

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

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

AGENDA

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

WEDNESDAY, NOVEMBER 18, 2009

7:00 P.M.

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

1. Minutes of the Meeting of October 14, 2009 -- Prof. Stephen J. Toope
(approval) (circulated)
2. Business Arising from the Minutes
3. Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope
4. Candidates for Degrees and Diplomas -- Prof. Stephen J. Toope
(approval)
Lists as approved by the Faculties and Schools are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties be granted the degree or diploma for which they were recommended, effective November 2009, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (2/3 majority required)

5. Financial Statements 2008/2009 and Budget Model¹ -- Provost David Farrar with Guest Presenters Mr. Pierre Ouillet, Vice President, Finance, Resources and Operations and Mr. Ian Burgess, Comptroller (information) (circulated)
6. UBC Equity and Diversity Strategic Plan²-- Provost David Farrar with Guests Mr. Tom Patch and Dr. Anne Condon (Co-chairs of the Equity and Diversity Strategic Plan Development Working Group)(information) (circulated)
7. Place and Promise: The UBC Plan³ -- Provost David Farrar (approval) (circulated)

Motion: That Senate endorse Place and Promise: The UBC Plan.

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1. Recommended maximum 30 minutes.
 2. Recommended maximum 15 minutes.
 3. Recommended maximum 15 minutes.

8. **Academic Policy Committee -- Dr. Paul Harrison**
Individual Joint Doctoral Program (approval) (circulated)
9. **Admissions Committee -- Dr. David Fielding**
 - a. Master of Occupational Therapy: Human Anatomy Prerequisite - Changes in Admission Requirements (approval) (circulated)
 - b. Doctor of Dental Medicine - Changes in Admission Requirements (approval) (circulated)
 - c. Substitution of Grade 11 Grades for Applicants to Direct Entry Undergraduate Programs (approval) (circulated)
 - d. Applicants Following the Alberta Secondary School Curriculum - Grade Adjustment (approval) (circulated)
 - e. Minimum Standards in English for Secondary School Applicants - Calendar Change on Admission (approval) (circulated)
 - f. English Language Admission Standard - Calendar Change on Admission (approval) (circulated)
10. **Joint Report from Curriculum and Admissions Committees - Dr. Peter Marshall**
New Program Proposals for Graduate Programs in Craniofacial Science (Orthodontics & Pediatric Dentistry) (approval) (circulated)
11. **Curriculum Committee -- Dr. Peter Marshall**
Curriculum Proposals from the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, and Medicine) (approval) (circulated)
12. **Nominating Committee -- Dr. Rhodri Windsor-Liscombe**
Culture of Service Report (approval) (circulated)
13. **Student Awards - Dr. Brian Stelck**
New Awards (approval) (circulated)
14. **Proposed Agenda Items**
15. **Other Business**
16. **Tributes Committee - in camera -- Dr. Sally Thorne**
Candidates for Honorary Degrees (approval) (to be circulated at the meeting)

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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MINUTES OF OCTOBER 14, 2009

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dean T. Aboulnasr, Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dr. J. Brander, Principal M. Burgess, Dr. B. Cairns, Mr. A. Cheung, Mr. G. Costeloe, Mr. G. Dew, Ms. A. Dulay, Dr. W. Dunford, Dr. S. Farris, Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. S. Haffey, Dr. P. G. Harrison, Mr. S. Heisler, Ms. K. Ho, Dr. A. Ivanov, Mr. A. Johal, Ms. A. Johl, Dr. B. S. Lalli, Dr. B. Larson, Mr. D. Leung, Dr. P. Loewen, Dr. P. L. Marshall, Dr. W. McKee, Mr. W. McNulty, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Dr. C. Orvig, Dr. K. Patterson, Dr. B. Perrin, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. M. Sami, Mr. J. Sealy-Harrington, Ms. B. Segal, Ms. A. Shaikh, Dr. S. Singh, Dr. R. Sparks, Mr. D. Thakrar, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. D. Verma, Dr. M. Vessey, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. T. Young.

By invitation: Ms. L. Castle, Dr. A. Kindler, Mr. M. Uribe.

Regrets: Dr. Y. Altintas, Ms. K. Aminoltejari, Dean M. A. Bobinski, Mr. B. Cappellacci, Ms. B. Craig, Dr. J. Dennison, Dean B. Evans, Dr. D. Farrar, Dr. W. Hall, Dean M. Isman, Ms. A. Kelly, Dr. S. B. Knight, Dr. D. Lehman, Dr. B. MacDougall, Dean D. Muzyka, Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Dean S. Peacock, Dean J. Saddler, Dean C. Shuler, Dean R. Sindelar, Dr. B. Stelck, Dean G. Stuart, Dean R. Tierney, Dr. R. Wilson.

Recording Secretary: Ms. L. M. Collins.

Call to Order

The President called to order the second regular meeting for the 2009/2010 academic year.

Senate Membership

DECLARATIONS OF VACANCY

The Secretary declared the following vacancies:

1. One (1) non-faculty representative of the convocation to replace resigning member Ms. Deborah Herbert; and
2. One (1) faculty representative of the Faculty of Forestry to replace resigning member Dr. Susan Grayston

ELECTION TO FILL SENATE VACANCIES

The following motion was made by request of the Secretary.

<i>Mr. Leung</i>	}	<i>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.</i>
<i>Dr. Anstee</i>		

Carried.

NOTICES OF REPLACEMENT

The Secretary announced that Dr. Bruce Larson and Dr. Benjamin Perrin had replaced resigning Senators Dr. Susan Grayston and Prof. Margot Young as faculty representatives of the Faculty of Forestry and the Faculty of Law respectively.

ELECTION OF VICE-CHAIR OF SENATE

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 had received nominations for Mr. Geoffrey Costeloe and Mr. William McNulty. An election by ballot was conducted at the meeting, and Mr. Costeloe was elected.

Minutes of the Previous Meeting

<i>Dr. Windsor- Liscombe Dr. Orvig</i>	}	<i>That the minutes of the meeting of September 16, 2009 be adopted as circulated.</i>
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CORRECTIONS

The Secretary had received the following additions to the minutes under Admissions Committee, BC High School Mathematics (p. 08/09 11), append to first paragraph:

1. Pre-Calculus 12 was recommended for approval as a Grade 12 subject for admissions purposes.
2. The Committee's report noted that the Department of Mathematics had recommended that Foundations of Mathematics 12 not be accepted as a Grade 12 subject for admissions purposes.

The minutes were
adopted as
corrected.

Business Arising from the Minutes

In response to a question raised about Imagine UBC at the September 16, 2009 meeting (*Minutes of Senate*, p. 09/10 21), Ms. Collins reported that although Senate had not required a report back on the December 2008 decision to cancel most undergraduate classes on the first day of Term 1 of each Winter Session, Ms. Janet Teasdale, Director, Student Development, had agreed to prepare a brief report for submission to Senate through the Academic Policy Committee.

Remarks from the Chair and Related Questions

H1N1 INFLUENZA PANDEMIC PLANNING

The President issued the following reminders about H1N1 pandemic planning:

- Current H1N1 information was available on the Health, Safety, and Environment website (www.hse.ubc.ca/healthpromotion/communityhealth/h1n1.html);

Remarks from the Chair and Related Questions, continued

- Students, faculty, and staff were asked to stay at home if experiencing influenza-like illness;
- Students were not required to provide doctor's notes to document this particular type of illness.

VANCOUVER 2010 OLYMPICS

The President noted the recent release of the second phase of the Vancouver 2010 integrated transportation plan. Beginning February 1, 2010 and ending March 22, 2010, TransLink was to provide increased capacity on routes across the Lower Mainland. There was to be no reduction in transit service to UBC during the mid-term break.

Service levels on campus were to be the same as for a normal mid-term break, with some units providing full or enhanced services to the UBC community and visitors to meet increased demands during the Olympic period.

The President noted that the Vancouver 2010 Integrated Security Unit and the RCMP were responsible for security, and that security plans were in place for the Doug Mitchell Thunderbird Sports Centre and the surrounding area.

TIMES HIGHER EDUCATION-QS WORLD UNIVERSITY RANKINGS 2009

The President noted the recent release of the Times Higher Education-QS World University Rankings 2009. UBC had fallen from a 2008 ranking of 34 to a 2009 ranking of 40. He expressed disappointment with the methodology used to generate institutional rankings, noting as an example that the number of faculty at each institution was based entirely on self-reported data. Some institutions had chosen to count more advantageously, e.g., by including clinical medical faculty, resulting in significant advances in their rankings compared to previous years. The President noted that although these rankings were among the least reliable comparative measures, they captured people's attention in the news and therefore merited some discussion.

Remarks from the Chair and Related Questions, continued

In response to a question from Mr. Haffey, Prof. Toope stated that UBC had chosen not to participate in rankings surveys. For institutions choosing not to participate, the compilers of the rankings gleaned information from websites and other publications.

Dr. Loewen noted that language like “one of the world’s top 40 universities” appeared regularly in UBC publications and websites. Prof. Toope expressed the opinion that this was not the best way to proceed, noting that he had chosen to avoid this type of reference in his own speeches and papers.

GIFTS TO THE UNIVERSITY

The President drew attention to two recent significant gifts to the University:

1. From the family, friends, and colleagues of Mr. Doug Mitchell, a \$10 million gift in support of rebuilding of the Thunderbird Sports Centre to become a host venue for the Vancouver 2010 Olympic and Paralympic Games. The venue had been renamed as the Doug Mitchell Thunderbird Sports Centre. This donation meant that no University funds would need to be used to construct the venue.
2. From HSBC Bank Canada, a \$2.17-million donation over seven years to support innovative community initiatives in Vancouver’s Downtown East Side and its surrounding neighbourhoods. The donation was to support the UBC Learning Exchange, enabling it to bring more UBC student volunteers into inner city schools and to continue offering free educational resources to Downtown East Side residents. The donation was to also support the UBC Faculty of Medicine, which had been conducting cutting-edge addictions research in the Downtown East Side in partnership with St. Paul’s Hospital.

