

THE UNIVERSITY OF BRITISH COLUMBIA



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

Vancouver Senate

AGENDA

THE SECOND REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2009/2010 ACADEMIC YEAR

WEDNESDAY, OCTOBER 14, 2009

7:00 P.M.

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

1. Senate Membership -- Mr. James Ridge

a. Declarations of Vacancy (information):

One (1) non-faculty representative of the convocation to replace resigning member Ms. Deborah Herbert; and

One (1) faculty representative of the Faculty of Forestry to replace resigning member Dr. Susan Grayston

b. Election to Fill Senate Vacancies (approval)

The Secretary calls for the following motion:

That, upon recommendation of the remaining Convocation Senators and pursuant to the Rules & Procedures of Senate and the University Act, Mr. Sean Haffey and Ms. Betsy Segal be appointed to fill vacancies on Senate as non-faculty members of the convocation for the term from October 14, 2009 through August 31, 2011, and thereafter until replaced.

c. Notices of Replacement (information)

Dr. Bruce Larson and Dr. Benjamin Perrin to replace resigning Senators Dr. Susan Grayston and Prof. Margot Young as faculty representatives of the Faculty of Forestry and the Faculty of Law respectively

d. Election of Vice-Chair of Senate (approval)

In response to the call for nominations for the annual election of a Vice-Chair of Senate issued on the agenda for the September 16, 2009 meeting of the Senate, the Secretary has received nominations for Mr. Geoffrey Costeloe and Mr. William McNulty. An election by ballot will be conducted at the Senate meeting.

2. Minutes of the Meeting of September 16, 2009 -- Prof. Stephen J. Toope (approval) (circulated)

3. Business Arising from the Minutes -- Prof. Stephen J. Toope

Page 09/10 - 21, Question About Imagine UBC (information) (response circulated)

.../continued

4. **Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**
5. **Focus on People: Workplace Practices at UBC¹ - Guest Presenter Ms. Lisa Castle**
(information) (to be circulated at the meeting)
6. **International Engagement and Global Influence: How Ambitious is the University of British Columbia?²-- Prof. Stephen J. Toope**
(information) (circulated)
7. **Place and Promise: The UBC Plan³ -- Prof. Stephen J. Toope**
(information) (circulated)
8. **From the Council of Senates -- Dr. James Brander**
Oral Report on Council of Senates Budget Committee Activities (information)
9. **Academic Policy Committee -- Dr. Paul Harrison**
Graduate Student Vacation Policy (approval) (circulated)
10. **Joint Report from the Academic Policy and Agenda Committees -- Dr. Paul Harrison**
Policy V-1: Format, Development and Administration of Senate Policies (approval)
(circulated)
11. **Nominating Committee -- Dr. Rhodri Windsor-Liscombe**
Adjustments of Senate Committees (approval) (circulated)
12. **Student Awards -- Dr. Brian Cairns**
New Awards (approval) (circulated)
13. **Proposed Agenda Items**
14. **Other Business**

Section 16 (b) of the *Rules and Procedures of Senate* states that
meetings will adjourn no later than 9:30 p.m.

Regrets: Lauren Hume, telephone 604.822.5239 or e-mail: lauren.hume@ubc.ca

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

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1. Agenda Committee recommends 15 minutes maximum for presentation and discussion.
 2. Agenda Committee recommends 20 minutes maximum for presentation and discussion.
 3. Agenda Committee recommends 20 minutes maximum for presentation and discussion. A final draft will be presented for Senate endorsement at the November 2009 meeting.

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Vancouver Senate

MINUTES OF SEPTEMBER 16, 2009

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dean T. Aboulnasr, Dr. Y. Altintas, Ms. K. Aminoltejari, Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dr. J. Brander, Dr. B. Cairns, Mr. B. Cappellacci, Mr. A. Cheung, Mr. G. Costeloe, Ms. B. Craig, Dr. J. Dennison, Mr. G. Dew, Ms. A. Dulay, Dr. W. Dunford, Dr. D. Farrar, Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Ms. D. Herbert, Dean M. Isman, Mr. A. Johal, Ms. A. Kelly, Dr. S. B. Knight, Dr. B. S. Lalli, Dr. P. Loewen, Dr. P. L. Marshall, Dr. W. McKee, Mr. J. Mertens, Principal L. Nasmith, Dr. G. Öberg, Dr. C. Orvig, Ms. I. Parent, Dr. K. Patterson, Dean S. Peacock, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dean J. Saddler, Mr. M. Sami, Mr. J. Sealy-Harrington, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dean G. Stuart, Mr. D. Thakrar, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. D. Verma, Dr. M. Vessey, Mr. A. Wazeer, Dr. T. Young.

By Invitation: Ms. T. M. Aucoin, Ms. S. Chung, Mr. B. Frederick, Mr. T. Makgolane, Ms. K. McKellin, Dr. J. J. Stapleton, Mr. B. D. Sullivan.

Regrets: Dean M. A. Bobinski, Principal M. Burgess, Dean B. Evans, Dr. S. Farris, Mr. C. L. Gorman, Dr. S. Grayston, Ms. K. Ho, Dr. A. Ivanov, Dr. D. Lehman, Mr. D. Leung, Dr. B. MacDougall, Dr. W. McNulty, Mr. C. Meyers, Ms. S. Morgan-Silvester, Dean D. Muzyka, Dr. T. Ross, Dr. L. Rucker, Ms. A. Shaikh, Dean C. Shuler, Dean R. Sindelar, Dean R. Tierney, Mr. A. Warbinek, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky.

Recording Secretary: Ms. L. M. Collins.

Call to Order

The President called to order the first regular meeting of the Senate for the 2009/2010 academic year.

Senate Membership

SECRETARY TO SENATE

The President introduced Mr. James Ridge, Associate Vice-President, Enrolment Services & Registrar and Secretary to Senate. Mr. Ridge had taken up his appointment in June 2009. Prof. Toope described Mr. Ridge as fulfilling his role with “quiet aplomb” and as already having made improvements in service to students.

VICE-CHAIR OF SENATE

The Secretary issued a call for nominations for one (1) Senator to serve as Vice-Chair of Senate for a term of one year and until replaced, pursuant to s. 37(1)(a) of the *University Act*. The nominations deadline was set at September 30, 2009.

DECLARATIONS OF VACANCY

The Secretary declared the following vacancies:

1. One (1) faculty representative of the Faculty of Education to replace resigning member Dr. Rita Irwin.
2. One (1) representative of the Convocation who is not a faculty member to replace the late Mr. Gerald Podersky-Cannon.
3. One (1) faculty representative of the Faculty of Law to replace resigning member Prof. Margot Young.

Minutes of the Previous Meeting

<i>Mr. Verma</i>	}	<i>That the minutes of the meeting of May 13, 2009 be adopted as circulated.</i>
<i>Mr. Wazeer</i>		

CORRECTIONS

The Secretary had received for the record clarifications to the discussion on the Minor in African Studies on p. 160.

The motion was
put and carried.

Remarks from the Chair and Related Questions

PROVINCIAL GOVERNMENT RELATIONS

PROVINCIAL BUDGET

The President expressed appreciation to the provincial government for continued support for research intensive universities, noting that universities and health care were the only two sectors that had received increases in the last provincial budget.

HARMONIZED SALES TAX

The President stated that the University was in active discussions with the Ministry of Finance about a potential provincial Harmonized Sales Tax (HST) rebate for universities. Although the Ministry had indicated that the government was instead considering an increase in university operating grants to offset the HST, UBC was of the opinion that a rebate would be better.

MICHAEL SMITH FOUNDATION FOR HEALTH RESEARCH

The President expressed concern that the Michael Smith Foundation for Health Research had not received from the provincial government a second annual allocation of funds that would have permitted the Foundation to continue to provide grants to health researchers under several of its programs. Universities and health authorities were collaboratively engaged in discussions with the provincial government to address this issue.

MONTHLY REPORTING TO PROVINCIAL GOVERNMENT

The President reported that the Ministry of Advanced Education and Labour Market Development had recently requested that universities begin submitting formal monthly reports. Although the University remained committed to transparency and accountability, there was concern that this monthly reporting represented excessive government oversight

Remarks from the Chair and Related Questions, continued

and an unnecessary administrative burden. The University had suggested to government that this was not the best use of limited institutional resources.

PROVINCIAL REDUCTION IN STUDENT FINANCIAL ASSISTANCE

The University remained concerned about the recent reduction of \$16.7 million from the provincial Student Aid BC budget. The cuts affected bursary programs and non-need-based scholarships. The President stated that although approximately \$100 million remained in the budget, these targeted cuts had seriously affected certain types of students. The UBC administration had been coordinating with student government to lobby for reconsideration of these cuts. The University had also been examining ways to support students as effectively as possible in the interim period.

UBC STRATEGIC PLAN

The President provided an update on the continuing development of Place and Promise: the UBC Plan. Following refinements to vision, values, and commitments, the plan had been extended in July 2009 to articulate a draft set of goals and actions. Senators were encouraged to respond to calls for comment on the draft. The Plan would also be brought to Senate for further discussion at the October 2009 meeting.

NEW UBC BRAND STRATEGY: A PLACE OF MIND

The President drew attention to the recent launch of UBC's brand strategy as a new approach to telling the UBC story. The brand had been initially launched within British Columbia, with an advertising campaign to expand nationally and internationally over the following 18-month period. A community website had been created at: **www.aplaceofmind.ubc.ca/**. Senators were encouraged to contribute their own "from here" stories by sending them to Mr. Scott Macrae, Executive Director, Public Affairs.

Remarks from the Chair and Related Questions, continued

H1N1 INFLUENZA PLANNING

The President gave an update on the development of a framework to respond to a potential H1N1 pandemic during the upcoming flu season. He emphasized two critical parts of the plan to minimize H1N1 transmission:

1. People who were feeling sick were asked to stay home and away from crowds; and
2. Everyone was asked to wash their hands as frequently as possible.

The University had no confirmed cases to date. A pandemic plan was being finalized and would soon be made available. Members of the UBC community, particularly students, were encouraged to visit the Health, Safety, and Environment website (hse.ubc.ca/health-promotion/communityhealth/flu/h1n1.html) for regular updates.

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*. The Chair confirmed that communications between the Board and Senate secretariats were proceeding seamlessly, with no delays in transmission of materials.

Senate Meeting of April 15, 2009

Curriculum proposals from the Faculties of Applied Science, Graduate Studies (College for Interdisciplinary Studies, Land & Food Systems, and Science), and Science.

Senate Meeting of May 13, 2009

Curriculum proposals from the Faculties of Arts, Commerce & Business Administration, Graduate Studies (Arts, Commerce & Business Administration, and Dentistry), Law; and the College of Health Disciplines.

New Programs: Master of Engineering in Clean Energy Engineering (M.Eng.) and graduate programs in Craniofacial Sciences.

New Awards.

From the Board of Governors, continued

Disestablishment of the Institute of Hearing Accessibility Research and the Institute of Health Promotion Research.

UBC 2010 Olympic and Paralympic Games Update

At the request of the Provost & Vice-President, Academic, the assembly recognized guest speaker Ms. T. Michelle Aucoin, Director, UBC 2010 Olympic and Paralympic Secretariat. Ms. Aucoin gave an update on planning and recent decisions on key dates, transit planning, parking and access, safety and emergency services, and torch relays.

The following academic issues had been raised with the Olympic Secretariat:

- Potential increase in exam hardships;
- Potential increase in exam conflicts;
- Increased requests for exam deferrals related to Sunday exam schedule;
- May 1 exam schedule will impact students with rental agreements (addressed);
- Compressed timeline between exam period and graduation;
- The University of Utah experience, where some instructors chose to hold lectures off campus during a three-week midterm break, and where some students experienced difficulty returning to classes following the extended break.

DISCUSSION

In response to a question from a Student Senator about the potential for instructors to schedule unauthorized classes during the midterm break, Dr. Farrar stated that he would have a conversation with deans about the need to observe the midterm break.

In response to a question from Mr. Wazeer about publicity for a recent community event, Ms. Aucoin stated that fraternities and sororities had been notified of the event through the University Neighbourhoods Association and through chairs of strata councils.

Mr. Costeloe suggested that Senate consider the appointment of an academic arbiter to consider issues for individual students related to the Olympic games. Ms. Aucoin recalled that an arbiter had been appointed at UBC during a strike in 2003. Upon recognition by

UBC 2010 Olympic and Paralympic Games Update, continued

the assembly, Mr. Eaton suggested that the Senate policy on Academic Concession already provided significant latitude for instructors and students to make alternate arrangements when necessary. In response to a further question from Mr. Costeloe about the potential for a large number of student academic appeals to Senate, Ms. Collins stated that she did not anticipate an overwhelming number of student appeals at the Senate level. As departments and faculties had internal review and appeals processes, she expected that most student concerns would be resolved as close to the source of difficulty as possible.

Dr. Vessey asked about the potential for increased traffic in the Acadia Park and University Village areas of campus as large number of people made their way to Olympic venues. Ms. Aucoin responded that discussions about parking control in that area were underway. She stated that there would be no increase in delivery truck traffic or heavy equipment moving through that area. VANOC and UBC were collaborating to articulate preferred routes to campus along NW Marine Drive and SW Marine Drive, with local traffic only on Wesbrook Mall, although not everyone would follow the preferred routes.

In response to a question, Ms. Aucoin reassured Senators that deliveries to campus would continue during the Olympics. Most receiving locations would not be affected by road closures. For affected buildings, discussions were underway to secure the necessary permits.

In response to a question from a Student Senator about the need for students to attend advance training for Olympic volunteer opportunities, Dr. Farrar stated that students would need to make decisions about attendance in the same way as for other kinds of extracurricular activities.

In response to a question from Mr. Dew about potential faculty and staff absenteeism, Ms. Aucoin noted that issues about commuting to work were under consideration by

UBC 2010 Olympic and Paralympic Games Update, continued

Human Resources. As the University would remain open during the Games, managers would need to make decisions about necessary staffing levels, telecommuting, and vacation requests. A guide for managers would soon be made available to help with decision making.

The President thanked Ms. Aucoin for her presentation.

Admissions Committee

Committee Chair Dr. Fielding presented the reports.

BACHELOR OF FINE ARTS ADMISSION REQUIREMENTS

The Admissions Committee had reviewed and recommended to Senate for approval a revised calendar entry on admission requirements for applicants to the Bachelor of Fine Arts program.

