassed; particularly employees who are unskilled or semi-skilled... and extremely vulnerable and captive to their harassers. Where harassment emanates from a foreman or supervisor it is exacerbated by the harasser's status.

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<sup>8</sup> *Hilaregy v. 9139-3249 Quebec (Inc. (Restaurant Poutine La Belle Province))*, [2006] QCCRT 0220.

<sup>9</sup> *Canadian Union of Public Employees, Local 1252 v. Atlantic Health Sciences Corp.*, [2004] N.B.L.A.A. No. 29.

<sup>10</sup> [2007] C.P.S.L.R.B. No. 18

When extreme, it may lead to severe depression or other psychological conditions that make it impossible for the person to continue to function at work or school and may damage personal relationships. In a recent decision of the BC Supreme Court, the Court considered the effects of harassment on an RCMP constable.<sup>11</sup> Until the arrival of a new detachment commander, the constable had enjoyed her life in the RCMP. The Court found that the harassment that she received after his arrival caused her serious psychological harm and led to her leaving the RCMP. Moreover, the harassment damaged more than her career:

The plaintiff's depression affects her relationship with her husband, her children, and her friends. Her concentration, memory, and ability to make decisions have been adversely affected. She must avoid stress in every aspect of her daily life. Her condition obviously has had a severe impact, not only on her ability to work, but also on the extent to which she can enjoy her life and function as a member of her family and her community.<sup>12</sup>

Personal harassment damages its victims, but it can also create a toxic workplace. Personal harassment is not merely a personality conflict; it is an abuse of power. Although a bully may target one individual, often the harassment will be widespread within the workplace. Even if there is only one target, other employees may empathize with the victim or may see themselves as potential targets.

Personal harassment can be costly to an employer. In addition to lost productivity due to poor morale, it can lead to high staff turnover and increased medical leave. External investigators and/or mediators may be required to resolve the conflict. It may also lead to costly arbitrations or court actions. In the *Sulz* case, the RCMP was ordered to pay the plaintiff \$950,000.

In some cases, such as *Sulz*, employers are being found liable for personal harassment despite the absence of contractual or statutory language prohibiting it.<sup>13</sup> The Supreme Court of British Columbia has held that it is an implied term of any employment relationship “that the employer will treat the employee with civility, decency, respect and dignity” and that: “An employee is entitled to decent treatment at the hands of his or her employer.”<sup>14</sup> In that case, an employee who was subjected to “significant rudeness and hostility ... over an extensive period of time” was found to have been constructively dismissed and awarded 13 months pay in lieu of notice. In the *TTC* case, Arbitrator Shime found that it was appropriate to imply “normative terms to a management rights clause” in a collective agreement, which had the effect of implying a right to be free from personal harassment. He reasoned that at the least, “if management is not required to exercise its responsibilities reasonably, it must not abuse its authority and act in a manner that constitutes abuse or harassment of employees.” Shime ordered the employer to pay

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<sup>11</sup> *Sulz v. Attorney General et al.*, 2006 BCSC 99, aff'd 2006 BCCA 582.

<sup>12</sup> *Ibid.*, para. 164.

<sup>13</sup> In *Sulz*, the Court found the RCMP to be liable for negligent infliction of mental suffering.

<sup>14</sup> *Morgan v. Chukal Enterprises Ltd.*, 2000 BCSC 1163.

the grievor lost wages, \$25,000 in general damages and to provide anti-harassment training to all managers.

### **How is personal harassment addressed at UBC?**

As stated above, UBC does not have a policy that prohibits personal harassment. The *UBC Policy on Discrimination and Harassment* covers harassment related to the grounds of discrimination under the *BC Human Rights Code*. Consequently, the Equity Office does not have a mandate to address personal harassment complaints that it receives. The Equity Advisors may, nonetheless, advise complainants about their options.

Generally, personal harassment is a performance issue which should be taken to the appropriate administrative head of unit, student or employee association, union or human resources office. Some UBC collective agreements contain personal harassment language. For example the Collective Agreement between CUPE 2950 and UBC (2005-2010) states:

The University and the Union recognize the right of employees to work in an environment free from sexual and personal harassment. The University shall investigate and take appropriate action when an employee complains that she/he has been sexually or personally harassed in the course of her/his employment by a supervisor or another member of the University community. ...

In addition, academic or administrative units may implement personal harassment policies or may create codes of conduct to address it. For example, the Faculty of Medicine's *Policy to Address Harassment, Intimidation and Unprofessional Behaviour in the Faculty of Medicine* states "Under this Policy, the FOM strictly prohibits any form of discrimination or harassment including the abuse of power." The FOM policy also provides processes for addressing harassment.

# THE UNIVERSITY OF BRITISH COLUMBIA



September 3, 2008

## Provost and Vice President Academic

6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

To: Senate, Vancouver  
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: Charles A. Laszlo Chair in Biomedical Engineering**

### **Recommendation:**

I recommend that Senate approve the establishment of the Charles A. Laszlo Chair in Biomedical Engineering in the Faculty of Applied Science, made possible by funding from Drs. Charles and Doreen Laszlo.

### **Rationale:**

In 2006, the Faculty of Applied Science established a Biomedical Engineering Initiative that includes MASc and PhD programs in Biomedical Engineering; an MEng program in Clinical Engineering; and Biomedical Engineering Options in the BASc programs in Electrical Engineering and Mechanical Engineering. The Initiative has the objectives of graduating individuals with expertise in biomedical engineering and of enhancing research advances in biomedical engineering, ultimately to improve the quality of healthcare provided to individuals and communities. The Initiative entails collaborations with the Faculties of Medicine and Science and other Faculties, hospitals, the biomedical industry, and other post-secondary institutions.

The proposed Chair will work with the Director of Biomedical Engineering to provide leadership to the Initiative's activities, and will foster advanced research in clinically-oriented Biomedical Engineering. The Chair will build on recent advances in the field of biomedical engineering, translate these advances into clinically effective diagnostics and/or therapeutics and, in partnership with the biomedical industry, will ensure their application to clinical practice in BC through education and development.

Dr. Charles Laszlo, Professor Emeritus of Electrical Engineering, and Dr. Doreen Laszlo, have contributed funds to the Faculty of Applied Science sufficient to establish this endowed chair.

The Chairholder will be a tenured Professor within the Faculty of Applied Science, and will have attained international recognition as a leader in the field.

The recommendation is supported by the Dean of the Faculty of Applied Science.