Focus on People: Workplace Practices at UBC

The assembly recognized guest presenter Ms. Lisa Castle, Associate Vice-President, Human Resources. Ms. Castle gave a presentation on Focus on People: Workplace Practices at UBC, an organizational human resource strategy that applied to faculty and staff who were already at the University, as well as those who were yet to be recruited. This framework had resulted from extensive consultation and many months of drafting. More information was available at: **www.focusonpeople.ubc.ca**.

Focus on People: Workplace Practices at UBC, continued

The framework included five strategies:

1. Develop a sustainable, healthy workplace;
2. Retain faculty and staff through positive incentives;
3. Cultivate sound core leadership and management practices;
4. Attract outstanding faculty and staff; and
5. Identify and share institution-wide goals.

Ms. Castle gave an overview of implementation activities under each of the five strategies over the first two years.

Ms. Castle outlined the results of a recent Workplace Experience Survey that had been undertaken at both the Okanagan and Vancouver campuses.

DISCUSSION

Noting the 12 percent response rate for faculty on the Workplace Experience Survey, Dr. Baimbridge stated that he had not received any information about the survey through his faculty or department. He suggested that a tremendous communication gap had been responsible for the low response rate. Ms. Castle agreed that there was a gap to address and invited Senators to share their ideas about what might work best. Dr. Baimbridge suggested that asking heads to include an item on departmental meeting agendas would be useful.

Dr. Vessey asked about potential synergies between Human Resources and the UBC Faculty Association, pointing out that faculty customarily looked to the Faculty Association for guidance on employment issues. Ms. Castle stated that the process was intended to be as inclusive as possible. The Faculty Association had been apprised of the survey and had participated in discussions about the results. Furthermore, Human Resources and the Faculty Association had agreed to work together to consider how to supplement the low faculty response rate.

Focus on People: Workplace Practices at UBC, continued

Mr. Costeloe suggested focusing on two important messages: first, that connected faculty and staff provide for a better student experience, and second, that UBC is a top employer in British Columbia and Canada.

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

Prof. Toope introduced his above-mentioned discussion paper. The paper had been circulated widely for comment, and Prof. Toope stated that he had received a number of responses that had provoked further thought. It had been pointed out, for example, that the paper failed to acknowledge the role of the Library in addressing internationalization.

Prof. Toope stated that he had written the paper because, upon his arrival at UBC, he had heard concerns that UBC could be more globally engaged. He clarified that he did not wish to signal a crisis in internationalization, but that he wished to generate discussion about how the University might add to its already significant efforts.

Prof. Toope drew attention to the following sections of the paper.

PURPOSES AND PRINCIPLES OF INTERNATIONAL ENGAGEMENT

Prof. Toope found it “utterly obvious” that a University the size of UBC located on the west coast of Canada should be the most internationally engaged university in the country. Although UBC was one of the most engaged, Prof. Toope felt that this could be more clearly articulated.

The paper set out the following principles for international engagement. Prof. Toope emphasized the importance of beginning from a basis of principle.

- 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

International Engagement and Global Influence, continued

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.

Prof. Toope stated that he would think it unwise to design a central strategy to instruct faculty and students on how to connect with one another. A successful strategy would instead build on the strengths and connections that already exist. As individual choices

International Engagement and Global Influence, continued

made by departments, faculties, and students were aggregated, it would be wise to shape them such that the University became as successful as it could be. Although much of the work would continue to be done at local levels, a sense of encouragement and direction would help.

CHOICES OF REGIONS AND THEMES

Prof. Toope pointed out the following regions as particularly worthy of investments of time and attention:

- Asia, particularly China and India. Hong Kong was cited as a special case for UBC, with numerous alumni and academic linkages already in place.
- North America, particularly near neighbours on the west coast, and Latin America.
- Europe. Prof. Toope noted that Europe was reemerging as an important leader in research and development. Europe also constituted the best example in the world of robust student mobility. While many small connections with European partners were in place, UBC was not yet seen as a major force in this area.

Prof. Toope cited the themes of indigenous peoples and sustainability as two areas where UBC could make significant contributions to global dialogue.

Prof. Toope expressed the opinion that Canada was not doing as well as it could be with respect to student mobility. UBC fared better, however, than some other Canadian institutions.

Referring to the enrolment of international students, Prof. Toope de-emphasized the importance of full cost tuition fees, preferring instead the idea of opportunities for robust global engagement that offered diversity, challenge, and new perspectives.

Prof. Toope noted that Dr. John Hepburn's vice-presidential portfolio had recently been reorganized to include Research and International. Prof. Toope acknowledged that, although internationalization permeated all areas of the University, this change was designed to provide focused leadership to develop a policy base on international issues.

International Engagement and Global Influence, continued

SENATOR COMMENTARY

Dr. Windsor-Liscombe suggested some emphasis on existing links to Aboriginal peoples and other groups through the creative and performing arts. Prof. Toope agreed, citing several anecdotal examples of engagement through the arts. He noted the need for a mechanism to capture and share these experiences.

Dr. Young agreed that additional focus in the area of internationalization would be welcome. He suggested emphasis on certain international regions for altruistic reasons, e.g., Africa.

Dr. Lalli asked how to raise UBC's relatively weak profile in India. Prof. Toope cited a lack of federal or central planning for education programming and international engagement as one reason. While education was managed at the provincial level in Canada, most prospective international students considered their options by country and therefore expected information about Canada as opposed to about British Columbia. Prof. Toope stated that the Association of Universities and Colleges in Canada (AUCC) was working with the federal government to encourage the development of a national strategy. In the interim, Prof. Toope thought it would be most productive for UBC to work in concert with its sister universities in Canada to raise their collective profile among prospective Indian students.

Mr. Sealy-Harrington noted the paper's emphasis on interaction with Europe, and asked whether consideration had been given to potential research collaboration with European universities to address domestic Canadian issues. Prof. Toope agreed that these collaborations would be worthwhile. He noted the Department of Psychiatry's 2008 appointment of Dr. Michael Krausz, an expert from Germany on concurrent diagnoses of addiction and mental health, to help lead a mental health collaboration in Vancouver's Downtown East Side.

International Engagement and Global Influence, continued

In addition to bringing international influence to UBC, Prof. Toope considered it important to identify international partners who shared core challenges and interests. Ludwig-Maximilians University in Munich was one such potential partner. Representatives from UBC had visited several times with the goal of identifying respective strengths and eventually establishing research teams.

Prof. Toope reported that some European ambassadors and high commissioners had agreed to collaborate with Canadian institutions in discussions with the European Commission about whether the Erasmus Mundus scholarships and academic cooperation program could be extended to Canada.

Dr. Orvig pointed out multiple regulatory problems when visiting researchers interacted with the UBC infrastructure. The impression was that UBC was not friendly and supportive. Prof. Toope agreed, noting that Erasmus Mundus would provide a much needed framework for these kinds of collaborations, as they were difficult to accomplish on an ad hoc basis.

Referring to the appointment of a Vice-President, International & Research, Dr. Orvig expressed some concern that the emphasis on research would be diluted. Prof. Toope emphasized that research would remain a core focus, and added that vice-presidents, research were often very well connected internationally.

Dr. Singh agreed with earlier commentary about the relatively minor presence of Canadian universities in India, particularly compared to Australia. Given the recent strength of the Indian economy, he suggested that UBC do more to raise awareness. Prof. Toope agreed, citing the particular challenge of branding Canada in other countries. While Australia spent hundreds of millions of dollars to promote its higher education options to international students, the federal Canadian budget was \$2 million. In response to a ques-

International Engagement and Global Influence, continued

tion from Dr. Singh about trade missions to India, Prof. Toope stated that he had travelled several times as part of Canadian delegations, but that he had found them to be unproductive.

Mr. Wazeer observed that international students at UBC tended to marginalize themselves rather than interacting with the broader UBC community. He asked whether consideration was being given to how best to engage these students. Prof. Toope agreed that this description was accurate, noting that other Canadian institutions were also experiencing challenges associated with “ethnic enclaves”. Prof. Toope stated that he had also written a companion discussion paper on cultural diversity, and that he hoped to bring it to Senate for discussion in the future.

Dr. Dunford recalled that an alumnus had donated the Herstmonceux Estate to Queen’s University as a facility for international study, and asked whether such an opportunity might be open to UBC in the future. Prof. Toope agreed that Herstmonceux was a lovely facility, but expressed a preference for avoiding the development of satellite campuses. He noted the recent experience of the University of New South Wales in Singapore. After spending approximately \$20 million toward establishing a campus in Singapore, the University had announced the closure of the campus due to low enrolment only two months after it had opened.

Ms. Morgan-Silvester cited the global impact of UBC as one source of her pride in serving the University as Chancellor. She added that at the same time that UBC was reaching out, the global community was seeking leadership from UBC. She noted that UBC must make choices about which regions and issues to emphasize.

Place and Promise: The UBC Plan

The President had circulated a revised version of *Place and Promise: The UBC Plan*. Since Senate had reviewed it last, specific goals and actions had been added to the document in support of each commitment. Prof. Toope noted that the plan was not intended to be a detailed blueprint, but rather a broad framework within which Faculties and other units would continue to make choices. He drew attention to plans in certain thematic areas that as sub-plans of *Place and Promise*, e.g., sustainability, research, Aboriginal issues, and the campus plan. *Place and Promise* was intended to be a living document that would be published on the web and continue to evolve over time. In particular, the list of actions under each commitment was expected to change as milestones were reached. Quantitative and qualitative metrics would be developed to assess progress toward goals. Prof. Toope noted that a planned realignment of the University's budget framework would forge a closer connection to the strategic plan.