The current process for admission required application for admission via the Enrolment Services 'Change of Degree Program/Campus' process. The proposed revisions would allow current UBC Vancouver students to apply directly to the appropriate department within the Faculty of Arts and would eliminate the need for an application and application fee.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised calendar entry on admission requirements for applicants to the Bachelor of Fine Arts program, effective for entry to the 2010 Winter Session and thereafter.</i>
<i>Dr. Anstee</i>		

Carried.

GRADUATE PROGRAMS IN LANGUAGE AND LITERACY EDUCATION

The Admissions Committee had reviewed and recommended to Senate for approval a revised calendar entry on admission requirements for applicants to the Faculty of Gradu-

Admissions Committee, continued

ate Studies. Applicants to graduate programs in Language and Literacy Education would meet to a minimum internet-based TOEFL score of 92, with a minimum score of 22 in each exam component, to be eligible for admission.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to admission requirements for applicants to graduate programs in Language and Literacy Education, effective for entry to the 2010 Winter Session and thereafter.</i>
<i>Mr. Heisler</i>		

Carried.

DOCTOR OF MEDICINE

The Admissions Committee had reviewed and recommended to Senate for approval proposed changes in admission requirements for applicants to the Doctor of Medicine program.

The proposed changes clarified the placement process for successful applicants under the distributed medical education program.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to admission requirements for applicants to the Doctor of Medicine program, effective for entry to the 2010 Winter Session and thereafter.</i>
<i>Dean Stuart</i>		

DISCUSSION

Mr. Johal suggested that the current calendar language was clearer than the proposed revision. Dean Stuart stated that the language had been the subject of careful consideration, and that the Faculty had found the revised text to be the most succinct way of conveying the necessary information.

Admissions Committee, continued

In response to questions from Dr. Lalli about the Multiple Mini Interview (MMI) process, Dr. Harrison clarified that Medicine was not proposing to eliminate the MMI process itself, but rather the calendar language specifying MMI as the interview mode.

AMENDMENT BY CONSENT

The following sentence in the proposed calendar entry was amended by consent of the assembly (addition in bold):

Following an admissions decision, **successful** applicants are allocated to sites based on their preferences.

The motion to approve the proposed changes (as amended) was put and carried.

MASTER OF SCIENCE IN AUDIOLOGY ADMISSION REQUIREMENTS

The Admissions Committee had reviewed and recommended to Senate for approval proposed changes in admission requirements for applicants to the Master of Science in Audiology. The proposed changes clarified additional course content areas for applicants to the Audiology program and revised the deadline for submission of the application and supporting documentation.

*Dr. Fielding
Dr. Anstee*

} *That Senate approve the proposed changes to admission requirements for applicants to the Master of Science program in Audiology, effective for entry to the 2010 Winter Session and thereafter.*

Carried.

ACADEMIC LEAVE CALENDAR ENTRY

The Admissions Committee had reviewed and recommended to Senate for approval a revised calendar entry on Academic Leave. Students in good academic standing were per-

Admissions Committee, continued

mitted to take an academic leave of up to one year and maintain eligibility to register in the following Winter Session. For example, a student in good academic standing after completing the 2008 Winter Session would automatically be eligible to register for the 2009 Summer, 2009 Winter, 2010 Summer and 2010 Winter sessions.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised calendar entry on Academic Leave.</i>
<i>Mr. Mertens</i>		

AMENDMENT BY CONSENT

By consent of the assembly, the years cited in the example were advanced by one to make the example more relevant to a calendar published in the future.

The motion to approve the amended calendar entry was put and carried.

**APPLICANTS FOLLOWING THE BC/YUKON SECONDARY SCHOOL CURRICULUM:
BC HIGH SCHOOL MATHEMATICS**

The Admissions Committee had reviewed and recommended to Senate for approval a revised calendar entry on Applicants Following the BC/Yukon Secondary School Curriculum. Applicants could satisfy the Grade 11 mathematics admission requirement by completing Principles of Mathematics 11, Pre-Calculus 11 or Foundations of Mathematics 12.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to admission requirements for applicants following the BC/Yukon secondary school curriculum, effective for entry to the 2013 Winter Session and thereafter.</i>
<i>Dr. Anstee</i>		

Carried.

Admissions Committee, continued

APPLICANTS FROM A COLLEGE OR UNIVERSITY: UNSATISFACTORY STANDING

The Admissions Committee had reviewed and recommended to Senate for approval a revised calendar entry on Applicants from a College or University. Applicants with unsatisfactory standing, as designated by a prior post-secondary institution, within their most recently attempted 24-30 UBC-transferable credits would be reviewed on a case-by-case basis and may not be admissible.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised calendar entry on Applicants from a College or University.</i>
<i>Dr. Harrison</i>		

Carried.

ROUTING OF ADMISSIONS APPEALS

The Admissions Committee presented for information a document outlining the process for adjudication of admission appeals. The Vancouver Senate had delegated to the Committee the authority to review and rule on appeals related to admission, re-admission and transfer to the University. The Committee wished to clarify how it was discharging its responsibilities in this area. The document was to be circulated to all Faculties for their information and comment.

Curriculum Committee

Committee Chair Dr. Marshall presented the report.

CERTIFICATE IN PROGRAM MANAGEMENT

In accordance with Senate policy on the approval of certificate programs, the Committee reported for information that it had recently approved a new Certificate in Program Management, as proposed by Continuing Studies and the Faculty of Commerce & Business Administration.

Nominating Committee

Committee member Mr. Costeloe presented the report.

COMMITTEE MEMBERSHIP ADJUSTMENTS

The Committee proposed that membership of the Committees of Senate be adjusted as follows:

1. Admissions Committee: Ms. Andrea Dulay to replace Dr. Rita Irwin
2. Library Committee: Ms. Khatareh Aminoltejari to fill vacancy
3. Teaching and Learning Committee: Ms. Ingrid Parent to replace Dr. Peter Ward

<i>Mr. Costeloe</i>	}	<i>That Senate approve the proposed revisions to the membership of Committees of Senate.</i>
<i>Mr. Mertens</i>		

Carried.

Tributes Committee

Committee Chair Dr. Thorne presented the report.

MEMORIAL MINUTES

The Committee had circulated the following memorial minutes for a member and a former member of Senate who had recently passed away.

Dr. William C. Gibson

Widely regarded as one of Canada's most distinguished academic physicians, Dr. William Gibson had a life-long love of all aspects of medicine. After completing his medical studies at McGill University and a doctorate at Oxford University, he returned to UBC in 1950 as a researcher and clinical Associate Professor. Soon after, he was named Director of the Kinsmen Laboratory for Neurological Science. Dr. Gibson served as the President of the UBC Alumni Association Board and the Faculty Association, was the former Assistant to the President of UBC on University Development and a lifetime friend of the University.

From 1960 to 1978, he served as a professor and Head of the History of Medicine and Science Department. During his 18 years of service to the Senate, Dr. Gibson represented both the Faculties of Graduate Studies and Medicine.

Tributes Committee, continued

Dr. William Gibson was a key figure in the development of the Faculty of Medicine at UBC and the establishment of the Woodward Biomedical Library, considered by him to be one of his proudest achievements. He also played an important role in establishing both Green College at UBC and Green College (now Green Templeton College) in the University of Oxford.

Outside of the university community, he mobilized support for the construction of the Stanley Park seawall and the Van Dusen Botanical Gardens. He planted a seedling in the courtyard of Victoria's Royal Jubilee Hospital that came from the plane tree under which Hippocrates taught his medical students on the isle of Cos in Greece. During the second world war, Dr. Gibson served in the Royal Canadian Air Force, and afterward, was named RCAF Deputy Director of Medical Research in the clinical investigations unit where he was responsible for the physiological training of Canadian air crews.

Amongst his many achievements and awards are a BC Centennial Medal granted in 1967 and an honorary Doctorate of Science, conferred by the University in 1978. Dr. Gibson was also the recipient of the Queen's Jubilee Medal and was named to the Order of Canada in 2002.

Mr. Gerald Podersky-Cannon

In the death Gerald Podersky-Cannon, the Senate and the University lost a devoted member and friend. Gerry graduated from the University with a Bachelor of Arts in 1970 and a Master of Arts in 1979. As a representative of the Convocation, Gerry served on the Vancouver Senate from 1997 to 2002, returning in 2008.

He was active in his community and its political life as a member of the Alumni Association Board of Directors and served on the board of the Kinesis Dance Troupe, the Canadian Club and the Canadian Council of Africa, among many other organizations. Gerry developed a world wide network of friends from experiences in England, the Yukon and Africa and from his varied business associations at Vancouver City Hall, Price Waterhouse Coopers, BC Hydro, Lightwave Medical Industries, Sterling Health Services, P2 Solar Energy Corporation and Canafra Minerals.

To his family, Gerry was a mentor, role model, man of inspiration and a loving husband and father. To his community, Gerry was a dedicated advocate and friend, serving on the board of several charities and non-profit organizations.

Tributes Committee, continued

His contributions to the University and his community are invaluable. He will be greatly missed.

<i>Dr. Thorne</i>	}	<i>That Senate approve the Memorial Minutes for Dr. William C. Gibson and Mr. Gerald Podersky-Cannon, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.</i>
<i>Dr. Patterson</i>		

Carried
unanimously by
consent.

NOMINATIONS FOR HONORARY DEGREES

Dr. Thorne reminded Senators of the September 30th deadline for nominations for honorary degrees and encouraged Senators to nominate.

Report from the Provost & Vice-President, Academic

Dr. Farrar presented the report.

ANNUAL REPORT ON STUDENT EVALUATION OF TEACHING

In accordance with the Senate Policy on the Student Evaluation of Teaching, the Provost had circulated an annual report for the 2008/2009 academic year. The report outlined progress to date on implementation of the Senate Policy. The following is an excerpt from the annual report.

Implementation Progress

A Standing Committee on Student Evaluation of Teaching, with representation from across the University, was established to monitor the progress of the Senate Policy implementation. This Committee oversaw the following activities during the past year.

- As a result of focus groups with faculty members and students, the University Module items were further fine tuned and a new response set applied. The items are:

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

Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree, please indicate:

- 1.The instructor made it clear what students were expected to learn.
 - 2.The instructor communicated the subject matter effectively.
 - 3.The instructor helped inspire interest in learning the subject matter.
 - 4.Overall evaluation of student learning (through exams, essays, presentations, etc) was fair.
 - 5.The instructor showed concern for students learning.
 - 6.Overall the instructor was an effective teacher.
- A website (<https://teacheval.ubc.ca>) was developed which includes information about the Senate Policy and its implementation, as well as a secure (CWL enabled) tool which displays data about the University Module items for those course sections for which the instructor has consented to publication.
 - Faculty Module and Department Module items were added where they were available; a small pilot to test Individual Instructor questions was also completed.
 - TAG offered workshops called “Wisdom Through Reflective Practice” to the university community and on request, delivered this workshop in Faculty-specific contexts.
 - Research on the performance of the new items is continuing and will be published on the Student Evaluation of Teaching website as it becomes available. Research questions of interest to faculty members can be submitted to seot.research@ubc.ca.

DISCUSSION

Mr. Dew expressed his support for the new student evaluation of teaching system. Referring to Tables 1 and 2, he suggested that it would be valuable to include information about the total number of instructors in each Faculty to get a better sense of what proportion of them had been evaluated. Dr. Farrar agreed, noting that evaluations had been conducted in all courses where required by the Senate policy and that most Faculties had collected their data electronically. In response to a further question from Mr. Dew about the perceived legitimacy of UBC-collected data in comparison to other popular external web sites, Dr. Farrar stated that he could investigate what percentage of students were

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

using the UBC-collected data. He added that web-based tools were vastly preferable to students over paper-based tools.

Mr. Johal noted that in Figure 1 it appeared that one or two instructors had been ranked at 1.0, and asked whether this outlier represented a reporting error. Dr. Farrar agreed that this seemed to be atypical and stated that he would investigate further.

In response to a question from Mr. Sealy-Harrington, Dr. Farrar stated that analyses at the departmental level were underway, but that data was not yet available. Mr. Sealy-Harrington stated that he looked forward to seeing this data at some point in the future.

Referring to Tables 3 and 4, he noted that while the overall averages looked promising, students in 100-level courses appeared to be less satisfied than other students. Dr. Farrar noted that a wide range of factors might have affected the 100-level averages, including challenges related to the transition to university in first year. He added that the UBC first-year student experience had been identified as an area to address in the University's strategic planning process.

In response to a question from Ms. Purewal about the student participation rate in the evaluations, Dr. Farrar stated that he would find out.

In response to a question about the validity of the data, Dr. Farrar stated that CourseEval had been well tested at universities over several decades and that it was a very reliable tool. He noted, however, that this kind of data could not represent a complete picture of teaching quality at a university.

Mr. Thakrar noted that the Faculty of Medicine used a separate system for collecting student evaluation data, and asked whether the results were publicly available. Dr. Baimbridge responded that it was common to have numerous instructors involved in a single

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

course in the MD program. Although instructors were evaluated and did receive the results, the data was not publicly available.

Mr. Costeloe spoke in support of the process and asked about factors affecting student evaluations, including class size. Dr. Farrar stated that researchers had found correlations between factors such as class size or classroom allocation and student evaluations, but that there had been no attempt to weight the results to compensate.

<i>Dr. Orvig</i>	}	<i>That teaching assistants, sessional lecturers, instructors, and professors in Faculties that supplied data be congratulated by the Senate for their excellent results in the student evaluations of teaching for 2008/2009, as these results attest to the high teaching standards all across campus; and</i>
<i>Dr. Thorne</i>		

That the remaining Faculties be encouraged to supply data in future so that their instructors might be similarly congratulated.

Carried.

Dr. Knight noted that data from student evaluation of teaching did not take into account how much technology is used by instructors, and how effectively that technology is deployed. He suggested that instructional modes and learning dynamics in the electronic era be considered.