It was noted that Senate would be asked to endorse the document at its November 2009 meeting.

DISCUSSION

Referring to the “enriched educational experiences” under the commitment to Student Learning, Mr. Sealy-Harrington drew attention to the tension often experienced by students between engaging in co-curricular activities and meeting their prescribed academic obligations. Prof. Toope suggested that many of these experiences could be integrated into academic curricula, rather than being considered separate. While the plan would not dictate a particular solution, Faculties would be encouraged to rethink certain rigidities within their programs to expand opportunities for students. Mr. Mertens suggested that the language on enriched educational opportunities could be expanded to capture co-curricular activities, e.g., Engineers Without Borders, Africa Awareness, etc.

Place and Promise, continued

Dr. Orvig was pleased to note the reference to Research Excellence among the commitments, but asked for clarification on “areas of excellence.” Prof. Toope described research as the heart of the University and noted its important presence throughout the document. While the plan was not intended to signal a need to curtail research activity in any particular area, the idea was to identify areas of particular strength where global influence might be increased.

Mr. Heisler expressed support for the concrete nature of most of the actions. He noted that some statements, however, appeared more as outcomes, e.g., attracting outstanding students and faculty. He asked whether these areas could be more clearly articulated as actions. He found it confusing that administrators were listed separately from staff, and asked why staff were only mentioned sporadically. He suggested an increased focus on the need to attract outstanding staff. Prof. Toope agreed that administrators should not be listed as a distinct category. He also agreed with the observation that some of the actions were shown as outcomes, noting that it would be constraining to list actions in some areas.

Mr. Dew asked how the University would ensure alignment of activities with the plan, as opposed to “lip service.” Prof. Toope responded as follows:

- Place and Promise was intended to be more concrete than previous plans.
- Connections with the budget process would support closer alignment.
- There would be an annual report on progress toward the University’s goals.

In response to a question from Ms. Friesen, Prof. Toope stated that a team would be established and assigned the task of assessment. He hoped that a “dashboard” might be created that would provide real-time insight into progress toward goals.

Mr. Wazeer suggested stronger language about support for student life and campus culture, noting that shortfalls in these areas were of concern to students.

Place and Promise, continued

Dr. Loewen found the term “alumni engagement” to be fuzzy. He suggested language specific to connections with the student learning imperative, and the idea of an intellectual connection to the University -- for mutual benefit -- after graduation. Prof. Toope stated that the alumni base had expressed similar feelings.

Prof. Toope thanked Senators for their comments and invited them to forward any further reflections.

From the Council of Senates

UPDATE ON BUDGET COMMITTEE ACTIVITIES

Dr. Brander delivered a brief oral report as Chair of the Vancouver Sub-Committee of the Council of Senates Budget Committee.

The statutory role of the Council of Senates Budget Committee was to advise the President on the preparation of the University budget. The Committee received detailed information about the budget and had regular discussion with the President and other members of the administration, although the President was under no obligation to proceed as advised by the Committee. The Committee also provided oversight and reported back as necessary to the Senates and/or the Council of Senates.

Although there was one Council of Senates Budget Committee, that Committee had found it useful to conduct most of its work separately through a sub-committee at each of the two campuses.

The Provost and Vice-President, Academic planned to report to Senate in November 2009 on a new budget model. The goal of the present report was to invite comments from Senate as early as possible.

From the Council of Senates, continued

The Vancouver Sub-Committee was supportive of the new budget model. The new model would constitute a major change from past practice and would affect many academic units. A new model was necessary for the following reasons:

1. The University was facing a significant deficit that was mostly structural in nature;
2. The University was larger and more complex than in previous decades and the existing model had therefore become unwieldy;
3. The administration was committed to developing a budget model that would best support the research and teaching activities of the University.

The goals of the new model were as follows:

1. Eliminate the deficit;
2. Increase transparency and accountability;
3. Improve predictability for academic units;
4. Devolve additional decision-making authority to the local level;
5. Protect the existing academic units from extreme and sudden fluctuations while also allowing for explicit strategic flexibility; and
6. Identify and support the pursuit of new revenue opportunities.

Under the new model, 75% of tuition funds would be returned to Faculties, with some adjustments for certain kinds of teaching. A share of the per-student provincial government grant would also flow to the Faculties, although the exact proportion had not yet been determined. For graduate students, it had been suggested that half of these funds would only be released at the time of a student's graduation. A large portion of funding to support the indirect costs of research would flow back to the Faculties generating the research funds.

The application of these new rules would imply some reallocation of funding between Faculties. To avoid sudden fluctuations, the proposal was to apply the new rules to changes in enrolment. For 2010/2011, there would be funds available to "top up" Faculties as necessary to 2009/2010 levels. The new formula would take effect, however, for any changes in enrolment.

From the Council of Senates, continued

Faculties would absorb full budgetary responsibility for hiring, including benefits and career progress increments.

To address the \$25-million deficit, it would be necessary to allocate a cut of approximately two percent to Faculties for the 2010/2011 year. The University administration would take a slightly larger cut. This cut, taken together with the realization of some significant savings opportunities, was designed to balance the 2010/2011 budget and to allow for a sustainable budget for future years.

DISCUSSION

Referring to the proposal that academic units would receive funding for graduate students only upon graduation, Dr. Vessey expressed concern about the potential induction of behaviour within academic units, e.g., in academic advising, that was contrary to the mission of the University. He suggested the development of a feedback loop on completion rates and time to completion data, rather than a “bounty” on the head of each graduate. Dr. Brander clarified that the proposal was that academic units would receive half of the funding for each student at the time of admission and the other half at the time of graduation. He stated that this approach had been implemented elsewhere and that incentive effects had been observed, including perverse incentives. Dr. Brander expressed his personal support for this approach, noting that success would require careful balancing.

At the request of Dr. Baimbridge, Dr. Brander noted that the model proposed changes to funding for ancillary units, including IT Services and Plant Operations. Dr. Baimbridge stated that previous decisions to make these units “ancillaries” had resulted in wasted funding spent tracking and balancing ancillary unit budgets at the expense of completing University projects. The Committee was therefore supportive of a reconsideration of the funding model for ancillary units.

From the Council of Senates, continued

Dr. Harrison was impressed with the transparency of the process and expressed hope that the model retained its simplicity by avoiding the recreation of “one-off” special arrangements over time.

Principal Burgess emphasized the need for careful evaluation and oversight of the new model. He described academic activities as diverse and complex social goods and noted the risk that the new model would attract the University’s primary activities to those things that are best measured.

Dean Aboulnasr emphasized that a simple budget model did not necessarily equate to a rational model. She stated that because the University was in the business of changing the world, it would be reasonable to expect that its budget would need to remain complex and time-consuming to administer. She expressed concern that the University might lose sight of its goals in an effort to simplify. She welcomed transparency, stating that it was long overdue. Dean Aboulnasr asked whether the Committee had recommended any changes to the budget model. Dr. Brander agreed that it was important not to oversimplify the budget model. He stated that the Committee had not assessed the proposed budget model as perfect in every respect, but was satisfied that it represented an improvement over past models and would lead to further improvements in future.

Dr. Baimbridge noted that Faculties would need to more tightly control their enrolments, given the closer connection between enrolment and budgets. The President agreed, highlighting the importance of the University’s enrolment strategies. Rather than creating an incentive for Faculties to overcrowd their programs, the hope was to place both enrolments and budget in the context of the University’s strategic plan. He drew attention to the idea that not all funding would be allocated to faculties based strictly on enrolment

From the Council of Senates, continued

formulas. A portion of funding would be retained by the administration to be allocated in strategic ways.

Dr. Ivanov asked how the validity of the model would be assessed prior to its implementation, particularly to ensure that the new model would drive the desired behaviours.

Prof. Toope stated that the model had been subjected to continuous consultation and stress testing, and that the model would continue to evolve over time.

Dr. Harrison asked about the particular problem of deficits in academic units related to unfunded career progression salary increases. He suggested that these increases be provided for in the budget. Prof. Toope agreed, stating that while this matter remained under discussion, recent thinking had been that funding for progression increases should be managed centrally, rather than individually by academic units.

Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

GRADUATE STUDENT VACATION POLICY

The Committee had circulated for approval a proposed new policy on vacation for graduate students. In response to consultation with Human Resources, some late changes to the policy had been proposed and a revised version of the document was circulated. The revised text for approval was as follows:

Proposed Calendar Entry

Graduate Student Vacation Policy

Graduate students are entitled to three weeks of vacation (15 working days) from their academic obligations per academic year.

- 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.

Academic Policy Committee, continued

- 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) funding. Vacations must be arranged so that there is minimal impact to the student's research and other obligations to the University.
- This policy does not affect a student's employment as a Graduate Teaching Assistant (GTA) or Graduate Academic Assistant (GAA). Although students may request to align vacation taken under this policy with that taken from paid employment, vacation taken under this policy is approved separately from that for paid employment at the University.
- 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.

<i>Dr. Harrison</i>	}	<i>That Senate approve the proposed calendar entry on Graduate Student Vacation Policy</i>
<i>Dr. Rucker</i>		

DISCUSSION

Dr. Harrison stated that UBC was alone among its peer institutions in not providing policy guidance to graduate students and their supervisors about vacation. The policy had been in development within the Faculty of Graduate Studies, in consultation with graduate students, for several years.