Reports from the Associate Vice-President, Enrolment Services & Registrar

REPORT ON ENROLMENT 2009/2010

Mr. Ridge had circulated a preliminary report on enrolment by campus. He indicated that a more detailed report would be available in November 2009. Key indicators for Vancouver were reported as follows:

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

- As of August 26th, 2009, UBC Vancouver has 46,121 registered students (44,355 as of same date 2008).
- Total enrolment can be disaggregated into 9,350 graduate students, 32,248 undergraduate students (including residents), and 4,523 diploma, unclassified, visitor, and Access Studies students.
- Undergraduate degree program headcount has grown to 32,248 students, a 4% increase over point-in-time 2008. Total undergraduate FTE (Full Time Equivalency¹) enrolment is currently at 28,566, a 5% increase over point-in-time. The fact that FTEs have increased more than headcounts suggests that the average UBC student is taking a slightly higher course load than in 2008.
- UBC Vancouver's undergraduate degree programs have an enrolment target of 28,346 registered students by October 1st, 2009 (domestic students only; international students are not included in enrolment targets). With 29,187 domestic students currently registered for classes, UBC Vancouver is 3% over target. This overenrolment will likely be reduced as a small number of students typically withdraw within the first month of classes.
- The Faculty of Graduate Studies currently has 9,350 students registered, a 4% increase (8,982 as of same date 2008).

DISCUSSION

Mr. Ridge pointed out that undergraduate overenrolment at the Vancouver campus had created challenges in some Faculties, particularly Applied Science (engineering) and Science. He explained that some of the overenrolment was due to increased student retention, students taking a higher course load than previously, and an increase in the applicant yield rate. In collaboration with Faculties, enrolment management practices would be reviewed and fine tuned to control overenrolment in subsequent years, and more information would be available in November 2009. He noted that enrolment reports were generated through a partnership between Enrolment Services, Planning & Institutional Research, and the International Student Initiative.

In response to a question from Mr. Johal, Mr. Ridge stated that he could provide more detailed enrolment statistics upon request.

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

In response to a question from Dr. Young about out-of-province Canadian student enrolment, Prof. Toope stated that a substantial gain made in the previous year had fortunately been maintained in the current year. He cited the University's national enrolment strategy as one reason for success. In future years, the University would attempt to further increase out-of-province enrolment.

Dr. Knight asked about current and future international enrolments, recalling that the Senate had set a maximum of 15 percent of enrolment for international students. He had been concerned to hear recent suggestions that UBC planned to increase international enrolment to over 20 percent, and asked how this might affect funding discussions with the provincial government. He suggested that UBC consider reducing its overall enrolment, particularly considering that large parts of the campus were undergoing construction. Prof. Toope clarified that, ten years earlier, the Board of Governors had set a target of 13.63 percent for the International Student Initiative. That target had never been met, and recent discussions about 20 percent for the incoming class represented an attempt to meet the original target. Prof. Toope pointed out that he had recently circulated a discussion paper on internationalization, and that finances were not the best starting point for discussions in this area. He preferred instead a focus on how to bring the best people from around the world to UBC to enrich the overall experience.

Prof. Toope stated that there was no desire to increase overall enrolment at the Vancouver campus, and that enrolment policies would propose setting 2006 Vancouver campus enrolment levels as the baseline for future.

Mr. Wazeer pointed out that international students paid full cost tuition fees. Prof. Toope stated that British Columbia and Canada had both the need and the obligation to partic-

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

ipate in a global explosion of education, and that internationalization was featured prominently in the University's strategic plan.

Report from an Affiliated College

ST. MARK'S COLLEGE

As the representative from St. Mark's College, Dr. Dennison introduced Dr. John J. Stapleton, the recently appointed President *pro tem.* of St. Mark's College. Dr. Dennison noted that Dr. Stapleton would succeed him on Senate in the near future. Dr. Stapleton stated that he looked forward to participating. Senators applauded in welcome.

Proposed Agenda Items

CANCELLATION OF CLASSES IN SUPPORT OF IMAGINE UBC

Recalling the recent Senate decision to cancel most undergraduate classes on the Tuesday following Labour Day in support of Imagine UBC orientation activities, Mr. Costeloe asked whether the Senate motion had required a report back to Senate on the relative success of this new arrangement. As Recording Secretary, Ms. Collins indicated she would check and report back.

Other Business

MS. INGRID PARENT, UNIVERSITY LIBRARIAN

Dr. Farrar introduced Ms. Ingrid Parent, the newly appointed University Librarian, who was attending her first meeting of Senate. The President welcomed Ms. Parent to Senate.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of Senate was scheduled to take place on Wednesday, October 14, 2009 at 7:00 p.m.

THE UNIVERSITY OF BRITISH COLUMBIA



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

October 6, 2009

To: Vancouver Senate

From: Lisa M. Collins
Associate Secretary

Subject: Business Arising: Class Cancellation for Imagine UBC (information)

At the meeting of Senate on September 16, 2009, Senator Costeloe recalled the recent Senate decision to replace most undergraduate classes on the first day of the Winter Session with Imagine UBC activities. Mr. Costeloe asked whether Senate had required a report back on implementation of the new arrangement so that Senate might judge its relative success.

In response to this request, I consulted the Minutes of Senate for the meeting of December 17, 2008 (pp. 08/09 – 47-50) and determined that Senate did not request a report back.

I also took the liberty of contacting Ms Janet Teasdale, Director, Student Development, to inquire as to whether Senate might receive some information this fall about the first annual Imagine UBC under the new class cancellation arrangement. Ms Teasdale responded that she would be pleased to provide an update.

Academic Policy Committee Chair Dr Paul Harrison has agreed that the Academic Policy Committee will receive and review this update, when available, and transmit it to Senate along with any necessary recommendations.

International Engagement and Global Influence: How Ambitious
is the
University of British Columbia?

REVISED DRAFT
August 2009

Professor Stephen J. Toope
President and Vice-Chancellor

Can UBC be more Internationally Engaged and Globally Relevant?

The University of British Columbia is already one of Canada's most internationally engaged universities. In the Trek 2010 Plan, UBC committed itself to further internationalization as one of five central ambitions. The university aimed to strengthen global awareness on campus, to increase international learning opportunities and to enhance its reputation internationally.

Progress on these aims was not tracked systematically, but there is evidence of upward movement. The university continues to strengthen its position on the two main international rankings, now standing within the top 35 universities in the world. Our researchers publish more joint research undertaken with colleagues outside Canada than scholars of any other university in the country. Colleagues participate in hundreds of teams involving distributed research in dozens of countries. Many specialized centres exist within the university to promote research with strong international dimensions, ranging from the Institute of Asian Research (IAR) to the Liu Institute for Global Issues (Liu) to the Asian Law Centre. UBC has substantially increased its foreign research funding and philanthropic gifts. UBC scholars and students participate in scores of CIDA and IDRC-funded international development projects, some benefitting from an innovative programme of donated airline tickets. Hundreds of students participate in international academic exchanges, and undertake community service learning and co-op placements outside Canada. Joint professional programmes with foreign universities have been created in the fields of law, accounting, education, and engineering. We welcome foreign students to four special residences co-sponsored by sister institutions from Asia and Latin America, an opportunity unique in Canada. Almost 15% of UBC's undergraduate student population hails from outside Canada. Nearly a quarter of our graduate population bears a visa.¹ Many programmes already exist to support foreign students, especially on the Vancouver campus, many delivered through International House, this year celebrating its 50th anniversary.

Despite these undoubted achievements, and the evident passion of many students, staff and academic colleagues for robust international engagement, many members of the university community have expressed disappointment that the whole seems to amount to less than the sum of its parts. If our ambition is to position UBC as a centre of research and teaching on the major issues facing humanity in the 21st century, as I think it should be, then we will have to more clearly define the ambition and be more organized in its pursuit. The world is struggling to address fundamental challenges including climate change, devastating infectious diseases, a skewed distribution of economic benefits, cultural and religious conflict, and weak global governance. If UBC is to be relevant and significant as a globally influential university, we need to demonstrate that we are at the centre of dialogue and activities on the big issues that matter. University faculty, students and staff do not try to promote and sustain greater international engagement for the sake of some abstract "internationalization," but because they are passionate about issues and subjects, and international engagement makes them more effective.

External pressures to develop additional international linkages are also growing, with more frequent visits from foreign delegations, and more requests for "partnerships" arriving each week across the university. Although the Senates of UBC have articulated criteria for assessing

¹ Comparable numbers for the University of Toronto are 8% undergraduate and 14 % graduate; for McGill 17% undergraduate and 20% graduate; and for U. Cal. Berkeley 4% undergraduate and 18% graduate.

partnerships with other universities, and a general policy on “university-wide” collaborations exists, the framework in place to help decision-makers set priorities in responding to these requests lacks specificity. Nor is there a clear focal point for the conduct, support, promotion, sharing, and integration of international activities at UBC. Few resources have been devoted to seeding international research or teaching relationships. Still only a modest percentage of our domestic students have a formal international experience as part of their undergraduate programme (including study abroad, coop placements, community service learning, and research placements). We do not effectively share the experiences of our many international development projects across the university. Our longstanding connections with Asia, singular amongst Canadian universities, have not blossomed into deeper academic relationships as fully as one might expect. Although progress has been made, we have not yet fully succeeded in marshalling our resources to identify and share the international points of contact that currently exist in the university. Information about activities, opportunities and people (our own and visitors and those abroad) must flow up, down, and around to reach the wider UBC community. The ambitions of Trek 2010 did not even contemplate the creation of UBC Okanagan, and we have not identified the particular campus-specific opportunities for increasing international engagement.

Therefore, despite impressive increases in our international engagement, one is left with the sense that UBC is not yet operating at the top of its game when envisioning and supporting robust linkages around the globe. With greater, and more focused, efforts to communicate and collaborate, UBC is poised to be best in class. This discussion paper traces out possible ways forward.

Purposes and Principles of International Engagement

In a world of great economic, scientific and technological interdependence and increasing cultural interchange, where major universities are increasingly judged by their ability to influence globally; in a country of growing cultural, ethnic and racial diversity, when one of our main campuses is located in a city where almost half the population is of Asian ancestry, UBC simply must be a leader in international engagement. With a current international environment challenged by problems that cannot be confined within any border, including climate change, economic disparity and terrorism, universities have a role to promote dialogue and reach toward solutions. In sum, internationally-engaged universities are increasingly central to the dynamic international role of countries with which Canada likes to compare itself.

Canada has been falling behind in international influence for almost two decades. The evolution of Canada’s sense of place in the world was, I think, positive through to the 1980s, but then it began to founder, in part because it was rooted in a rather static world-view, and had become idealized. Canada was a comfortable so-called “middle power,” committed to open trade (but not in agriculture), to peace-keeping (in limited circumstances), and to international development assistance (though far less generously than most Canadians believed). Above all, Canada was the not-USA, at least in the mind of many Canadians. Then along came the Free Trade

Agreement with the US and then NAFTA, which changed the economic dynamic, with Canada becoming more and more reliant on the US market.²

Canada has lost its once comfortable place in absolute terms in the post-WWII world. We are not militarily important (despite our preoccupation with a role in Afghanistan), we don't have much clout at the UN, not much influence in Europe, nor indeed in the international institutions that we helped to create, like NATO and the International Financial Institutions (IFIs). Even in the World Trade Organization, we have been replaced by Australia in the small contact group of quiet influencers. Ironically, given our fundamental commitment to our continent through NAFTA, we don't have much clout in the US either.

Canada has lost its place in relative terms as well, as the world changes around us. As Conference Board of Canada work has shown, Canada is not maintaining its place in terms of economic productivity or competitiveness. We are no longer leading economic or social innovators. Our relative economic weight in the system has declined precipitously; as have trade shares with our major trading partners (including the US, where China has been rapidly consolidating in the number one exporter spot). Our continued dependence on natural resources, which seems to have been intensified in the current economic crisis, may trap us in a low value-added economic role. Canada could do much more to develop full and productive relationships with key players in the new global environment – India and China in particular.

In 2005, Robert Greenhill, then a senior fellow at the International Development Research Council, authored a report on Canada's role in the world. It was based upon a survey of global elite opinion. He concluded: "the overriding theme from 1989 to 2004 is that of decline – decline in our reputation and relevance with the United States, decline in our leadership role in development, and decline in the international significance of our peacekeeping and other international security activities."³

For a time, our absolute and relative decline was masked by the positive role that Canada played in some specific areas like international environmental negotiations, and the promotion of a "human security" agenda. That agenda included: negotiations to create an anti-personnel landmines ban; the successful creation of an International Criminal Court; and promulgation of a "responsibility to protect" in situations of humanitarian crisis. Canada's government was a leader in these initiatives, but they were marginal to the broad sweep of economic, political and social evolution in the late twentieth and early twenty-first centuries. They were good things to do but they did not contribute strongly to firm up Canada's position in the world.

UBC and sister universities can help re-establish a more prominent role for Canada around the world. Great research universities are sites of intellectual and cultural interchange; they attract talent from around the globe and bridge between countries and continents; they create

² Only very recently has the pendulum begun to swing back, with Canada now benefitting from somewhat more diversified sources of international trade income.

³ See Robert Greenhill, "The Decline of Canada's Influence in the World: What is to be Done for It?" (2005) Feb. *Policy Options* 34, at 34; <http://www.irpp.org/po/archive/feb05/greenhill.pdf> (accessed 5 January 2008).

partnerships that generate shared understandings and that can even lead to commercial opportunities.

UBC's global reach is best pursued and focused if we agree upon some central principles of engagement:

- International engagement is a good in itself for it reveals new worlds to students, staff, faculty, and alumni(ae); it is likely to enrich lives and open spirits. Only through increased international engagement will UBC be able to occupy a position at the centre of global dialogue around the issues that matter most to our world. For a major public, research-intensive university such as UBC, international engagement is a fundamental part of what many of us need and want to do; it is not a side-of-the-desk consideration.
- International engagement is not just about what happens out in the world; it is about what happens here on our campuses. Who can and do we interact with? What courses can students take that allow for in-depth exploration of perspectives transcending the Canadian experience?
- The university must steward its resources wisely, so international engagement must be built on a sustainable basis, supporting, not undermining, the teaching and research mission of the university. This is especially true from a student perspective because in any foreseeable future, not all students will have a direct opportunity to study or work outside Canada as part of an academic programme. Although we must work hard to expand access to international opportunities for students without independent means (through fundraising, etc), we must also find ways to “internally internationalize” so that all UBC students can benefit from UBC's global connections through more global content in courses, and a more diverse campus community with more opportunities for interaction.
- Existing international ties developed by faculty members and students should form the primary basis for increased interaction, assuming that they are beneficial to the university, rather than trying to impose new relationships from the top down. The university-wide role is to provide strategic direction, share opportunities that come to the attention of university leadership, help gain access to resources for greater international engagement, and facilitate the sharing of information within the university.
- Engagement across borders and cultures is ethical only if the benefits are to a significant degree mutual. This does not require an exact balancing of benefit – something that cannot be evaluated with precision in any event – but it does require frank consideration of the distribution of burden and benefit in international relationships.
- International engagement must also take place in light of UBC's environmental sustainability goals. This has important implications for travel in particular.
- UBC cannot be everywhere and UBC cannot effectively address all issues of global relevance. Effectiveness of engagement should be a primary test of purpose.