Academic Policy Committee, continued

In response to a question from Mr. Costeloe about how to define “academic obligations,” Dr. Harrison stated that this term was meant to cover all courses as well as research and teaching responsibilities.

In response to a question from Dr. Baimbridge, Dr. Harrison confirmed that statutory holidays would not be counted as part of a student’s vacation allotment.

Dr. Orvig spoke in support of the policy, stating that it would be helpful to both students and supervisors.

The motion was
put and carried.

Joint Report from the Academic Policy Committee and the Agenda Committee

Academic Policy Committee Chair Dr. Harrison presented the report.

FORMAT, DEVELOPMENT, & ADMINISTRATION OF SENATE POLICIES

The two Committees had jointly circulated for approval a proposal to establish Policy V-1: Format, Development & Administration of Senate Policies. The following text is from the covering memorandum.

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.

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

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).

<i>Dr. Harrison</i>	}	<i>That Senate approve Policy V-1: Format, Development & Administration of Senate Policies.</i>
<i>Mr. Heisler</i>		

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

DISCUSSION

Dr. Harrison spoke of the need for the new policy, noting that it was difficult to find records of past Senate policy decisions because of a lack of standardization. Senate had made many decisions, but they were embedded in different types of documents and not readily identified. Dr. Harrison acknowledged the work of Mr. Christopher Eaton in preparing the policy. He noted that the secretariat was available to support people using the new policy template for the first time.

In response to a question from Dr. Rucker, Dr. Harrison stated that there was no immediate plan to reformat all existing policies. When a policy was reviewed or when a change was proposed, the policy would be reformatted as part of that exercise. In addition, the secretariat planned to reformat other existing policies as time permitted.

In response to a suggestion from Mr. Haffey, it was agreed that -- if approved -- the effective date on the policy would be changed from “proposed for implementation 1 January 2010” to simply “1 January 2010”.

Dr. Baimbridge recalled the process to develop the Senate Policy on the Student Evaluation of Teaching, which had entailed reviewing a collection of policies from the previous 21 years. He asked whether it would be possible to collect like policies together into groups that facilitate this kind of review. Dr. Harrison agreed that this type of consolidation should happen, as dictated by need and the time available.

In response to a question from Dr. Anstee, Dr. Harrison drew attention to the “Exclusions” section, which listed six types of proposals to which the policy would not apply.

Joint Report from the Academic Policy Committee and the Agenda Committee, continued

Mr. Dew spoke in support of the policy and asked whether there was a mechanism in place to manage overlapping policies. Dr. Harrison stated that the Academic Policy Committee would manage such situations.

The motion was
put and carried.

The President congratulated the Senate secretariat on the development of the new policy.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the report.

COMMITTEE MEMBERSHIP ADJUSTMENTS

The Committee proposed the following membership changes for the standing Committees of Senate:

1. Academic Policy Committee: Mr. Sean Haffey to fill vacancy;
2. Appeals on Academic Standing Committee: Dr. Benjamin Perrin to replace Prof. Margot Young;
3. Curriculum Committee: Mr. Sean Haffey to replace Mr. Clint Meyers and Ms. Betsy Segal to replace Ms. Andrea Dulay;
4. Student Appeals on Academic Discipline Committee: Mr. Clint Meyers to replace Dr. Sue Grayston
5. Student Awards Committee: 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.

*Dr. Windsor-
Liscombe
Dr. Rucker*

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

Carried.

Student Awards Committee

Committee member Dr. Cairns presented the report.

NEW AWARDS

See also 'Appendix A: New Awards.'

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

Carried.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, November 18, 2009.

APPENDIX A: NEW AWARDS

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 prefer-

Appendix A: New Awards, continued

ence 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

Appendix A: New Awards, continued

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.

Appendix A: New Awards, continued

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

Appendix A: New Awards, continued

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 descrip-

Appendix A: New Awards, continued

tion 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 BORGEN 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.

THE UNIVERSITY OF BRITISH COLUMBIA



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

October 2, 2009

To: Vancouver Senate

From: Vancouver Senate Secretariat

Subject: **Consolidated Financial Statements 2008/2009**

Pursuant to Section 32 (2) of the *University Act*, the Vice-President, Finance, Resources and Operations annually submits the University's financial statements for each fiscal year and provides a copy of those financial statements to the Board of Governors and to each of the UBC Senates. The Vancouver Senate Secretariat has received on your behalf the Consolidated Financial Statements for the fiscal year ending 31 March 2009.

The statements are available in electronic format at:

[http://www.finance.ubc.ca/documents/financial_statements/2009-](http://www.finance.ubc.ca/documents/financial_statements/2009-04/UBC%20March%2031%202009%20FS%2027Aug2009v2.pdf)

[04/UBC%20March%2031%202009%20FS%2027Aug2009v2.pdf](http://www.finance.ubc.ca/documents/financial_statements/2009-04/UBC%20March%2031%202009%20FS%2027Aug2009v2.pdf) and are available in hard copy upon request.

Questions about the Financial Statements should be directed to Mr. Ian Burgess, Comptroller in the Budget Office, at ian.burgess@ubc.ca or 604 822-3031.

**Provost and Vice President Academic**6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

November 4, 2009

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

From: David H. Farrar
Provost and Vice President Academic

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

Re: UBC Equity and Diversity Strategic Plan

I am pleased to forward for the information and input of the Vancouver Senate the draft UBC Equity and Diversity Strategic Plan.

The Plan is being developed by the Equity and Diversity Strategic Plan Working Group (comprised of students, staff and faculty from UBC Vancouver and UBC Okanagan) and reflects the University's commitment to equity and diversity as integral to the academic mission. It has been informed by broad consultation on both campuses, and outlines how the University plans to move forward on its goals to foster an environment to which all students, faculty and staff can contribute and in which all can thrive.

The draft Plan is being forwarded, together with the Implementation Priorities, to the Senates for their information and input. The Working Group also expects to hold town hall meetings on both campuses and will be posting the documents on the Diversity at UBC website. After incorporating input, the Strategic Plan will be submitted to the UBC Executive for final approval. Background on the planning process is available at <http://diversity.ubc.ca/>.

/cp

Attachments:

- University of British Columbia, Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC (draft 2009-10-26)
- UBC Equity and Diversity Strategy, Implementation Priorities (draft 2009-10-26)

Draft (2009-10-26)

UNIVERSITY OF BRITISH COLUMBIA
VALUING DIFFERENCE:
A STRATEGY FOR ADVANCING EQUITY AND DIVERSITY AT UBC

PREAMBLE

Equity and diversity are not abstract goals; they are essential qualities of an outstanding institution.

UBC embraces equity and diversity as integral to our academic mission. We encourage and support participation of the widest range of perspectives in our exploration and exchange of knowledge and ideas. An essential component of academic excellence is a truly open and diverse community that actively fosters the inclusion of voices that have been underrepresented or excluded. Thus, UBC is committed to fostering a living, learning, and working environment to which all can contribute and within which all can thrive.

An environment that fosters equity inspires innovation in teaching, research, scholarship, and service. It enhances wide-reaching opportunities for mentoring. Its diverse communities and varied experience and expertise will make it a welcoming destination for the best and brightest faculty, staff, and students.

INTRODUCTION

UBC has a rich history. We recognize that part of this history includes the suppression or exclusion of some of the voices that make up our diverse society. UBC has taken great strides in moving beyond that history. Nevertheless, some legacies of exclusion must still be addressed. Women now comprise more than half of the UBC workforce, and almost a third of employees on the Vancouver campus identify themselves as “visible minorities”. However, women and visible minorities continue to be underrepresented in leadership positions. Aboriginal people and persons with disabilities are underrepresented in many sectors of the UBC community – indeed, the representation of people with disabilities is declining.¹ UBC’s student body appears to be more diverse than our workforce. But too many students from underrepresented groups continue to report that they feel marginalized or tokenized within their classes and they do not see their lives and experiences reflected in the curriculum.²

¹ Detailed information on the representation of women, visible minorities, Aboriginal people and persons with disabilities in the UBC workforce is available at the UBC Equity Office website at: <http://www.equity.ubc.ca/data/index.html>.

² See, for example, the interviews with Aboriginal students in *What I learned in Class Today: Aboriginal Issues in the Classroom*, a research project by Karmen Crey and Amy Perrault at <http://fnsp.arts.ubc.ca/projects/classroom/>.

Draft (2009-10-26)

Much has been done and continues to be done to make UBC more inclusive of and welcoming to groups that may have been excluded or underrepresented in the past. Many excellent initiatives are advancing equity and diversity in units across the University.³ The following plan is not intended to replace those initiatives. Rather, it aims to provide an overarching framework that will, over five years, embed equity and diversity more deeply into UBC's institutional practices and will support the efforts of individual units. For background on the plan, see diversity.ubc.ca.

As part of the Place and Promise project, this plan provides an opportunity to embed equity and diversity goals in all aspects of strategic planning. There is a particularly close relationship between the goals of this plan and those of the Focus on People and the Aboriginal strategic initiatives.

"Equity" and "diversity" are broad terms capable of many interpretations. The plan begins, therefore, by defining these terms and providing some context.

EQUITY AND DIVERSITY – DEFINITIONS AND PHILOSOPHY

The focus of this plan is on **diversity** within UBC's workforce and student body. We embrace diversity because it enriches our institution. While all diversity is of value, some types of diversity are particularly relevant to the university's mission. According to a leading researcher, relevant diversity for organizations "means differences in how people see, categorize, understand, and go about improving the world."⁴ These differences are central to the academic mission. A diverse and excellent academic community, working together, will generate innovative research and scholarship. Students who are exposed to diverse perspectives will have more cognitive tools for understanding new ideas and resolving problems and will be better prepared for the challenges they will face after graduation.