Directions and Priorities

Principles alone will not, of course, guide UBC on a path to greater international engagement and more significant influence, but they should help us develop methods for further planning, and shape some of the choices before us. But before we consider choices, it might be wise to

identify the seven broad areas in which a university might imagine further “internationalizing” itself. The first is through changing demographics: we must consider the profiles of our faculty, staff and student complements. Among students, we need to consider separately the categories of undergraduate, graduate and professional programme students. Might we target any of these categories for an increase in people from outside Canada? Internationalization occurs first and foremost on our campuses through diversity, and programmes supporting diversity, such as our international peer programme, a robust International House, international residences, the Global Lounge in the Marine Towers residences, and international student associations and clubs.⁴ A second means of internationalization is the creation of international opportunities for our students and staff, including hosting of foreign students and staff, at whatever level. This includes exchange and visiting programmes, co-op and community-service learning placements, travel opportunities within academic programmes, international engagement opportunities for staff (e.g., “Leave for Change”), and international (or global) course content.

A third form of international engagement is built upon strong bilateral or multilateral programmes with foreign universities. This might include articulated course relationships (e.g., 2 plus 2 programmes), joint degrees, co-tutelle, or highly developed exchanges. A fourth form of internationalization focuses around joint international research projects or programmes of our faculty and graduate students. Fifth would be “deep relationships” with institutions, most likely other universities, which have profile, mission and values closely aligned to those of UBC. A sixth form of international engagement would be less academically focused, encompassing alumni linkages, international fundraising activities, contacts with international organizations and networks, relationships with foreign governmental and non-governmental entities. Seventh on the list of means to forge greater international engagement and influence is to work much harder to increase UBC’s presence in the social, professional and academic spaces of the internet. Such actions would raise UBC’s profile, and would encourage UBC faculty, staff and students to play a more prominent role in the emerging cyber-landscape of global issues.

Even if the university community chose to do so, it would not be possible to expand on all these fronts consistently and simultaneously. Most obviously, the appropriate approaches for UBC V and UBC O are likely to be decidedly different. Even within each of our main campuses, different departments, faculties and administrative units might wish to set immediate priorities for increasing engagement in only one or two of these seven potential areas of growth, in keeping with the principle of leveraging existing contacts first. In other cases, such as in overall foreign student targets, we will have to work collaboratively across many units if we are to achieve our goals.

Making Choices

Even a university as large as UBC cannot effectively engage on all issues of global relevance or in all regions of the world. That said, it is not possible in a major public university to simply decree what our international focus should be. Some engagements are opportunistic and fortuitous; others have evolved over a long time; some are based on personal histories and relationships; still others respond to particular structures or opportunities in a given field of

⁴ See also S.J. Toope, “Promoting Intercultural Understanding: A Discussion Paper Draft 2” (August 2009) which focuses on wider issues of diversity.

study. In seeking out robust international partnerships, UBC must also be realistic about its standing in the world. A very small subset of universities, mostly in the US and the UK, benefit from reputations that make them preferred partners for almost every institution in the world. UBC is well-respected internationally but is not yet at that level, and it would be wise to invest our time and effort in building relationships with foreign institutions that are genuinely and particularly interested in partnerships with top public – in our case, Canadian – universities.

The best that an overarching international strategy can do is provide guidance on key issues, establish where limited central university resources will be directed in support of international engagement objectives, create incentives for targeting international engagement, and facilitate and encourage better communication across the university. Choices need to be made, but they can't and won't be made centrally. It might be worth considering, however, the creation of a "Global Engagement Advisory Council" that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.

When UBC, and its various Faculties and units, make choices to selectively promote greater international engagement, we must do so with an awareness of the consequences. Internationalization (both as a whole and in terms of more specific priorities) will have an asymmetric impact across UBC programs and activities. Some foresight with respect to resource allocation will have to be part of strategic thinking on these matters. In addition, "local" (departmental or Faculty) leadership on international engagement should not mean duplication of resources across the campus; there must be ways found to provide central facilitation when appropriate. For example, we should not run ten different student exchange offices with separate staffs.

Choice of Regions and of Themes

In making choices as to where the university and individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. The world is small and it is huge. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. An individual who can secure funding and establish effective relationships may find him- or herself studying or working almost anywhere. But a department may want to try to bundle those relationships to achieve some focus by establishing an overarching partnership or by facilitating the building up of further relationships in the same geographic location, or even the same institution, based on an opening achieved by an individual student or researcher. A Faculty might want to evaluate that departmental activity and assess whether or not it is possible to tie that activity to the work of other departments in the same country or region. Just as "bottom up" is the most likely indicator of success for the university in identifying areas of geographic focus, so too is it the best indicator for Faculties and departments. But this approach

should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.

Because university research and pedagogical aspirations are generally driven by substantive commitments to areas of study or to particular problems, thematic focus should also be considered at the levels of department, Faculty and university. Given the tremendous diversity of our community, individuals should and will pursue an almost infinite range of opportunities to study and research, or to engage in development projects. But ambitious and strong departments necessarily achieve some focus because it is simply not possible to be great at everything: they hire to strengthen particular fields and they actively recruit students who can contribute best to those fields. The same ambition should shape international engagements. At the Faculty level, too, there will be some areas of notable strength in which international work is likely to have the greatest impact. I would hope that these decisions would be made in light of overall university objectives in the strategic plan (forthcoming 2009) and in the research plan (forthcoming 2009). Each Faculty's own academic plan should also guide international connections.

a. An Asia Focus: Honouring our Past and Playing to Strengths

Asian studies began at UBC more than 50 years ago, when Dr. Norman "Larry" MacKenzie recruited Professors Fred Soward and Bill Holland to create formal programmes of teaching and research. UBC's scholarly interest in Asia has deepened and widened since that time, with the Asian Studies Department and the Institute for Asian Studies recognized globally. Over the last twenty-five years, UBC's Asian connections have exploded because of immigration patterns that have seen a transformation of Vancouver into a significant Pacific Rim city. Academic connections to Asia, and especially to China, have spread far beyond the realm of "Asian studies" to include Medicine, Law, Sauder, and Education, to name but a few of the Faculties with strong Asian links. Music is poised to build broader relationships with some focused effort. On the Vancouver campus, almost half of our students have an Asian heritage. Our alumni organization in Hong Kong is amongst the largest and most active outside Canada. The Tokyo, Taipei and Seoul chapters are also growing. It is fair to say that UBC is as well placed as any university in the Western world to build upon these existing connections, and to broaden them.

One important opportunity for UBC is to develop greater coherence and unification between our various Asian research programmes. Currently, the Asian Studies Department, IAR and Liu do not collaborate as effectively as they need to if UBC is to have the influence I think that we all aspire to achieve. Each possesses academic strengths that need to be better marshaled; none is properly seen as a mere "service" department for the others. Instead, we have to find ways for the full scholarly and policy opportunities present in each to be more widely shared. Greater concentration of university resources for Asia-related work would most effectively support graduate students, postdocs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the wisest ways to leverage such strengths may be a useful way forward.

The current political relationship between Canada and China has been marked by significant tensions but new initiatives are promising. This fast evolving situation actually opens up special possibilities (and perhaps even responsibilities) for UBC to engage as actively as possible with

China. Although UBC has existing formal partnerships, with some leading Chinese universities, these are not as active as one would hope. At the 2008 meeting co-hosted by UBC and the Chinese Vice-Minister of Education, and bringing together leading universities from China and the Commonwealth (plus Ireland), other opportunities for strategic partnership emerged, based where there are already individual linkage points (e.g., in Szechuan) and a real desire to connect. For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully. We will also have to work to build up the alumni network in China. UBC could also play a useful convening role, possibly through the Liu Institute, in maintaining dialogue between non-governmental actors in Canada and Chinese interlocutors.

Hong Kong is a special case for UBC in China. Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia. Consideration should be given to how UBC O might be integrated more fully into Hong Kong. There continues to be good donor potential, and the strategic relationship with Hong Kong University is growing. HKU should be the primary academic partner for UBC in Hong Kong, with the Chinese University of Hong Kong a focus for joint work in Asian studies. Recent advances in the UBC-HKU relationship include the joint law degree, workshops on infectious diseases and Simon K.Y. Lee-HKU House at UBC. Hong Kong remains the right base for the UBC Asia regional office. Student recruitment efforts are strong, but could be further intensified, with special attention being paid to possibilities for growth at UBC O.

UBC V already has strong links with three other Asian jurisdictions: Japan, Korea and Taiwan. Japan is important primarily for joint research and student exchange (for undergraduates, Japan is still the primary Asian destination, and at the graduate level there are strong links with Tokyo University in physics, for example), as well as for industry linkages, especially for Applied Science and Science. Modest support for cultural interchange is also available in Japan, and should continue to be pursued actively. Korea is an important source of students for UBC, both undergraduate and graduate, and this connection is by no means fully developed. In addition, the Korean desire to promote Korean culture is a source of support for Arts and CfIS programmes at UBC. Industry linkages need further exploration, with Applied Science likely taking the lead. Taiwan is a good source for graduate and undergraduate students and there is significant potential for research links, mostly in Science and Medicine. Like Korea, Taiwan actively seeks opportunities to promote itself internationally, and UBC could be a partner in this endeavour, for cultural not political purposes.

A heretofore neglected frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Currently, India is only a minor source of students at the undergraduate or graduate levels, and there are few vital research partnerships. The challenge is to find points of entry where interests align, and where the field is not fully occupied by other universities from the US and Europe. Exploratory visits

to India over the last eighteen months suggest that, given the structure of the higher education sector, attempts to develop close partnerships with major universities could be challenging. (Though opportunities may exist in the social sciences and humanities with Jeharwal Nehru University or the University of Delhi).

India is creating and funding more and more small, elite, institutions that are drawing local talent (the famous IIT's, as well as the Indian Institutes of Management and the Indian Institutes of Science). UBC has already developed links with the IIT Dehli, and the Sauder School works with the IIM Ahmedabad. A promising set of connections is emerging with key federal institutions such as the National Institute for Mental Health and Neuroscience in Bangalore, and the Energy and Resources Institute in New Delhi. UBC's global access policy, which encourages developing world access to UBC innovation at significantly reduced cost, is attracting positive attention in India, with the news of a potential UBC breakthrough in the treatment of Leishmaniasis. UBC could also work with MITACS, Canada's leading creator of graduate studies-industry linkages, to develop a graduate student internship programme in India, and to further develop the "Globalink" programme that in 2009 brought outstanding Indian undergraduate students to UBC for summer research internships. In the social sciences and humanities, UBC may wish to explore connections with some of the small but strong Indological research centres in, for example, Pune and Pondicherry.

It should be noted that UBC is particularly fortunate right now to have good access to strong Canadian diplomatic supporters in Asia, ambassadors and high commissioners who know and have worked with UBC, and who care about education and research collaboration. With changeover in such appointments being endemic and rather swift, we should be aggressive in using this advantage in China, India, Japan and Korea.⁵

b. A North American Focus with Latin American Accents

Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically (instability due to narco-trafficking and corruption; diminishing receipts from workers in the US), it would seem logical for UBC to continue to expand connections within North America. At the level of scientific and medical research, these connections grow organically because of patterns of research funding and graduate education that link Canada and the US very strongly. More effort is needed to try to integrate Mexican researchers into these research networks, perhaps building on the experience of the Pacific Institute of Mathematical Studies (PIMS), which has developed strong Canada-US-Mexico links. The existing relationship with Tec de Monterrey is a good place to focus UBC's energy.

⁵ Singapore is a difficult case. Despite our long connection with NUS, and its dynamic new leadership, the government of Singapore seems to be committed to a particular model of joint venture work which makes it challenging to pursue stronger research partnerships without creating an offshore campus. There are individual linkages that should be explored with graduates interested in industry-university partnership. In addition, student exchange is likely to remain robust in part due to the availability of foundation funding. There is also a solid alumni base.

A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast. It is surprising how limited our engagement is with the University of Washington, despite that university's extraordinary success in research, and particularly in medicine and Asian topics. Research connections to the University of California system seem stronger but are largely ad hoc, and there is no strategy for engagement at the Faculty or university level despite the discussions over of the last few years of a California-BC and California-Canada partnership. These partnerships need to be made real through bilateral investment.

Interestingly, despite strong science and medicine connections across the US, UBC has not fully exploited the potential to expand further into social science and humanities links at the research level. Although UBC is home to one of Canada's only programmes in US Studies, the programme does not seem to have taken off. More private support is required to strengthen the programme, but so too is an academic commitment to justify further private support. Perhaps a broader North American focus would generate more interest across the university.

On student exchanges, there is some doubt as to the "stretch" achieved when Canadian students study in the United States. Although the cultures are not, of course, fully aligned, there may be a lack of social and cultural challenge for Canadian undergraduates studying in the United States. Graduate studies in the US are a different matter, for there the issue is quality of the educational opportunity more than social and cultural stretch. Opportunities in Mexico for undergraduates are limited due to the overall quality of institutions and to the mass style of undergraduate education. Tec de Monterrey continues to provide the best focus for student exchange with Mexico, although UBC may wish to further explore other options including Universidad de las Americas Puebla and El Coegio de Mexico (for Arts), where some positive exchange has already taken place.

UBC currently engages with Latin America primarily through expanding community-service learning opportunities for students and through international development initiatives centred on public health and medicine. UBC is also part of a network of researchers (with significant funding from DFAIT) monitoring the state of democracy in the Andes, called the Andean Democracy Research Network. These connections should certainly be maintained and expanded if external resources can be found to support them adequately.

c. Europe, Africa and Australasia

After a period of some stagnation, Europe (collectively through the EU) is re-emerging as a central economic and cultural player on the world stage. With the likely continuing decline of US dominance,⁶ Europe cannot be ignored. The EU is the largest trading bloc in the world; in the form of NATO, Europe is home to the most powerful military alliance in history. It holds vast linguistic and cultural diversity. That being said, UBC cannot be active across Europe in all

⁶ See the remarkable self-assessment of US decline in influence by a key player in the United States intelligence community in United States. National Intelligence Council, "Global Trends Report 2025" (2008) http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/21_11_08_2025_Global_Trends_Final_Report.pdf (accessed 5 January 2008). The NIC is a public US government forum, organized through the CIA.

fields. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany. Interest in robust partnership has been expressed by LMU in Munich, the CNRS in France (PIMS is already a Unite Mixte of CNRS), and various UK universities including University College in London. Particular interest is being expressed in linking to the Centre for Drug Research and Development located on the UBC V campus. Other relationships will be important for individual researchers and students, but it would be useful to try to focus university level resources where there is a real chance of broad and deep engagement. Given the demographic patterns in the Okanagan, it might be wise for UBC O to focus energy on building relationships with Germany. L'Université Libre de Bruxelles has been active in trying to create a stronger link with UBC. Although there may not be obvious synergies in the sciences and medicine, the location of ULB, and its strong desire to connect, suggests that some focus within the social sciences (economics, political science, international relations, education policy, and science policy) would make sense.

There are also some thematic areas where greater engagement with Europe would be particularly attractive for UBC. Migration and multiculturalism are critical issues in Europe, and UBC has good connections to European universities and research institutes on this topic, primarily through our Department of Geography. Canada and Europe are also directly connected on one of the most critical security, environmental and indigenous issues today: the Arctic. The environmental deterioration and the increased security significance are affecting Inuit communities in northern Canada and Greenland, the Sami in Norway, Sweden, and Finland, and others in Russia. Canadians and Americans fail to appreciate that Europe has much more experience, history, and knowledge of Western-Islamic relations that does North America. This is obviously another critical global issue for which partnership between UBC and European universities would be beneficial.

Attempts to connect UBC to the Erasmus programme are also worth significant effort, as this might open up remarkable exchange opportunities for students. EU diplomats in Canada have offered to help promote this connection. More effort is required to seek out research funding sources in Europe, both public (likely through the EU), and private. The alumni branch in London is growing in strength, as is the work of the UK Foundation. How might we use this to reach out more effectively to our modest alumni base in continental Europe?

UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or the US. Although various research groups across campus (including student-led groups) will continue to engage in important African-related work, ranging from water resource development, to HIV-AIDS education and treatment, to nursing, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa. This opportunity is currently being explored through the Global University Leaders Forum of the World Economic Forum, and separately through an ad hoc group in discussions with the World Bank. Community-service learning opportunities that currently exist in Lesotho, Rwanda, Swaziland, and Uganda could also be expanded. In addition, UBC O could create strong ties with North Africa. Egypt in particular seems to hold opportunity for student recruitment and focussed inter-university exchanges.

Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. Although Australasia is a primary destination for UBC students, is a point of close contact administratively (through sharing of information and unit review processes), and is the source of a relatively large number of UBC professors and staff, the research ties do not seem to be widespread. In recent months, great work has taken place to strengthen research ties, in part through the framework created by the MOU between the State of Queensland and the province of British Columbia. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia. Australia has been much more aggressive in promoting joint research in Asia, especially in China. For example, various universities have created substantial research seed funds to encourage links with Chinese researchers. UBC might consider trying to promote trilateral relationships. Given our ties through the APRU and U21 networks, UBC might explore strategic partnerships with the University of Melbourne, the University of New South Wales, the University of Queensland, and Auckland University, building upon our work in Asia. This is also a region in which UBC might wish to become more active, for example in student recruitment and in research into water and drought.

Indigenous Peoples and International Engagement

Another area in which UBC might wish to build upon existing relationships with Australasia is in our mutual interests in promoting indigenous education and stronger engagement with indigenous communities. The leader in existing international collaboration on indigenous issues is the Faculty of Education, but one could imagine strategic links in Science (Fisheries research, for example), Forestry and Arts (Political Science, History, Anthropology, and Psychology). It is also worth considering how our new aboriginal strategy might be bolstered by seeing UBC as a linking point between indigenous communities in BC and outside Canada.

Sustainability as a Focus for Global Influence and Learning

It is clear that sustainability will be one of the main transversal themes in the new UBC strategic plan. UBC is highly regarded internationally for its research prowess in many areas within the broad topic of sustainability: climate change, fisheries, regional and community planning, green building design, natural resources management, public policy, forestry – the list goes on and on. In addition, UBC has carved out a strong reputation for sustainability in campus operations. From the UBC Renew projects to the geothermal energy supply at UBC O, from the SEEDS initiative to the commitment to a sustainable U Town – UBC is increasingly recognized as a global sustainability leader. This commitment will be strengthened, and it makes sense for many parts of the university to include sustainability initiatives in planning for international engagement.

International Development as Active Engagement

The Trek 2010 plan on internationalization had practically nothing to say, at least explicitly, on UBC's engagement in international development work. Yet scores, if not hundreds, of our colleagues and students devote considerable energy to participating in and managing international development projects. Various units in the university are also conducting leading research with an international development focus. For example, SCARP is working with the United Nations to collect, organize and make available the UN Habitat archives (in collaboration with the Barber Learning Centre). In various areas of global health UBC is active through the Centre for International Health, Dentistry, Medicine, and Nursing on both campuses. Other groups on campus have been working assiduously to promote policies that favour healthy and ethical international development work, including the essential medicines student coalition and the Centre for International Health. UBC has taken a leadership role in providing for and facilitating global access to our research discoveries, and specifically in promoting research into neglected diseases. This leadership may open doors to enhanced opportunities in international development by other units in the university, working inter-professionally and across disciplines. UBC has also been instrumental in facilitating the UNESCO network on participatory development, which should give access to partnership possibilities across the university.

The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done on campus and to see how it fits with the internationalization principles articulated above. It seems that our current international development engagements are not widely known across the university; we are certainly not sharing our own lessons learned; and we may not be helping each other be successful in application and evaluation processes.

Graduate Students as Primary Actors in Internationalization

With new and internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, a new Canadian branded scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC. Working with the Provost's Office, and with individual Faculties, the Dean of Graduate Studies should establish a target for international graduate student recruitment, elaborate a plan for international recruitment, and work to gain access to new external scholarships for our most promising candidates. These scholarships should be both Canadian (Vaniers, Trudeaus) and foreign (China Scholarship Council; reverse Rhodes; NSFs). Even though graduate student recruitment remains primarily within the purview of departments, the university can provide a framework for recruiting as well as financial incentives to encourage effective recruiting. It may be time to consider whether or not it is possible to create new financial models that encourage the recruitment of outstanding foreign graduate students.

Improving UBC's performance in the recruitment and graduation of foreign graduate students, assuming strong quality and serious attention to language skills, has many potential benefits: (1) increasing the size and quality of the applicant pool for graduate studies; (2) creating stronger connections with other leading universities around the world; (3) further enhancing the cultural

diversity on campus; (4) further enhancing the global reputation of UBC; (5) drawing new talent to Canada, in some cases permanently; (6) for the majority of students who will return to their home countries, opening up possibilities for future academic, economic and social interaction with Canadians.

At the same time, UBC may want to continue to provide more opportunities to all our graduate students for international work. This could include expanded options for co-tutelle or joint degrees with other leading universities around the world, and opportunities for international internships, working in conjunction with MITACS, the Canadian leader in creating and funding graduate-level internship programmes. Graduate students are wonderful bridges between universities and societies. Their working relationships can found robust collaboration between labs and research teams. Their friendships can serve to bolster social, economic and cultural ties between Canada and other countries.

Undergraduate Students Need More Opportunities to Transcend Borders

We must be clear that the primary benefit to having a strong cohort of international undergraduate students is not financial, but academic and cultural. Although it is true that the ISI has generated significant additional resources for UBC, international students should never be viewed in primarily pecuniary terms. Students from outside Canada enrich our learning environment by bringing different perspectives to class and to informal interactions. They also open up informal exchange opportunities for Canadian students, who meet and befriend people from other countries. For this reason, it is important to increase the availability of scholarship support for outstanding visa-holding undergraduate students. The current programmes, the International Leader of Tomorrow Award and the International Student Humanitarian Award, are excellent; we need to find more private resources to scale up the opportunities.

The current target of 15% visa students in the undergraduate class at UBC V could be increased modestly over the next few years. In the short term, at the very least, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is achieved. At the same time, we should continue to encourage exchange students from international partner institutions; currently some 800 exchange students arrive each year.

Canadian undergraduates are not yet given adequate opportunity to study and work outside Canada as part of their undergraduate programmes. Go Global and other smaller programmes provide a framework for UBC V and UBC O to increase opportunities for our undergraduates to study, work or participate in international research placements or service learning. Currently 17% of UBC V and 22% of UBC O undergraduates are involved in some form of study abroad before graduation. This places UBC at the number two spot amongst Canadian universities. These opportunities need to be increased. At some global universities, targets of 25-50% have been set for undergraduate participation in out-of-country experiences. Could UBC aim for 30% within five years? Great effort would be required to find private support to ensure that such opportunities were available to students of modest means. In addition, departments and Faculties may have to show greater flexibility in academic requirements to make international learning possible for more students.

Student-directed activities are an increasingly important part of the undergraduate experience, and we need to include this development in our overall thinking about UBC's international strategy. Should UBC extend more systematic financial support to student-driven activities that might be described as "co-curricular" such as the UBC Model UN, the UBC Journal of International Affairs, Engineers Without Borders, WUSC, and Africa Awareness? Would core funding for student-led initiatives actually undermine their volunteer spirit and confuse their purposes?

Alumni as Agents of Internationalization

The strong alumni links in Asia, especially in Hong Kong, have already been noted, as have opportunities in Europe. But it is worth emphasizing that for all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students. If UBC is to benefit from our alumni spread all over the world, we must provide easier means of linking to our alumni network, and we must show that membership in that network is a valuable resource. This expanded effort has already begun, and it needs to be reinforced. The first point of engagement must be with various communities having origins in other parts of the world but who live right here in Vancouver and in the Okanagan. Given limitations of time, energy and finances, it would also make sense to focus our strongest international alumni efforts in the US (New York and Seattle are obvious focal points), Hong Kong, Tokyo, Seoul, Taipei, and London. However, as student recruitment patterns and migration patterns change, other cities may emerge as important alumni centres. It goes without saying that a strong alumni base also helps the university in its global efforts in fundraising in support of our research and teaching mission. Interestingly, many of UBC's most generous non-Canadian benefactors are not necessarily alumni themselves, but they have been introduced to the university by our alumni. A focus on both international alumni chapters and BC-based networks of alumni with origins in other countries is wise, both academically and financially.

Global University Networks

UBC participates in two global university networks, the Association of Pacific Rim Universities (APRU), and U21. In addition, UBC participates in the World Economic Forum's Global University Leader's Forum, but is not a formal member. Given the strong connections between UBC and Asia, and the goal of increasing those connections, membership in the APRU makes sense. However, UBC is only sporadically active in the network, and there are a variety of research initiatives in which UBC does not take part. It is not clear whether that is for lack of knowledge or lack of interest. Whatever the case, effort is needed to better communicate to Faculties the opportunities for engagement presented by APRU. Incentives for participation in some of the research and student initiatives may be required.

U21 is a more difficult case. UBC was a founding member but our commitment has waxed and waned, and for good reason. For some years U21 became preoccupied with the travails of its subsidiary organization, U21 Global, which struggled to define a role as an education provider,

especially in Asia, losing a great deal of money in the process. Last year, U21 clarified its relationship with U21 Global and prepared to sell off the remaining “brand.” This change should allow a re-focusing of efforts within U21. A number of new Executive Heads now seek reform in the network activities. Some U21 research networks, such as in global health, have proven to be useful to some groups within UBC. If U21 can emphasize its unique value as a network, drawing together leading research universities, facilitating particular forms of collaboration and student exchange opportunities, continued participation may be warranted. It would seem reasonable to evaluate continued UBC engagement at the end of the 2009-10 academic year.

The World Economic Forum (WEF) excites passions amongst supporters and detractors. Whatever one thinks of the values of the Forum, there is no doubt that it is a network of highly influential people. The fact that UBC is one of only a handful of university “members” of WEF is a reputational asset, and it opens up possibilities of influence for some of our leading researchers. UBC is not a formal member of WEF’s Global University Leader’s Forum, although we are invited to meetings. No other Canadian university is present. It would seem prudent to try to connect outstanding UBC researchers to the “Global Agenda Council” that shapes the agenda of WEF. This would provide opportunities for engaged researchers to influence important international dialogue on issues of great concern. If these connections are fruitful, and UBC researchers become visible on WEF panels, it would be time to discuss a formal membership of UBC in the Global University Leader’s Forum.

A further network opportunity may be less obvious because it requires national-level coordination to promote an international agenda. UBC should consider the possible value of leading an effort to engage other major Canadian universities to work together on certain international engagement objectives, for example graduate student recruitment or country-specific research networks. (India has already been mentioned as a place in which a broader Canadian effort might be more successful than university specific initiatives.)

Information Gathering and Sharing within UBC

UBC’s International Engagement website is a good start on the needed information gathering and sharing about UBC’s myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to “manage” those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing. People are busy, and they will not easily be convinced to add another task to their daily existence. We might consider linking approvals of grant proposals to entry into an international database. Similarly, making international travel reimbursements conditional on the completion of a very brief information form could encourage at least a limited sharing of experience. The key to success would be to make this information sharing as easy and non-intrusive as possible; technological options will have to be explored.

Ethical Issues in International Engagement

UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. Students should be encouraged to think carefully about why they want to study or work internationally: resume padding is to be actively discouraged. The cost to

“host” organizations of interns or students engaged in community-service learning can be significant, and students have to be helped to make the best contribution they can. Comparably difficult issues arise even with professional researchers, as we have learned in the long history of research engagement with aboriginal communities. Within the Canadian context, we have made imperfect progress in concluding research protocols with First Nations communities. Here is another area where we should share that experience in aboriginal engagement internationally. It does not seem that the challenges brought to the university by aboriginal people have been assimilated and applied in equally sensitive international settings.

UBC has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the College of Health Disciplines, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement. Continuing Education runs seminars for outside organizations and individuals on cultural sensitivity. Perhaps we could do a better job challenging ourselves?⁷

How to Focus our Efforts to Promote and Support International Engagement

International engagement occurs across almost all areas of work and study in the university. If it is true that the “bottom up” approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.