For these benefits to be realized, the diverse perspectives must be fully included and valued. Beyond a mere "accounting for" difference, the way in which people are different – for example, in gender, race, culture, religion, sexual orientation, physical ability, family status or socio-economic status – must be respected. Thus, diversity in an organization means taking individual difference into account, respecting the ways in

³ For some examples of those initiatives, see *Exemplary Practices in Equity and Diversity Programming: University of British Columbia – Vancouver* (2009) a report for the Equity Office prepared by Lori J. Charvat (http://www.equity.ubc.ca/assets/pdf/publications/reports/exemplary_practices_in_%20equity_%20and_diversity_programming_UBCV.pdf).

⁴ Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups Firms, Schools, and Societies* (2007, Princeton: Princeton University Press).

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which that difference manifests, and taking full advantage of the exchange of diverse perspectives and ideas that result in a robust and collegial environment.⁵

Equity at its heart is about fairness; it is about equal access – to education, to employment – and equal opportunity to succeed in these domains. Promoting and achieving equity requires that institutions, such as universities, reflectively examine their policies and practices related to such areas as hiring and promotion of faculty and staff, admission of students, measurements of success, curricula and climate.

Equity is not the same as *formal equality*. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. In this way, equity can be seen as the equivalent of the concept of *substantive equality* built into the Canadian legal system. Equity recognizes that some groups were historically disadvantaged in accessing educational and employment opportunities and were, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systemically within organizational policies, practices and procedures. One goal of this plan, therefore, is to increase diversity by ameliorating conditions of **disadvantaged groups**.

The *Canadian Charter of Rights and Freedoms* explicitly provides for special measures aimed at “the amelioration of conditions of disadvantaged individuals or groups” Under the *Charter*, disadvantaged groups include those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age, mental or physical disability or sexual orientation. For this plan, disadvantaged groups may also include groups who experience systemic barriers due to other factors such as family status, socio-economic status or gender identity.

The focus of this plan is on present or emerging, not historical, disadvantage. We recognize that current barriers may have their origin in historical exclusion. However, groups that have experienced disadvantage may no longer face barriers or may face them in some areas or activities but not others. On the other hand, research may result in groups (such as first-generation learners) being added to those identified as “disadvantaged”.

⁵ Some material from the preamble and other sections of this document is drawn or adapted from the language and definitions set out in *Exemplary Practices in Equity and Diversity Programming: University of British Columbia – Vancouver* (2009) a report for the Equity Office prepared by Lori J. Charvat.

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CONTEXT

- **UBC's Vision, Values and Commitments** – The values of integrity, mutual respect, equity and the public interest are all specifically referenced in UBC's proposed Vision Statement and Values.⁶ Further, UBC has made express commitments to International Engagement, Aboriginal Engagement, Creating an Exceptional Work Environment, Community Engagement and Building Cross-Cultural Competencies. Accordingly, to enable UBC to advance our Vision, Values and Commitments, equity and diversity issues must be an integral part of all strategic planning.
- **Excellence** – UBC strives for excellence through its students, faculty, staff and alumni. This value is reinforced by ensuring that equity and diversity are incorporated into policies and practices that enable UBC to draw on the broadest possible pool of qualified students, faculty and staff.
- **Demographics** – Changing demographics, brought about by immigration, globalization, greater participation of disadvantaged groups and changing ideas of inclusiveness, have drastically altered the pools of potential students, staff and faculty available to attend, live and work at UBC. In order to attract the best talent available, UBC must be prepared to cast our nets as widely as possible. To retain and engage this talent, UBC must ensure that campus facilities, policies and climate are welcoming and that programs and services are diverse and accessible to all. These programs and services must also be sensitive to the differential impact of demographics, both on campus and in the surrounding communities, on the Vancouver and Okanagan campuses.
- **Societal Good** – In our role as a leader and educator in the community, it is important that UBC acknowledge and address historical injustices and systemic barriers that may prevent disadvantaged groups from seeking higher education or employment at UBC. If UBC is to live up to its Public Interest Values statement of creating "opportunities to bring together scholars and the wider community to enhance societal good", we must be active leaders in not only promoting equity and diversity within our own backyard but also in providing the tools and programs for our students, staff, faculty and graduates to bring these values back to the community at large.

REQUIREMENTS FOR SUCCESS

- **Commitment** – Achieving equity and diversity at UBC requires more than vision; it requires an adjustment in our practices at many levels. Such organizational change will not happen without a genuine commitment to take action to achieve the vision.

⁶ found at http://www.strategicplan.ubc.ca/vision_mission

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Moreover, the commitment requires more than rhetoric; it must be supported with resources.

- **Honesty and Accountability** – UBC must be open, honest and accountable in assessing its progress towards achieving equity and diversity. UBC must recognize where inequities exist and must be transparent about its efforts to remedy them. It is equally important to recognize and celebrate individuals and units that are having a significant impact in advancing equity and diversity at UBC.
- **Leadership** – Although change must happen at all levels of the organization, it is essential that UBC's leaders demonstrate a commitment to action. Commitment can be demonstrated through inclusion of equity and diversity in strategic planning, policy-making and resource allocation, and in the diversity of those appointed to leadership positions.
- **Shared Responsibility** – At UBC, change happens most effectively at the level of academic or administrative units. It is there that members of the UBC community learn, teach and work and it is there that most policy is implemented. To be effective, therefore, change needs to be directed at that level. UBC is also a highly decentralized organization and the needs, priorities and resources will vary greatly from one unit to another. Success in achieving equity and diversity will require actions and resources that empower individual units to implement change that meets their needs in their particular context. That means setting goals that are broad enough to advance the vision of the university while respecting the differences across units, faculties and campuses. And it means providing the support and resources that are necessary to enable units to meet their goals.
- **Empowerment** – Also essential in advancing equity and diversity is the work of dedicated individuals and groups who advocate from the grassroots. This plan is intended to be a tool that empowers these individuals and groups to advance the University's mission and that recognizes their contribution.
- **Innovation** – To become a university that embraces equity and diversity as part of its academic mission and that reflects the diversity of Canadian society, UBC must be prepared to recognize and change policies and practices that have been barriers to inclusion and participation. Change at large organizations like UBC is often a challenge. However, UBC has frequently demonstrated through its academic and research advances that its members have the capability to create and embrace innovation. UBC needs to harness that power to innovate as we pursue our vision to be a leader in equity and diversity.

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ACTION PLAN

A. STRATEGIC COMMITMENT

A strategic commitment, in its most visible form, means that the leadership includes people whose diverse lived experiences can expand thinking and direction, who can represent voices from the perimeter, and who can challenge the status quo. It is at the strategic level that faculties can establish sustainable change through earmarked resources and visible champions, can foster a welcoming and supportive campus environment and can ensure that grass-roots initiatives are properly supported and recognized. Most if not all of the actions in later parts of this document can be incorporated into strategic plans proposed in this area.

Actions [Timeframe]	Possible Metrics	Oversight
<p>Incorporate equity and diversity goals into strategic planning and review processes of every UBC unit directly reporting to a Vice President or the Deputy Vice Chancellor. [Ongoing]</p> <p>Increase diversity of UBC's leadership, including the Board and Senates. [Ongoing]</p> <p>Develop and report on measures of progress in furthering equity and diversity goals.[years 1, 3 and 5 of plan]</p>	<ul style="list-style-type: none"> Number of Faculties, Colleges and VP portfolios which have equity and diversity plans with measurable outcomes Representation of members of disadvantaged groups in senior positions Public report summarizing progress on this plan 	<p>President, Deputy Vice-Chancellor, Provosts, VPs</p>
<p>Develop university-wide strategies for internal and external communications that will reinforce equity and diversity as integral to UBC's programs and identity. [18 months]</p>	<ul style="list-style-type: none"> Communications strategy with measurable outcomes; visibility of resources that foster equity and diversity at UBC; public statements relating to equity and diversity by UBC's leaders 	<p>Executive Director, UBC Public Affairs (UBCV), Director, Alumni & University Relations (UBCO)</p>
<p>Develop guidelines and implementation practices to enhance accessibility of the physical environment at UBC for people with disabilities. [18 months]</p> <p>Ensure sufficient childcare spaces and related family services for UBC families. [Five years]</p>	<ul style="list-style-type: none"> Guidelines on accessibility standards and regular reports of accessibility enhancements Significantly reduced waiting lists for UBC childcare; support for other services such as emergency or dependent care 	<p>Campus Planning, UBC Properties Trust, VP Students</p>
<p>Expand opportunities and training for individuals who are taking the lead at the</p>	<ul style="list-style-type: none"> Level of funding for grass-roots equity and diversity initiatives; 	<p>President, Deputy Vice-</p>

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grass-roots level on equity and diversity initiatives and celebrate their successes. [One year] Establish awards recognizing outstanding equity and diversity initiatives or contributions. [One year.]	number of applications for such funding, quality of training and support, mechanisms to recognize efforts • Number and prestige of awards	Chancellor, AVP Equity
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B. CURRICULUM AND CLASSROOM CLIMATE

Curriculum and Scholarship

Curriculum and academic inquiry are powerful tools for promoting diversity and equity. A curriculum that reflects and embraces diversity challenges and enriches students and provides them with the best possible preparation for dealing with the complexities of an increasingly globalized society. While stand-alone courses with words such as “women” or “aboriginal” or “critical race” in the title are evidence of curricular efforts, it is important that curriculum planning incorporates a strategic commitment to educating for diversity in other courses as well and in co-curricular enrichment activities. Research guides curriculum, so it is important that faculty are supported to conduct academic inquiry into areas that reflect the experiences and interests of disadvantaged groups. Such research will also fulfil the university goal of enhancing societal good.

Actions [Timeframe]	Possible Metrics	Oversight
Strike a Task Force to identify ways to expand students' options for courses and co-curricular experiences which deepen their understanding of equity and diversity issues and that are appropriate to their field of study. A plan may include: • Modifying existing courses and creating new courses, extra-curricular experiences, or new requirements for students; • Identifying new resources needed to sustain such courses, including the funding of teaching assistantships.	<ul style="list-style-type: none"> • Number of courses focusing on diversity issues • Number of other courses that include significant content related to equity and diversity • Publication of Task Force plan 	Provosts

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<ul style="list-style-type: none"> Identifying ways to increase flexibility in students' curricula <p>[18 months]</p>		
<p>Conduct a feasibility study on ways to promote both basic and applied research related to equity and diversity including identification of mechanisms that would foster, coordinate, and disseminate research regarding equity and diversity issues. [Two years]</p>	<ul style="list-style-type: none"> Level of funding for research on diversity issues Publication of a feasibility study 	<p>Provosts, VP Research</p>
<p>Provide alternate routes to programs in which certain groups are significantly underrepresented and track retention of underrepresented groups in such programs. [Ongoing]</p>	<ul style="list-style-type: none"> Quality and uptake of alternate routes to programs; graduation rates of students from underrepresented groups 	<p>Provosts, Deans</p>

Classroom Climate

Creating a Climate for the Lessons of Diversity

As a university community, we consider the free and lawful expression of ideas and viewpoints to be essential to our mission. As scholars, we believe that discussion across boundaries and across pre-conceptions is a necessary condition for the resolution of even the most intractable conflicts. As instructors, we have the responsibility to ensure that these discussions take place within our classrooms. Indeed, the university classroom is where these vital lessons must be taught if we are to equip our students to confront and address the conflicts of the future.

Despite the intractability of some conflicts, we are a community that values respect for all others, even those with whom we disagree fundamentally. For a university, anything that detracts from the free expression of ideas is just not acceptable. Robust debate can scarcely occur, for example, when some members of the community are made to feel marginalized or even personally attacked, not for their ideas but for their very identity. When this happens, university disciplinary policies come into play, and there may be recourse to provincial human rights and federal anti-hate legislation.

A strategic commitment to equity and diversity means that we must act in ways that proclaim and define the parameters of respectful debate, and that we must foster vigorous debate within those parameters. Our classroom and co-curricular climates must welcome the testing of new ideas, diverse and marginalized viewpoints, and emerging opinions as well as majority viewpoints. To this end we will take the following actions:

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Actions	Possible Metrics	Oversight
Develop a classroom climate policy statement for UBC and tools to measure its effectiveness.	Achievement of statement; campus-wide awareness measures; instruments for assessing progress on classroom climate	Provosts, AVP Equity
Hold an annual open forum about the meaning of respectful classrooms – model respectful debate in this setting.	Achievement of the event; attendance at this event	VP Students
Work with the GSS on a graduate studies climate policy, taking account the mixed classroom/research setting of graduate studies.	Establishment of this policy; breadth of engagement of grad student community	Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO),
Support students to develop ways of expressing their concerns about classroom climate, both through various media (e.g. Film, UBC publications, student radio; etc) and to those at the university who can address those concerns.	Amount of financial support Number of students who take up this opportunity	

C. RECRUITING AND ADMISSION

A diverse community of excellent students, faculty, staff and senior administration brings a variety of perspectives to curriculum, research and scholarship and innovation and fresh ideas to our work. UBC's workforce (including student employees) serves as advisors, mentors and role models for UBC's diverse student body. Effective recruiting strategies will strengthen UBC's capacity to reach out to qualified students, faculty and staff who have been discouraged or excluded from participating in the UBC community because of systemic barriers within UBC or the broader community.

Student Recruitment and Admission		
Actions [Timeframe]	Possible Metrics	Oversight
Conduct research to identify barriers that prevent qualified applicants from disadvantaged groups from admission to UBC, whether they arise during the application process or earlier. Develop tools	<ul style="list-style-type: none"> Number of people and communities reached through outreach initiatives Number of qualified people 	VP Students, Dean, Faculty of Graduate Studies (UBCV), Dean,

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<p>to measure progress in removing those barriers. [Ongoing with annual progress reports]</p> <p>Develop effective recruitment strategies, including outreach initiatives, that address barriers experienced by undergraduate and graduate students and postdoctoral fellows from disadvantaged groups. [Ongoing with annual progress reports]</p>	<p>from targeted groups who apply and enroll in UBC's programs</p> <ul style="list-style-type: none"> Dissemination of research findings 	<p>College of Graduate Studies (UBCO), Deans, Provosts</p>
<p>Investigate ways to broaden the criteria used for admission to UBC's undergraduate programs, so that qualifications of all applicants are fully recognized.</p> <p>Review individual student admission processes to graduate and professional programs across UBC to identify both best practices and systemic challenges, e.g. through random selection of a sample of processes, and use results to inform best practices across campus. [Ongoing with annual reports of progress]</p>	<ul style="list-style-type: none"> Breadth and quality of admissions criteria Number of reviews annually Report of review findings 	<p>VP Students, AVP Equity, Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO)</p>
<p>Increase availability of scholarships that are specifically allocated to qualified applicants from disadvantaged groups. [Ongoing]</p>	<ul style="list-style-type: none"> Number of targeted scholarships; level of funding 	<p>President, Deputy Vice Chancellor, VPs</p>

Workforce Recruitment		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Revise the existing UBC Employment Equity Plan to:</p> <ul style="list-style-type: none"> Refine hiring targets for groups that are significantly underrepresented, including groups not currently designated in federal employment equity legislation; 	<ul style="list-style-type: none"> Annual employment equity workforce reports Human Rights Tribunal approval of Employment Equity Plan 	<p>AVP Equity</p>

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<ul style="list-style-type: none"> Create mechanisms to expand the applicant pool through active recruitment and to track rates of recruitment of staff and faculty from underrepresented groups. [One year] 		
Educate search committees on effective recruitment and selection processes, addressing issues such as unconscious bias in evaluating applicants that may exclude otherwise qualified candidates. [Ongoing with annual reports of progress]	<ul style="list-style-type: none"> Number of search committees which undergo training Evaluation and dissemination of training impact 	Provosts, Deans, AVP HR, AVP Equity
Support units in expanding the diversity in job application pools and in hiring first-choice candidates, including both central and unit support for partner accommodation and hires of outstanding candidates from underrepresented groups at senior ranks. [One year]	<ul style="list-style-type: none"> Amount of funding Amount of diversity hiring supported by funds 	Provosts, Deans
Review individual recruitment and selection processes across UBC, to identify both best practices and systemic challenges, e.g. through random selection of a sample of searches. [Ongoing with annual reports of findings]	<ul style="list-style-type: none"> Number of reviews annually Annual report of review findings 	AVP Equity, AVP HR

D. SUPPORTING SUCCESS

The benefits of a diverse community are maximized when all members of the community are included and valued in the discussion and exchange of knowledge and ideas. Full participation in the life of the institution enhances well-being and thus retention and performance.

All students, particularly those who have been underrepresented within the community, must be confident that they can participate in every aspect of campus life without being subject to arbitrary barriers. An institution that truly supports and enhances student success ensures that the values taught in the classroom and promoted by the institution are reflected in all aspects of the university including the provision of housing and support services. To this end, UBC should ensure that both the academic and non-academic student experience is in accordance with UBC's values, including those of equity and diversity.

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Similarly, UBC must ensure that its workforce, including faculty, staff and senior administrators, are able to participate in the opportunities that a career at UBC offers without being impeded by unnecessary barriers.

Supporting Student Success		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Educate UBC's workforce on ways to recognize and address challenges and opportunities that arise in the context of their work that relate to the diversity of the student population. Specifically, provide</p> <ul style="list-style-type: none"> • Training on classroom climate and equity and diversity issues in a pedagogical setting for faculty and teaching assistants; • Training for non-teaching staff who provide services (such as counseling, advising, residence and housing services, food services and medical, health & wellness services) to students at UBC. <p>[Development in first year; expansion in subsequent years]</p>	<ul style="list-style-type: none"> • Scope, quality, and degree of use of accommodation services • Teaching evaluation measures • Scope and number of training programs provided; level of participation in training (numbers and representation of different schools and services); quality and impact of training • Availability and quality of resource materials 	<p>TAG (UBCV), TLC (UBCO), AVP HR</p>
<p>Form a Working Group responsible for addressing gaps and identifying opportunities in supporting students from disadvantaged groups, such as:</p> <ul style="list-style-type: none"> • Gaps in financial assistance that may deter students from participating in work study programs or travel abroad programs; • Gaps in support for students, including those with disabilities and students with dependents; • Barriers to student participation and engagement in specific areas of campus life, such as residence life and athletics. 	<ul style="list-style-type: none"> • Graduation rates of students from disadvantaged groups • Level of participation of students from disadvantaged groups (including students with disabilities and students with dependents) in extra-curricular programs • Policies to address gaps and opportunities for support; evaluation of their effectiveness • Indicators of participation and satisfaction on student surveys 	<p>VP Students, Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO)</p>

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[Working Group recommendations in 18 months; implementation thereafter]		
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Supporting Workforce Success		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Identify and address barriers to well-being and success of faculty and staff from underrepresented groups.</p> <p>Track measures of success, such as promotions, salary, or awards, and address systemic inequities in these measures. [Ongoing, expanding scope over time]</p>	<ul style="list-style-type: none"> Results of employee satisfaction and climate surveys Rates of retention and promotion of staff and faculty from disadvantaged groups Rates of success of faculty in disadvantaged groups in research funding and awards; equitable compensation for all employees 	AVP Equity, AVP HR, Provosts, VP Research
<p>Expand and improve the quality of coaching, mentoring and training provided to new faculty and staff, especially for those from disadvantaged groups, and for existing faculty and staff moving into non- traditional areas.</p> <p>[Ongoing, expanding scope over time]</p>	Number of mentoring/coaching policies and programs; quality of, and level of participation in mentoring/coaching programs	TAG (UBCV), TLC (UBCO), AVP HR
<p>Expand services and support for faculty and staff, including those with disabilities and those with family responsibilities or religious commitments. [Two years]</p>	<ul style="list-style-type: none"> Uptake on services and accommodations provided Clarity, levels of inclusion and visibility of policies around services and support 	AVP HR

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UBC Equity and Diversity Strategy

Implementation Priorities

Overview

The Equity and Diversity Strategy is a five year plan. Some of the actions identified in the plan can be implemented immediately; others require research or planning before they can be effectively implemented. Some actions can be implemented with minimal cost; others will require allocation of significant human or financial resources. We expect that actions with minimal associated costs will be implemented as soon as is practical given the resources of the responsible unit. This document first briefly lists some short-term actions which can be completed quickly. It then focuses on actions that are necessary to lay a foundation for subsequent actions or for which there is a pressing need and that may require a significant expenditure of human or financial resources.