With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. One of the difficulties in pursuing a service-oriented approach to international engagement support is that the international components of what we do emerge across the university in almost every portfolio. So there is no single, ideal model for organizing a system-level international office. After considerable reflection and consultation, we will adopt the following model: As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of “Vice President Research and International.” A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. This effort will be assimilated into the strategic planning process for the university: building on this discussion paper, specific international strategies will be highlighted, and concrete actions enumerated, with a framework for evaluation of success established. It will be necessary to identify campus-specific priorities in some cases, but this should be done within a system-wide enabling framework. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios to ensure that the international engagement

⁷ See also S.J. Toope, “Promoting Intercultural Understanding: A Discussion Paper Draft 2” (August 2009).

needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

Conclusion: Summary of Key Proposals

After assessing UBC's achievements in promoting and sustaining stronger international engagement, and the remarkable opportunities not yet seized, this discussion paper set out seven principles to guide future work (pp. 4-5). It then considered the various broad categories of engagement through which universities can support their basic mission of teaching and research through robust internationalization (pp. 5-6). The following proposals to strengthen UBC's position as a globally influential university were advanced:⁸

- UBC should consider the creation of a "Global Engagement Advisory Council" that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.
- In making choices as to where the university or individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. The process must be "bottom-up," not top down. But this approach should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.
- Given UBC's history, location and existing advantages, it should continue to focus international engagement efforts in Asia. Greater concentration of university resources for Asia-related work would most effectively support graduate students, post-docs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the best ways to leverage such strengths may be a useful way forward.
- For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully.
- Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia.
- A new frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply

⁸ Only the key proposals are enumerated here. More specific suggestions dot the text.

must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Certainly discussion of the best strategy for UBC in India implies a broader discussion on the role and potential for Canadian universities, the Province of British Columbia and Canada as a whole. UBC might consider facilitating such a dialogue.

- Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically, it would seem logical for UBC to continue to expand connections within North America.
- A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast.
- Europe must continue to attract significant attention from UBC, as the continent's relative weight in world academic and political affairs is on the rise. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany.
- UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or even the US. Although various research groups across campus will continue to engage in important African-related work, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa.
- Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia.
- The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done at the university.
- With internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, the new Canadian Vanier scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC.
- The current target of 15% visa students in the undergraduate class at UBC V could be modestly increased over the next few years. In the short term, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is met.
- For all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students.

- UBC's International Engagement website is a good start on the needed information gathering and sharing about UBC's myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to "manage" those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing.
- UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. The university has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the Centre for International Health, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement.
- If it is true that the "bottom up" approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.
- With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of "Vice President Research and International." A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios, and with the Provost of UBC O, to ensure that the international engagement needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee

c/o

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October 6, 2009

To: Vancouver Senate

From: Mr. James Ridge
Secretary

Re: **Place and Promise: The UBC Plan (information)**

I have received on your behalf the attached draft of Place and Promise: The UBC Plan.

The President has requested that this item appear on the October 14 Senate meeting agenda for information and discussion. A final draft will be brought to the November meeting of the Vancouver Senate for endorsement.

VISION STATEMENT

As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

VALUES

Academic Freedom

The University is independent and cherishes and defends free inquiry and scholarly responsibility.

Advancing and Sharing Knowledge

The University supports scholarly pursuits that contribute to new knowledge and understanding, and seeks every opportunity to share them broadly.

Excellence

The University, through its students, faculty, staff, and alumni, strives for excellence, and educates students to the highest standards.

Integrity

The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

Mutual Respect and Equity

The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment.

Public Interest

The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.

COMMITMENTS



COMMITMENTS to assist UBC to reach its vision and create an exceptional learning environment
NOTE: listed alphabetically*Aboriginal Engagement*

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

Alumni Engagement

The University engages its alumni fully in the life of the institution as valued supporters, advocates, and lifelong learners who contribute to and benefit from connections to each other and to the University.

Community Engagement

The University serves and engages society to enhance economic, social, and cultural well-being.

Inter-Cultural Understanding

The University engages in reflection and action to build inter-cultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life.

International Engagement

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

Outstanding Work Environment

The University provides a fulfilling environment in which to work, learn, and live, that reflects our values and encourages the open exchange of ideas and opinions.

Research Excellence

The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination, and application of research across a wide range of disciplines.

Student Learning

The University actively supports students in their learning experience through transformative teaching, research, and rewarding campus life.

Sustainability

The University explores and exemplifies all aspects of economic, environmental, and social sustainability.

ABORIGINAL ENGAGEMENT

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

- expand educational opportunities for Aboriginal people and widen opportunities for all students to learn about aboriginal issues and perspectives

ACTIONS

- strengthen programs of academic and social support for aboriginal students
- expand curriculum offerings focusing on aboriginal issues and perspectives
- create means to increase hiring of highly qualified aboriginal faculty and staff
- create and support programs that help prepare aboriginal students for post-secondary education

- increase engagement with Aboriginal communities in mutually supportive and productive relationships

ACTIONS

- increase service learning opportunities with Aboriginal organizations and schools with significant aboriginal populations
- develop UBC as a venue for dialogue with Aboriginal communities and the broader society on significant Aboriginal issues
- increase collaborative programming between UBC and Aboriginal organizations at the local community level

ALUMNI ENGAGEMENT

The University engages its alumni fully in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.

- increase alumni commitment to UBC through an expansion of opportunities for lifelong engagement

ACTIONS

- expand university-wide efforts to engage alumni
- build positive regard for UBC through inspiring events, effective communications and outstanding services
- build a new Alumni Centre that will serve as a dynamic welcome centre on the Point Grey campus, bringing together all members of the campus community

- deepen alumni connection to UBC to enrich the lives of graduates and help the university achieve its vision

ACTIONS

- develop volunteer opportunities that are valuable for alumni and the university
- partner with students and our graduates to build highly engaged alumni communities

COMMUNITY ENGAGEMENT

The University serves and engages with society in mutually beneficial relationships that enhance economic, social, and cultural well-being.

- dedicate the university's resources to enhance social understanding and action

ACTIONS
<ul style="list-style-type: none">• lead deliberative public dialogues on issues of public concern and actively invite community participation• facilitate engagement of faculty and students in public policy development

- be a leader in fostering student, faculty, staff and alumni engagement within the wider community

ACTIONS
<ul style="list-style-type: none">• increase student, faculty and staff participation in community service learning, community based research, and service to the community• better define and assess "service" for purposes of tenure and promotion• increase community use of learning, cultural and outdoor venues on the Point Grey campus

INTER-CULTURAL UNDERSTANDING

The University engages in reflection and action to build cross-cultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life.

- increase the diversity of intellectual, cultural, and social experiences for our various communities

ACTIONS
<ul style="list-style-type: none">• expand educational activities encouraging cultural diversity, dialogue and debate• promote effective inter-cultural professional development for faculty, staff, and administrators

- remove barriers to greater cultural and intellectual diversity within the university, including those faced by historically disadvantaged groups

ACTIONS
<ul style="list-style-type: none">• improve processes and supports to achieve a diverse and excellent student, staff, and faculty body• enhance accessibility of the physical environment at UBC for people with disabilities

INTERNATIONAL ENGAGEMENT

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

- increase the capacity of UBC students, faculty, staff, and alumni to engage internationally

ACTIONS
<ul style="list-style-type: none">• increase student participation in learning and service abroad• increase the international dimension of UBC's educational opportunities• increase support for international collaborations by faculty, staff and alumni• attract outstanding students and faculty from around the world

- strengthen UBC's presence as a globally influential university

ACTIONS
<ul style="list-style-type: none">• increase the number of substantial strategic partnerships in regions of interest to UBC• enhance UBC's scholarly communications on global issues, including on the web and through other communications

OUTSTANDING WORK ENVIRONMENT

The University provides a fulfilling environment in which to work, learn, and live, reflecting our values, and encouraging the open exchange of ideas and opinions.

- be the place of choice for outstanding faculty and staff

ACTIONS
<ul style="list-style-type: none">• ensure processes and supports are in place to recruit first choice applicants• provide faculty and staff with the means and professional development opportunities to fulfil UBC's vision, values and commitments• establish a faculty/staff relocation office

- be a healthy, inspiring workplace that cultivates well-being, resiliency and commitment

ACTIONS
<ul style="list-style-type: none">• create a vibrant community through the provision of a variety of on-campus affordable housing and childcare options, in a sustainable, pedestrian-friendly setting with an integrated transportation infrastructure• increase support for healthy workplace initiatives• create and sustain a respectful and collegial work environment• ensure academic and administrative heads and directors have the training, time, and support they require to be effective

RESEARCH EXCELLENCE

The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination and application of research across a wide range of disciplines.

- increase the quality, and impact of UBC's research and scholarship

ACTIONS
<ul style="list-style-type: none">• increase UBC's research impact by focusing on areas of excellence• increase UBC research funding in both absolute and relative terms, including support from non-traditional sources• develop and maintain appropriate infrastructure to support leading edge research

- be a world leader in knowledge exchange and mobilization

ACTIONS
<ul style="list-style-type: none">• increase emphasis on partnership creation in addition to more conventional technology transfer• make global access licensing more common and successful• develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories

STUDENT LEARNING

The University actively supports students in their learning experience through transformative teaching, research, enriched educational experiences and rewarding campus life.

- enhance the quality and impact of teaching for all students

ACTIONS
<ul style="list-style-type: none">• review and revise curriculum and pedagogy to ensure that they are informed by leading edge research, including research on how people learn• conduct periodic reviews of educational outcomes of academic programs• simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning• further align the university rewards and recognition systems with student learning goals

- provide all students with at least one special educational enrichment opportunity during their course of studies

ACTIONS
<ul style="list-style-type: none">• expand educational enrichment opportunities, including research, first year small class experience, international learning, community service learning, and co-op/practicum/internship opportunities• ensure that every student has access to at least one enrichment opportunity

- support a campus life experience for students that promotes well being and personal development, responds to student needs, and achieves strong positive affiliation with UBC

ACTIONS
<ul style="list-style-type: none">• continue the rapid expansion of student housing, informal learning space and on campus work opportunities• implement a coordinated strategy for communication with students• ensure regular assessment of the overall student experience, including alumni feedback

SUSTAINABILITY

The University explores and exemplifies all aspects of economic, environmental, and social sustainability.

- ensure UBC economic sustainability by aligning resources with the university vision and strategic plan and deploy them in a sustainable and effective manner

ACTIONS

- implement a budgeting framework that allocates resources based on strategic enrolment, with accounting simplification to improve management control
- deliver a balanced budget annually, through active revenue management and a constant search for effectiveness and efficiencies
- provide a solid financial foundation for long-term success through land revenues, asset management, and the launching of a significant fundraising campaign

- make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations

ACTIONS

- establish a widely-shared baseline of the UBC carbon footprint, moving towards carbon neutrality in our operations
- link the University's physical operations with its research and teaching mandate as a Living Laboratory to demonstrate global leadership

- foster social sustainability through teaching, research and community engagement that promotes vibrant human interaction and community cohesion

ACTIONS

- create lively university neighbourhoods with outstanding public services and amenities
- work with the AMS to build a new student union building that will serve as a dynamic centre for student life
- work with community based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Academic Policy Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-9134 | Fax : (604) 822-5945
lindsey.lipovsky@ubc.ca

September 25, 2009

To: Vancouver Senate
From: Academic Policy Committee
Re: **Graduate Student Vacation Policy (approval)**

a. Graduate Student Vacation Policy (approval) (circulated)

The Academic Policy Committee has reviewed and recommends for approval the proposed calendar entry on Graduate Student Vacation Policy. Under the new policy, graduate students are entitled to three weeks of vacation per academic year. Vacation entitlement will be prorated for the portion of the year a student is registered. The duration and timing of vacation and request for additional vacation time are subject to prior approval by the student's supervisor and any faculty member providing Graduate Research Assistantship (GRA) funding.

Motion: *That Senate approve the proposed calendar entry on Graduate Student Vacation Policy.*

Respectfully submitted,

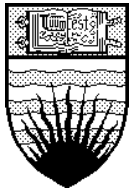
Dr. Paul Harrison
Chair, Academic Policy Committee

UBC Calendar Proposal Form

<p>Faculty: Graduate Studies Faculty Approval Date: May 7, 2009 Effective Session: for immediate Calendar publication Year for Change: 2009</p>	<p>Date: April 28, 2009 Contact Person: Jim Thompson Phone: 7-5546 Email: jim.thompson@ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12.204.342.0</p> <p>Proposed Calendar Entry:</p> <p>Graduate Student Vacation Policy</p> <p>Graduate students are entitled to three weeks of vacation (15 working days) from their academic obligations per academic year .</p> <ul style="list-style-type: none"> • For the purpose of calculating vacation allotments, the academic year means the period of time from September 1 to August 31 of the following year. • Any vacation time taken during the period between the Christmas and New Year statutory holidays is not debited from the three-week vacation allotment. • Vacation allotments will be prorated for the portion of the year in which a student is registered. • Vacation leave will not interrupt disbursement of student stipends or merit-based student financial assistance. • There will be no vacation pay in lieu of any vacation time not taken. • The exact duration and timing of any vacation, including extensions of vacation, are subject to prior approval by the student's supervisor and by any faculty member providing the student with Graduate Research Assistantship (GRA) 	<p>Type of Action: Create Vacation Policy for graduate students. Entry to appear under Faculty of Graduate Studies, Academic Regulations, new entry be created below "Academic Record"</p> <p>Rationale:</p> <ol style="list-style-type: none"> 1. There is currently no policy regarding student's vacation time entitlement. This policy is intended to set reasonable expectations for both students and supervisors about vacation provisions for graduate students. 2. This policy is also necessary because Tri-Council agencies rely on the individual university's regulations regarding vacation entitlement for graduate student award recipients. 3. UBC remains the only major university in Canada without a formal vacation policy for graduate students. <p>This policy is not intended to hinder flexibility of arrangements between students and their supervisors.</p>

<p>funding. Vacations must be arranged so that there is minimal impact to the student's research and other obligations to the University.</p> <ul style="list-style-type: none">• This policy does not affect a student's employment as a Graduate Teaching Assistantship (GTA) or Graduate Academic Assistantship (GAA). This policy does not affect any vacation or leave provisions specified in the collective agreement for GTA positions.• Attendance at academic conferences shall not be considered vacation time.• Student vacation requests within these guidelines will not be unreasonably denied.• Should a conflict arise between a student's vacation request and a supervisor's expectations, the Graduate Program Advisor will make a final determination.	
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THE UNIVERSITY OF BRITISH COLUMBIA



1 October 2009

ENROLMENT SERVICES

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

To: Senate

From: Senate Academic Policy & Agenda Committees

Re: Format, Development, & Administration of Senate Policies

For the past year the attached proposal has been under development; it aims to set out the format and clarifies the administration of academic policies at UBC Vancouver. At present, there is no consistent format, a few dozen “official” policies, and several thousand resolutions of Senate that settle matters of policy but are only recorded in the 16 000 current pages of Senate minutes. As such, to determine the academic policies of UBC is often a complicated research exercise. We do not believe the current system is sustainable given the scale of the University and thus are proposing a change.