The Equity and Diversity Strategic Plan is a living document. As actions unfold, implementation committees will provide advice on the impact of the actions and will make recommendations for modifications to the Plan.

Accountability

Progress on implementation of the UBC Equity and Diversity Strategic Plan will be monitored by implementation committees on the Vancouver and Okanagan campuses. The Associate Vice President Equity will sit on both committees. The implementation committees will report annually to the Provosts and will include recommendations for the implementation of subsequent actions.

In addition, all units reporting directly to a Vice President or the Deputy Vice Chancellor will include equity and diversity goals in strategic planning and review processes.

A report documenting UBC's progress towards an equitable and diverse university will be issued at the end of years 1, 3 and 5 of this implementation period.

Short-term Implementation Priorities (first six months)

- Communicate commitment to this plan, through public statements by UBC's leaders and through visible content on UBC's webpages at the highest levels.
- Develop internal and external Communications Strategy
- Revise UBC Employment Equity Plan

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Foundational Implementation Priorities

These high-priority actions will be initiated in the first six months but will take 12-18 months to reach completion.

Curriculum and Climate

- Strike a Task Force to identify ways to expand students' options for courses and co-curricular experiences which deepen their understanding of equity and diversity issues and that are appropriate to their field of study.
- Develop a classroom climate policy statement for UBC and tools to measure its effectiveness.

Research

- Work with Strategic Enrollment Management Committee to develop and implement a pilot project to identify barriers that prevent qualified applicants from disadvantaged groups from admission to UBC, whether they arise during the application process or earlier. Develop tools to measure progress in removing those barriers.
- Conduct a feasibility study on ways to promote both basic and applied research related to equity and diversity including identification of mechanisms that would foster, coordinate, and disseminate such research.

Supporting Success

- Develop curriculum, materials and delivery options to enhance competencies for establishing a respectful classroom climate which supports free exchange of ideas and fosters vigorous debate.

Workforce Recruitment

- Support units in expanding the diversity in job application pools and in hiring first-choice candidates, including both central and unit support for partner accommodation and hires of outstanding candidates from underrepresented groups at senior ranks.

Commitment

- Develop guidelines and implementation practices to enhance accessibility of the physical environment at UBC for people with disabilities.

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- Develop guidelines and promote equity and diversity recognition awards
- Publish Equity and Diversity Report
- Expand availability of scholarships targeted for members of disadvantaged groups

Resource Implications

Much of the work in this phase will be accomplished by members of the UBC community who will apply their knowledge, skill and commitment to the initiatives that are identified in this plan. Their work will have implications for the allocation of human resources, but will not necessarily create additional financial implications. Some of the strategies will, if implemented, require one-time or ongoing financial commitment by the university.

Most, if not all, of the research in this phase can be conducted by UBC faculty, students or staff. One-time funding may be required to support that research either by funding the researcher directly, or by compensating the unit that is losing some of the services of the researcher. Depending on the scope of the research, some funding may be required for outside consultants.

The development of curriculum and materials to support training for faculty on equity issues will require a commitment of human and financial resources. The work may be done by reassigning existing staff and back-filling their position or by funding additional staff, either as employees or on contract. In either case, this will be one-time funding. There will also be a cost to deliver the training. That cost will depend on the method of delivery and the market for the training.

Some actions will require recurring funding. Recognition awards, assuming they include a financial reward, will have an annual financial cost that will depend on the size and number of awards. An annual report will have design and printing costs associated with it. Mechanisms for partner accommodation will have significant budget implications. The most substantial recurring funding is for targeted scholarships. The cost of such scholarships will depend on the size and number of scholarships and will likely depend on successful fund-raising for this purpose. Recurring funding to support partner accommodations or hiring opportunities will also be needed (matching recurring funding from units).



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 knowledge and understanding within and across disciplines, 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****CREATING AN EXCEPTIONAL LEARNING ENVIRONMENT**

STUDENT LEARNING	Aboriginal Engagement
	Alumni Engagement
RESEARCH EXCELLENCE	Intercultural Understanding
	International Engagement
COMMUNITY ENGAGEMENT	Outstanding Work Environment
	Sustainability
... towards global citizenship and a civil and sustainable society ...	

COMMITMENTS 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.

Intercultural Understanding

The University engages in reflection and action to build intercultural 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, reflecting our values and encouraging the open exchange of ideas and opinions.

Research Excellence

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

Student Learning

The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.



Sustainability

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

**GOALS AND ACTIONS****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.

Goal	Action
<ul style="list-style-type: none"> expand educational opportunities for Aboriginal people and widen opportunities for all students to learn about Aboriginal issues and perspectives 	<ul style="list-style-type: none"> strengthen programs of academic and social support for Aboriginal students
	<ul style="list-style-type: none"> expand curriculum offerings focusing on Aboriginal issues and perspectives
	<ul style="list-style-type: none"> increase hiring of highly qualified Aboriginal faculty and staff
	<ul style="list-style-type: none"> create and support programs that help prepare Aboriginal students for post-secondary education
<ul style="list-style-type: none"> increase engagement with Aboriginal communities in mutually supportive and productive relationships 	<ul style="list-style-type: none"> increase service learning opportunities with Aboriginal organizations and schools with significant Aboriginal populations
	<ul style="list-style-type: none"> strengthen and expand research grounded in significant community collaboration and consultation
	<ul style="list-style-type: none"> create venues for dialogue with Aboriginal communities and the broader public on significant issues

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.

Goal	Action
<ul style="list-style-type: none"> enrich the lives of graduates through a deeper connection to UBC, and help the University achieve its vision 	<ul style="list-style-type: none"> create opportunities for alumni to connect with the University intellectually
	<ul style="list-style-type: none"> develop volunteer opportunities that are valuable for alumni and the University
	<ul style="list-style-type: none"> partner with students and our graduates to build highly engaged alumni communities
<ul style="list-style-type: none"> increase alumni commitment to UBC through an expansion of opportunities for lifelong engagement 	<ul style="list-style-type: none"> expand University-wide efforts to engage alumni
	<ul style="list-style-type: none"> build positive regard for UBC through inspiring events, effective communications and outstanding services
	<ul style="list-style-type: none"> 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

**COMMUNITY ENGAGEMENT**

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

Goal	Action
• dedicate University resources to public understanding of societal issues and stimulate action for positive change	• facilitate deliberative public dialogue 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	• 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 UBC’s campuses and sites

INTERCULTURAL UNDERSTANDING

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

Goal	Action
• increase awareness and experience of the benefits of intercultural learning	• expand learning opportunities encouraging cultural diversity, dialogue and debate
	• promote effective inter-cultural professional development for faculty and staff
• remove barriers to greater cultural and intellectual diversity within the University, including those faced by historically disadvantaged groups	• improve processes and supports to achieve an excellent and diverse 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.

Goal	Action
<ul style="list-style-type: none"> increase the capacity of UBC students, faculty, staff, and alumni to engage internationally 	<ul style="list-style-type: none"> increase student participation in learning and service abroad
	<ul style="list-style-type: none"> increase the international dimension of UBC's educational opportunities
	<ul style="list-style-type: none"> increase support for international collaborations by faculty, staff and alumni
	<ul style="list-style-type: none"> expand recruitment of outstanding students and faculty from around the world
<ul style="list-style-type: none"> strengthen UBC's presence as a globally influential university 	<ul style="list-style-type: none"> increase the number of substantial strategic partnerships in regions of priority to UBC
	<ul style="list-style-type: none"> enhance UBC's scholarly communications on global issues, including on the web and through other avenues
	<ul style="list-style-type: none"> strengthen UBC's role in international development

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.