The primary goals of this proposal are to:

- 1) Provide a uniform presentation of the official decisions of Senate;
- 2) Allow for better record keeping and ease of reference to decisions of Senate;
- 3) Clarify the position of Senate on matters of academic policy; and
- 4) Allow for a structured and systematic review and updating of policies affecting academic governance at UBC Vancouver.

The attached document prepared is targeted towards UBC Vancouver. A parallel submission is being prepared for UBC Okanagan. It is our hope that a uniform policy can be adopted for all of UBC.

The policy itself is written in the proposed new structure. The format selected is a composite based on existing UBC academic policies, the UBC Board of Governors’ policy template, and the templates of other universities - especially helpful were Queensland and Yale; although the policies of all G13 universities in Canada were reviewed, many institutions did not have consistent templates.

The sections of the policy can best be divided into three areas: administrative concerns (effective and review dates, responsibilities, statutory authority, etc), the substance of the policy (including scope, exceptions, and procedures), and

additional data such as consultations and policy history (primarily for use during policy creation and review).

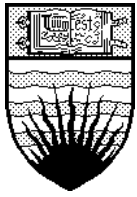
We are aware that producing policies in this new format will be more time-consuming until such time as relevant members of the campus community become accustomed to the change, but Enrolment Services is prepared to devote the necessary resources to assist in a transition as the benefits for the future are evident in terms of reference and review. Once the campus community has become more familiar with the new format, we believe that the time spent will be realized many times over.

As mentioned in the document, our intent is not to re-write all UBC policies in the new format immediately, but rather to transition them to the new format when they need to be revised or reviewed (and to convert frequently-used policies on a time-available basis). That conversion process will also give UBC the first opportunity to systematically review all our academic policies (some are still in force from the 1940s and have never been revised).

The Senate Academic Policy and Agenda Committees request that Senate resolve as follows:

“That Senate approve Policy V-1: Format, Development & Administration of Senate Policies”.

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: V-1

SECRETARY TO SENATE
Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-1: *Format, Development & Administration of Senate Policies*

Effective/Implementation Date(s):

Proposed for implementation 1 January 2010

Approval Date:

Proposed for consideration by *Senate* in October 2009

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee(s):

Agenda

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(a) to regulate the conduct of its meetings and proceedings..”

Purpose and Goals:

This policy is designed to:

- 1) Provide a uniform presentation of the official decisions of *Senate*;
- 2) Allow for better record keeping and ease of reference to decisions of *Senate*;
- 3) Clarify the position of *Senate* on matters of academic policy; and

- 4) Allow for a structured and systematic review and updating of policies affecting academic governance at *UBC Vancouver*.

Applicability:

This policy is applicable for all policy proposals for consideration by the *Senate* for *UBC Vancouver* except as otherwise noted in this policy.

Exclusions:

- 1) This policy does not apply to:
 - a. matters under the jurisdiction of the Council of Senates;
 - b. proposals for specific new or existing programs or courses of study, including their admission requirements, or any or revisions thereto;
 - c. proposals for specific new or existing courses;
 - d. policies or rules reported by a faculty under Sections 40 or 41 of the University Act that only affect the affairs of that faculty;
 - e. non-policy matters requiring the consideration of Senate; or
 - f. matters specified under or as set out in the Rules and Procedures of Senate.
- 2) The structure and formatting requirements of this policy – although encouraged to be used if and inasmuch as is possible – shall not apply for joint policies with the *Board of Governors* or the *Okanagan Senate*.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Responsible Committee* shall mean the standing committee(s) of *Senate* charged with the oversight and review of a *Senate* policy

Policy:

- 1) Unless otherwise provided by *Senate* in this policy, all *Senate* policies shall be numbered, codified, and uniformly formatted in the manner specified by this policy.
- 2) Decisions and resolutions of *Senate* made before the implementation of this policy remain in force, but upon their revision or review shall be reformatted and restructured to comply with this policy except as provided for in Section 3.

- 3) *Senate* may make exceptions to the use of this format in the case of minor or urgent revisions to existing policies where it is not practicable to reformat an entire policy before a change is needed.
- 4) Policies may only be proposed to *Senate* by either a standing or an ad-hoc committee of *Senate* except for those proposed by individual senators, the President, or the Academic Vice-President as provided for in the *Rules and Procedures of Senate*. In the case of a policy proposed by an individual senator, the President, or the Academic Vice-President, *Senate* reserves the right to refer the proposal to a committee for review.
- 5) Draft policies shall clearly be marked as such, and shall include a version number. In the place of “Effective Date” and “Approval Date”, the expected or proposed dates of consideration and effectiveness should be listed and noted as such.
- 6) The format and order of sections in *Senate* policies shall be as follows
 - a. Title & Number
 - b. Effective/Implementation Date
 - c. Approval Date
 - d. Review Date
 - e. Responsible Committee(s)
 - f. Authority
 - g. Purpose and Goals
 - h. Applicability
 - i. Exclusions
 - j. Definitions
 - k. Policy
 - l. Calendar Statement(s)
 - m. Consultations
 - n. History
 - o. Related Policies
 - p. Appendix/Appendices
 - q. Procedures
- 7) Information to be covered under each section shall be as set out below:
 - a. Title
 - i. Each policy shall have a distinct, short, and descriptive title.
 - ii. Every effort should be made to ensure that *Senate* policies do not have the same titles as *Board of Governors* policies.
 - iii. For ease of reference, the *Secretary to Senate* shall assign numbers to *Senate* policies.

- iv. Policy numbers for policies only affecting *UBC Vancouver* shall be preceded by “V-“, for those joint with the *Board of Governors*, “B-“, and for those joint with the *Okanagan Senate* or the *Council* “J-“.
- b. Effective Date
 - i. This is the date that the policy shall come into effect. If for some reason a date is not listed on a policy, it is to be assumed the policy comes into effect the day it is approved.
 - ii. In such cases where the approval or consent of the *Board of Governors* is required for all or part of a policy, the effective date specified shall be the day *Board of Governors* approval or consent was granted.
 - iii. The effective date shall only be retroactive if explicit reference is made to this and the retroactive approval date is included in the resolution of *Senate* approving the policy or any revisions thereto.
 - iv. If there is an expiry date for a policy, it shall be noted under the same heading as the Effective Date.
 - v. Prior to approval, a proposed implementation date is to be listed on the draft policy.
- c. Approval Date
 - i. This is the date *Senate* approval was most recently granted to the policy or any revisions thereto.
 - ii. Prior to approval, an expected consideration date is to be listed on the draft policy
- d. Review Date
 - i. All policies shall be reviewed within five (5) years of implementation and shall be reviewed thereafter as needed; some policies may be reviewed on a recurring basis or sooner than within (5) years if deemed necessary by *Senate*.
 - ii. Policy reviews shall be overseen by the *Responsible Committee* unless *Senate* otherwise provides.
- e. Responsible Committee(s)
 - i. Every policy shall be the responsibility of one or more standing committee(s) of *Senate*.
 - ii. The *responsible committee(s)* shall consider revisions of the policy, review procedures under the policy, and generally be responsible for making recommendations to *Senate* regarding the policy.
 - iii. Although an ad-hoc committee, the President, the Academic-Vice President, or an individual senator may propose a policy to *Senate*, the proposed policy must

specify one or more standing committee(s) of *Senate* that shall have responsibility for the policy once approved.

f. Authority

- i. Under what authority – statutory or otherwise – is this policy being implemented? Generally, this will be a specific section or sections of the *University Act*.
- ii. If there is no statutory authority for a proposed *Senate* policy, the matter may only be considered as non-binding advice or a resolution of the sense of the *Senate* on a subject.
- iii. Generally, this section shall be completed by the *Secretary to Senate* as part of the policy development process.

g. Purpose and Goals

- i. Why this policy is being proposed and what are its goals if implemented.

h. Applicability

- i. Policies shall state the circumstances under which they are applicable in general terms.

i. Exclusions

- i. Any exceptions to the policy, either in terms of applicability, or for specific sections of the policy, shall be listed here.

j. Definitions

- i. Any terms that are defined for the purposes of the policy shall be listed here. If a term is already defined for another policy, every effort should be made to ensure that the same definitions are used if appropriate.
- ii. Terms defined by the *University Act* shall have those meanings unless otherwise defined for a particular policy.
- iii. The *Secretary to Senate* shall maintain a glossary of all defined terms and a list of policies using those terms.

k. Policy

- i. The text of the policy itself shall be listed here.
- ii. If there are a set of procedures established under a policy, how those procedures are set and may be adjusted must be set under the policy itself.

l. Calendar Statement(s)

- i. If any or all of the policy is applicable to *students*, it shall be set out as part of a calendar statement. This is especially

important for any policies that refer to rights, privileges, or responsibilities of *students*.

- ii. Calendar statements for policies shall follow the text of the policy itself inasmuch as is possible. Additional or adjusted text may be used in the calendar statement for reasons for clarity or structure (E.g., definitions may be provided in text, or sections may be re-ordered to be consistent with the format of that section of the calendar).
- iii. Calendar statements amending or deleting existing text in the calendar shall be presented in the format used for curriculum proposals for ease of comparison.
- iv. Although binding upon the *University*, calendar statements should primarily be reflections of the policy set out under “Policy” included in the calendar for convenience and ease of reference.
- v. In such cases where a calendar statement does not provide a full understanding of the policy itself, a notice drawing readers’ attention to the formal policy and how it may be obtained should be included as part of the calendar statement.
- vi. If in doubt as to if material is relevant for *students* or not, it likely should be included.
- vii. If a calendar statement is identical to the policy this shall be reflected by stating “Identical to policy” under this section instead of repeating the policy.

m. Consultations

- i. List groups consulted during the development of this policy.
- ii. Consultation lists for previous versions may be listed in an appendix if useful.
- iii. Incomplete consultations shall be noted as such in draft policies.
- iv. A listing under consultations shall only mean that comment was requested from that person or group, and that they were given a reasonable time to respond.

n. History

- i. Generally, just the titles and dates of previous policies are all that are needed. The inclusion of text from past policies is discouraged but a short narrative may be supplied if necessary.

o. Related Policies

- i. References to other policies of *Senate*, the *Board of Governors*, or any other body that *Senate* feels are

important for understanding the context or meaning of the policy in question.

- ii. If available, hyperlinks should be used to the related policy being cited.

p. Appendix/Appendices

- i. Any relevant material that should not be included in the main text but that is still part of the policy shall be included here. References to the appendix or appendices must be set out in main text of the policy if an appendix is to be included. The use of appendices is discouraged except for long lists that would disrupt the readability of a policy.

q. Procedures:

- i. Procedures may be established to implement a policy as provided by that policy.
- ii. The areas in which procedure is to be established shall be clearly set out in the policy.
- iii. New or amended procedures – if not set by the Responsible Committee(s) in the Policy – shall be reported to the Responsible Committee(s) prior to their implementation.
- iv. This responsibility for setting and amending procedures to implement a policy shall be assigned in the policy to the Responsible Committee(s), to the *President*, a Vice-President, or to the *Secretary to Senate*.

- 8) To ensure the uniform presentation of material, the format used in this policy shall be used for all other policies; this includes, but is not limited to, the following requirements:

- a. Policies shall be set out in Times New Roman font, size 12;
- b. Only the following shall be set out in italics:
 - i. titles of other *Senate* and *Board of Governors* policies;
 - ii. terms defined by *Senate*;
 - iii. terms defined by the policy under Definitions; and
 - iv. terms defined by the *University Act*.
- c. Bold text shall only be used for section titles.

- 9) Only the material in the policy itself is binding upon the *University*; any other information provided to *Senate* in either written or oral form (e.g., a cover memo, FAQ, or a minute recorded in the minutes of *Senate*) are only provided for motivation, background and reference and are not binding policy unless included in appropriate section of the policy itself.

- 10) Although policies may be drafted by any member of the *University* community, submissions shall be edited as directed by the *Responsible Committee(s)* prior to submission to *Senate* to ensure they comply with the format and structure requirements of this policy.
- 11) This policy shall be considered part of the *Rules and Procedures of Senate* and thus may only be amended or suspended under the provisions specified therein. Other policies – unless otherwise provided by *Senate* or the requirements of the *University Act* – may only be approved, amended, or rescinded by resolution of *Senate*.
- 12) All policies shall be published on the *Senate* website in a timely manner and the *Secretary to Senate* shall devise an index and tagging system for ease of referral based upon topics covered by each policy and their applicability.
- 13) As a procedure to this policy, the *Secretary to Senate* shall develop and maintain a new policy template.
- 14) In such cases where a policy cannot be or is not complied with, the matter shall be brought to the attention of the *Responsible Committee(s)* by the *Secretary to Senate*.

Calendar Statement(s):

There are no calendar statements under this policy.

Consultations

The following groups have been consulted during the development of this policy:

Standing Committees of Senate

Academic Policy Committee, Okanagan Senate

President's Office

President

Academic Vice-Presidents/Vice-Provosts

Vice-President, Research

Vice-President, Students

Committee of Deans

Associate Deans Students (or equivalent)

Secretary to the Board of Governors

Office of the University Counsel

Enrolment Services

Registrar

Senate & Curriculum Services

Records & Registration

UBC Okanagan

Undergraduate Admissions

History:

This is the first version of this policy.

Related Policies:

Board of Governor's Policy #1: *Administration of Policies*

<http://www.universitycounsel.ubc.ca/policies/policy1.pdf>

Student Declaration and Responsibility, Chapter 5: Policies & Regulations,
Vancouver Calendar

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,285,0,0>

Appendix:

There is no appendix to this policy.

Procedures:

Template for Senate Policies

(please note that this document has been modified for readability in print format)

Title & Number:

V- :

Effective/Implementation Date:

Proposed for implementation

Approval Date:

Proposed for consideration by *Senate* in

Review Date:

This policy shall be reviewed years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee(s):

Authority:

Purpose and Goals:

This policy is designed to:

Applicability:

Exclusions:

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

Policy:

- 1)
 - a.
 - b.
 - i.
 - ii.
- 2)

Calendar Statement(s):

Consultations:

The following groups have been consulted during the development of this policy:

History:

Related Policies:

Appendix/Appendices:

Procedures:

THE UNIVERSITY OF BRITISH COLUMBIA



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

October 2, 2009

To: Vancouver Senate
From: Nominating Committee
Subject: **Adjustments to Senate Committees (approval)**

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

1. **Academic Policy Committee**
Mr. Sean Haffey* to fill vacancy
2. **Appeal on Academic Standing**
Dr. Benjamin Perrin to replace Prof. Margot Young
3. **Curriculum Committee**
Mr. Sean Haffey* to replace Mr. Clint Meyers
Ms. Betsy Segal* to replace Ms. Andrea Dulay
4. **Student Appeals on Academic Discipline**
Mr. Clint Meyers to replace Dr. Sue Grayston
5. **Student Awards**
Mr. Clint Meyers to replace Dr. Sue Grayston
6. **Teaching and Learning Committee**
Ms. Betsy Segal* to replace Mr. Dean Leung
7. **Tributes Committee**
Dr. Benjamin Perrin to replace Prof. Margot Young

Respectfully submitted,

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

*Subject to appointment to the Vancouver Senate

THE UNIVERSITY OF BRITISH COLUMBIA



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

September 28, 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (approval)

The Student Awards Committee recommends:

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

Basil BOULTON Scholarship: Scholarships totalling \$1,000 have been endowed through a gift by family and friends of Basil Boulton administered by the University of Victoria Foundation. The scholarships are offered annually on the recommendation of the Faculty of Medicine at The University of British Columbia to outstanding third or fourth year M.D. students in the Island Medical Program, with preference for students pursuing an interest in pediatrics and /or international health. (First awards available for the 2009/10 Winter Session)

BUSBY Cole Entrance Scholarship in Architecture: A \$1,000 scholarship has been endowed by Peter Busby, Busby Perkins + Will and Dr. Ray Cole, Professor, University of British Columbia, for a student entering the Masters of Architecture program in the School of Architecture and Landscape Architecture. The student must have demonstrated through their past education, work experience or community activities a strong commitment to sustainable design principles and wish to expand on these through their studies in architecture at UBC. 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 2009/10 Winter Session)

NOTE: While funding this scholarship on an annual basis for the next two years, the donors are also building an endowment which will, in due course, provide the scholarships in perpetuity through the annual income it generates.

COLGATE-Palmolive Dr. Gordon Nikiforuk Entrance Scholarship: A \$1000 scholarship is offered by Colgate-Palmolive in honour of Dr. Gordon Nikiforuk, Dean of the Faculty of Dentistry at the University of Toronto from 1970 to 1977. Recommendation is based on a student entering the D.M.D. program in the Faculty of Dentistry, who achieves high academic standing and financial need may be considered. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

Dean of DENTISTRY Dental Hygiene Scholarship: A \$1,000 scholarship is offered to an outstanding undergraduate Entry-to-Practice student in the Dental Hygiene Degree Program in the Faculty of Dentistry. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)



Shum Siu FUNG Memorial Entrance Bursary: Bursaries totalling \$1,000 are offered by Anna Fung, Q.C. (B.A. 1981, LL.B. 1984) in honour and memory of her beloved mother, Shim Siu Fung, a devoted teacher, educator and caregiver to her family, to students who demonstrate financial need. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2010/11 Winter Session)

Fred HUME Graduate Scholarship in Sport History: A \$2,500 scholarship is offered by Fred Hume, a UBC sport historian who has a passion for and dedication to raising the profile of sport history in Canada. The award is offered to a graduate student in a master's or a doctoral program (all graduate students are encouraged to apply), with preference given to a student in Human Kinetics. The student must demonstrate a commitment to and scholarly engagement with the discipline of sport history and must have a sound academic standing. The award is made on the recommendation of the School of Human Kinetics in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

INTERCULTURAL Communication Advancement Program (ICAP) Scholarship: Three scholarships of \$1,000 each are offered by Mr. Ming Cai for international students who have previously graduated from the Intercultural Communication Advancement Program (ICAP) of UBC Continuing Studies and are entering the second year of any undergraduate degree program at The University of British Columbia. The awards are made on the recommendation of UBC Continuing Studies in consultation with the Office of Student Financial Assistance and Awards. (First awards available for the 2009/10 Winter Session)

INTERNATIONAL Entrance Scholarship in Human Kinetics: Two scholarships of \$1,000 each are offered by the School of Human Kinetics to international students entering the Bachelor of Human Kinetics program. The awards are made primarily on the basis of the students' scholarly achievement, with preference given to students who demonstrate strong leadership abilities and community involvement. The awards are made on the recommendation of the School of Human Kinetics. (First awards available for the 2009/10 Winter Session)

HB LANARC Graduate Scholarship in Sustainability Planning: A \$1000 scholarship is offered to a second year School of Community and Regional Planning student who demonstrates commitment and creativity in addressing sustainability challenges in community development planning and design. Specifically, this award favours a student who targets pragmatic solutions to sustainability challenges in ways that integrate planning and design in addressing climate change, urban habitat, active transportation, urban landscape design, sustainable food systems, water management, green infrastructure systems, innovative community dialogue methods, rural community solutions and First Nations development. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for 2009/10 Winter Session)

LL.M. (Common Law) Degree Tuition Award: Awards in the amount of \$4,000 each are offered by the Faculty of Law to international graduate students enrolled in the LL.M. (Common Law) Degree Program. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First awards available for the 2010/11 Winter Session)

McELHANNEY Scholarship in Civil Engineering: Scholarships totalling \$1,000 are offered by McElhanney Consulting Services in celebration of its 2010 Centenary. Scholarships are offered to undergraduate students pursuing degrees in civil engineering who are in either the third



or fourth year of study with preference given to students who have industry-related experience. To be considered, candidates must be Canadian citizens or Permanent Residents. The award is made on the recommendation of the Department of Civil Engineering. (First award available for the 2009/10 Winter Session)

J.Jay McNEE Memorial Scholarship: Scholarships totalling \$2,100 have been endowed by friends, family and colleagues in memory of Dr. J.Jay McNee for undergraduate or graduate students studying geology or geophysics, with a preference for students with a major or minor in chemistry. The scholarships are made on the recommendation of the Department of Earth and Ocean Sciences and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

Barbara MIKULEC Prize in Education: A \$700 prize has been endowed by Barbara Mikulec, B.Ed. (Elementary), '69, for undergraduate students in the Faculty of Education. The award is offered to students whose teaching concentration is Teaching English as a Second Language (TESL), and is made on the recommendation of the Department of Language and Literacy Education. (First award available for the 2009/10 Winter Session)

Aneez MOHAMED Memorial Scholarship: Scholarships totaling \$1000 have been endowed by friends and family in honour of Dr. Aneez Mohamed. The scholarship is for a cardiology resident who has demonstrated a special interest in medical education and teaching, or displays a strong role in curriculum development. This award will serve to carry on Dr. Mohamed's passion and interest in medical education and curriculum development. The award is made on the recommendation of the Post Graduate Program in Cardiology Committee within the Faculty of Medicine, in conjunction with feedback from trainees. (First award available for the 2010/11 Winter Session)

H. Peter OBERLANDER Scholarship in Community and Regional Planning: A \$1,750 scholarship has been endowed by the Oberlander family to honour the memory and professional contributions of H. Peter Oberlander, founder of the School of Community and Regional Planning. The scholarship is intended for international students pursuing their masters or doctoral studies at the School of Community and Regional Planning. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Stephen STRAKER Arts One Prize: Two prizes of \$1,000 each are offered by an anonymous couple in honour of their long-time friend and colleague, Dr. Stephen Straker (1942-2004). Stephen was a passionate teacher of the history of science, supporter of the Arts One Program, and founder of the Science and Society Group at UBC, where he inspired generations of students for over thirty years to question what they knew and how they knew it. The prizes are awarded to students graduating from the Arts One Program with high academic standing and with promise and distinction. They are made on the recommendation of the Arts One Program, with one prize normally being awarded in each of the Program's two study groups. (First awards available for the 2009/10 Winter Session)

NOTE: While funding this prize on an annual basis for the next five years, the donors are also building an endowment which will, in due course, provide the prizes in perpetuity through the annual income it generates.

SYBRONENDO Research Fellowship in Endodontics: A \$12,000 fellowship is offered by SybronEndo to a student in the Faculty of Dentistry who is enrolled in post-graduate studies



leading to a Master of Dental Science Degree in Dentistry (MSc.) and a Diploma in Endodontics who is engaged in endodontic research preferably in the area of resilon material. The award is made on the recommendation of the Faculty in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

UNIVERSITY of BC Civil 1949 Bursary: Bursaries totalling \$1,000 have been endowed for undergraduate students in the Department of Civil Engineering by the Graduating Class of Civil Engineers 1949 in celebration of their 60th anniversary. The award is made in memory of a unique mix of students, many of whom were veterans who had recently returned to civilian life following the end of World War II. The Civil Class of 1949 maintained a strong bond that resulted in frequent and ongoing contact with and support of UBC. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2010/11 Winter Session)

NOTE: the name of this award has been requested specifically by the Graduating class of 1949 Applied Science (Civil Engineering). This remarkable and tight-knit class was a blend of older war veterans and young, recent high-school graduates. The class felt strongly that “Civil 1949” should be reflected in the title of the award because this is how the class has always referred to itself and members felt the phrase has been an integral part of their identity for the past 60 years.

Harold F. and Anne Bedner UPHILL Scholarship in Health Sciences: Scholarships totalling \$2,600 have been endowed through a bequest by Anne Margaret Uphill for female aboriginal students who are pursuing a degree in any area of Health Sciences including Medicine. The awards are open to students in any year of study in either undergraduate or graduate programs and are made on the recommendation of the Institute of Aboriginal Health in consultation with the Office of Student Financial Assistance and Awards. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

Harold F. and Anne Bedner UPHILL Scholarship in Law: Scholarships totalling \$2,600 have been endowed through a bequest by Anne Margaret Uphill for female students with high academic standing in the First Nations Legal Studies Program. The awards are open to students in any year of the graduate (LL.M, Ph.D) or undergraduate (J.D.) Program and on the recommendation of the Faculty of Law. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

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

Award 03138 – ABERDEEN Clinic Medical Entrance Scholarship (revised description): - A \$750 award, is offered by Aberdeen Medical Clinic, Kamloops, to a student entering first year Medicine. It is awarded to a student who graduated from high school in the Kamloops area. The winner is selected on the basis of academic standing and promise of success in medical studies. If, in any year, there is no qualified candidate, the amount of the scholarship will be placed in the Aberdeen Medical Clinic Scholarship Fund and may be used, with the consent of the donors, to provide additional awards in a future year to assist previous winners in higher years of the medical course, or for similar purposes.

How amended: The name of the donor was formerly known as the Irving Clinic. The award title and description have been revised to reflect the new name of the clinic. In addition, the award terms have been revised to delete the restriction to Kamloops School District No. 73 and



substitute “the Kamloops area”. Further, the requirement that the clinic be consulted on recipient selection has been removed.

Award 02378 – CARIBOO Woodlot Education Society Scholarship in Forestry (revised description): A scholarship of \$1,000 has been endowed by the Cariboo Woodlot Education Society to a student entering second or third year of the Forest Resources Management or the Forest Operations Programs in the Faculty of Forestry. Preference is given to students who have graduated from B.C. secondary schools outside the Greater Vancouver Regional District or the Capital Region District. The award is made on the recommendation of the Faculty of Forestry.
How amended: The award has changed from an annually funded scholarship to an endowed scholarship. The award description has been revised to reflect this change.

Award 08366 - Conrad CRUICKSHANK Memorial Bursary in Pharmaceutical Sciences (revised description): Bursaries totalling \$1,000 have been endowed by family, friends and the Sea-Going Hacks in memory of Conrad Cruickshank for undergraduate students in Pharmaceutical Sciences. The Sea-Going Hacks were formed to foster fellowship and social gatherings among the drug travelers of British Columbia. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards.
How amended: The award has changed from an annually funded bursary to an endowed bursary. The award description has been revised to reflect this change.

Award 00678 – DHARMA Master Chuk Mor Memorial Scholarship (revised description): A scholarship of \$1,000 has been endowed by T.Y. Lung in memory of Dharma Master Chuk Mor. The award is offered to an undergraduate student in any field of study and is made on the recommendation of the Student Financial Assistance and Awards office.
How amended: The award has changed from an annually funded scholarship to an endowed scholarship. The award description has been revised to reflect this change.

Award 02134 – LETSON Prize (revised description): Prizes totalling \$7,650 have been endowed by Major General H. F. G. Letson, first UBC graduate in Mechanical Engineering (1919). The prizes, all of equal value, are awarded to the head of the graduating class in each option of the undergraduate Mechanical Engineering program.
How amended: The reference to ‘three prizes’ has been removed from the award description to better meet the donor’s intention that the prize go to the head of the graduating class in each option of Mechanical Engineering. This change allows for a fluctuation in the number of prizes each year based on the number options in Mechanical Engineering. The award description has been revised to reflect this change.

Award 05660– Dr. Charlotte THOMSON Memorial Scholarship (Revised Description): Scholarships totalling \$1,700 have been endowed through a bequest from Dr. Charlotte Thomson for students entering the third year of the M.D. Program. The awards are made on the recommendation of the Faculty of Medicine.
How amended: The original title and description of the award referenced Dr. Thomson’s married name (Charlotte BORGES Memorial Scholarship). However, Dr. Thomson’s brother feels strongly that she would have wanted the newly endowed scholarship to contain her maiden name, as well as the title ‘Dr.’ to represent her professional designation. The award description has been revised to reflect this change.