Goal	Action
<ul style="list-style-type: none"> be the place of choice for outstanding faculty and staff 	<ul style="list-style-type: none"> ensure processes and supports are in place to recruit first choice applicants
	<ul style="list-style-type: none"> provide faculty and staff with the means and professional development opportunities to fulfil UBC's vision, values and commitments
	<ul style="list-style-type: none"> establish a faculty/staff relocation office
<ul style="list-style-type: none"> be a healthy, inspiring workplace that cultivates well-being, resilience and commitment, and be responsive to the family needs of faculty and staff 	<ul style="list-style-type: none"> develop an integrated strategy to create a respectful, inclusive and collegial work environment
	<ul style="list-style-type: none"> increase support for healthy workplace initiatives
	<ul style="list-style-type: none"> provide a variety of affordable on-campus housing and childcare options
	<ul style="list-style-type: none"> ensure that academic and administrative heads and directors have



	the training, time and support they require to be effective
RESEARCH EXCELLENCE The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research across a wide range of disciplines.	
Goal	Action
<ul style="list-style-type: none"> increase the quality and impact of UBC's research and scholarship 	<ul style="list-style-type: none"> focus efforts on areas of excellence
	<ul style="list-style-type: none"> increase UBC research and graduate support funding in both absolute and relative terms, including support from non-traditional sources
	<ul style="list-style-type: none"> improve infrastructure to support leading edge research
	<ul style="list-style-type: none"> expand recruitment of top ranked graduate students and postdoctoral fellows
<ul style="list-style-type: none"> be a world leader in knowledge exchange and mobilization 	<ul style="list-style-type: none"> increase emphasis on engaging external communities in research at UBC
	<ul style="list-style-type: none"> expand the multiplicity of knowledge exchange channels, such as global access licensing
	<ul style="list-style-type: none"> develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories

STUDENT LEARNING The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.	
Goal	Action
<ul style="list-style-type: none"> enhance the quality and impact of teaching for all students 	<ul style="list-style-type: none"> review and revise curriculum and pedagogy to ensure that they are informed by leading edge research and research on how people learn
	<ul style="list-style-type: none"> simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning
	<ul style="list-style-type: none"> ensure that periodic academic reviews include an assessment of educational outcomes for all programs
	<ul style="list-style-type: none"> further align the University rewards and recognition systems with student learning goals
<ul style="list-style-type: none"> expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/ practicum/ 	<ul style="list-style-type: none"> provide undergraduate students with at least two enriched educational opportunities during their course of studies

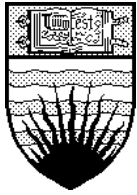


internship opportunities	
<ul style="list-style-type: none"> support student well-being, personal development and positive affiliation with UBC through outstanding campus life programs and service excellence 	<ul style="list-style-type: none"> continue the rapid expansion of student housing, informal learning space and on-campus work opportunities
	<ul style="list-style-type: none"> implement a coordinated strategy for communication with students
	<ul style="list-style-type: none"> ensure regular assessment of the overall student experience, including alumni feedback
	<ul style="list-style-type: none"> support student led initiatives to create a campus culture of involvement

SUSTAINABILITY

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

Goal	Action
<ul style="list-style-type: none"> ensure UBC economic sustainability by aligning resources with the University vision and strategic plan and deploying them in a sustainable and effective manner 	<ul style="list-style-type: none"> implement a budgeting framework that allocates resources based on strategic goals, including enrolment, with accounting simplification to improve financial control
	<ul style="list-style-type: none"> deliver a balanced budget annually, through active revenue management and a constant search for effectiveness and efficiencies
	<ul style="list-style-type: none"> provide a solid financial foundation for long-term success through land revenues, asset management and the launching of a significant fundraising campaign
<ul style="list-style-type: none"> make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations 	<ul style="list-style-type: none"> establish a widely shared baseline of the UBC carbon footprint, moving towards carbon neutrality in our operations
	<ul style="list-style-type: none"> integrate the University's physical operations with its research and teaching mandate as a living laboratory
<ul style="list-style-type: none"> foster social sustainability through teaching, research and community engagement that promote vibrant human interaction and community cohesion 	<ul style="list-style-type: none"> work with the AMS to build a new student union building that will serve as a dynamic centre for student life
	<ul style="list-style-type: none"> work with community based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally
<ul style="list-style-type: none"> create a vibrant and sustainable community supported by exemplary governance 	<ul style="list-style-type: none"> strengthen community governance to further take up UBC's lead in sustainability initiatives
	<ul style="list-style-type: none"> develop and implement campus and community plans that promote pedestrian friendly campuses with an integrated transportation infrastructure and a lively public realm



5 November 2009

ACADEMIC POLICY COMMITTEE

Vancouver Senate

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

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

christopher.eaton@ubc.ca

To: Senate
From: Academic Policy Committee

Re: Individual Joint Doctoral Programs

The Committee has considered a proposal from the Faculty of Graduate Studies and Graduate Council to establish a system of individual joint programs for doctoral students. These programs would be based on – and require the completion of the requirements for – existing UBC doctoral programs, but would allow a doctoral degree to be completed jointly at UBC and another university provided that comparable and compatible degrees exist. The attached proposal has been designed to comply with the Council of Senates policy on *Affiliations with Other Institutions of Learning*.

The Committee is pleased to recommend to Senate that it resolves as follows:

“That Senate approve the attached academic regulations for Individual Joint Doctoral Programs.”

Respectfully submitted,

Paul G Harrison
Chair



UBC Graduate Admissions Proposal Form Change to Admission Requirements

Category: 1

Faculty: Graduate Studies Effective Session : 09W1	Date: June 30, 2009 Contact Person: Jenny Phelps Phone: 822-2934 Email: jenny.phelps@ubc.ca
Proposed Calendar Entry: URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,0 New listing: "Individual Joint Doctoral Programs", in list on page above, proceeding "Interdisciplinary Studies" Degrees Offered: Ph.D, Ed.D., D.M.A Program Overview UBC offers the ability for individual students to enter a collaborative academic program of scholarship & research, which is jointly designed, supervised and examined by faculty from UBC <i>and</i> another university. An Individual Joint Doctoral program is a <i>single doctoral</i> degree (a PhD, an EdD, or a DMA) jointly awarded by the two universities. Each joint doctoral program is based on an existing PhD, EdD, or DMA program at UBC, but is individually developed and customized for a particular student in collaboration with another university. The academic and research program of a student enrolled in an Individual Joint Doctoral Program should be based on ongoing or developing research collaboration between research groups in the two participating universities and may also reflect an active collaboration between two universities that are part of a network. The student is expected to spend significant periods of time engaged in academic work at each university.	Present Calendar Entry: None



The student is enrolled in a specific graduate program at each university. The university of the student's principal supervisor will be designated as their "lead" university.

Individual Joint Doctoral degree arrangements should be established from the outset of the student's enrolment at UBC. Enrolment in a Joint Doctoral degree will not normally be allowed after the student is advanced to doctoral candidacy at UBC.

Admission Requirements

Students wishing to pursue a joint doctoral degree must be recommended for admission by a specific doctoral program at UBC. Students must satisfy the admission requirements of – and be admitted by – both universities.

Program Requirements

Each Individual Joint Doctoral Program will require a reciprocal written agreement between the two collaborating universities, which outlines the specific details of the academic program that the student will be required to complete. The agreement must specify arrangements related to the assignment and monitoring of supervision, required coursework, comprehensive examination, dissertation requirements including the language, length and format of dissertation, oral defense, and submission of final dissertation. The academic program must satisfy all doctoral requirements at each university.

The agreement must also specify additional responsibilities and regulations, such as the administration of student admission, enrolment, progression and graduation, provision of funding and infrastructure support, charging of tuition and other fees, intellectual property guidelines, maximum duration of program, misconduct and appeals



processes, and the format and wording of transcripts and degree certificates.

The written agreement is signed at each university by the academic vice-president, the dean of graduate studies, and dean of the faculty in which the student is enrolled (or equivalent positions).

Contact Information

A student wishing to pursue an Individual Joint Doctoral Program should inquire within a specific graduate program about the possibility of doing so.

General information about Individual Joint Doctoral programs can be obtained at:

UBC Faculty of Graduate Studies

180-6371 Crescent Rd.

Vancouver, BC, Canada V6T 1Z2

Tel: 604.822.2848

Fax: 604.822.5802

Email: graduate@interchange.ubc.ca

Web: www.grad.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA



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

November 6, 2009

To: Vancouver Senate

From: Admissions Committee

Re: **Changes in Admission Requirements (Master of Occupational Therapy: Human Anatomy Prerequisite and Doctor of Dental Medicine) (approval)**

Substitution of Grade 11 Grades for Applicants to Direct Entry Undergraduate Programs (approval)

a) Master of Occupational Therapy: Human Anatomy Prerequisite – Changes in Admission Requirements (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Master of Occupational Therapy program. The proposed changes specify the course content of the prerequisite Human Anatomy course.

Motion: *That Senate approve the revised calendar entry on admission requirements for applicants to the Master of Occupational Therapy program, effective for entry to the 2010 Winter Session and thereafter.*

b) Doctor of Dental Medicine – Changes in Admission Requirements (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Doctor of Dental Medicine program. The proposed changes outline current UBC 100-level English courses that satisfy the English prerequisite and remove Mathematics and Physics courses as prerequisites for admission.

Motion: *That Senate approve the proposed changes to admission requirements for applicants to the Doctor of Dental Medicine program, effective for entry to the 2010 Winter Session and thereafter.*

c) Substitution of Grade 11 Grades for Applicants to Direct Entry Undergraduate Programs (approval)(circulated)

At its January 2009 meeting, the Vancouver Senate approved the proposal to substitute Grade 11 grades in place of required Grade 12 grades for the calculation of an admission average for out-of-province applicants to the Bachelor of Commerce and Bachelor of Arts programs, as outlined in the attached report entitled 'Substitution of Grade 11 Grades for Timely Admission Evaluations.' Senate also delegated to the Admissions Committee authority to permit any direct-entry undergraduate program to admit students under the conditions specified in the report. Approval was granted only for the 2008/2009 admission cycle (for entry to the 2009 Winter Session) with a proviso that the Committee report back on the effects of the pilot on both the timeliness and rates of uptake of offers of admission.

The Committee has closely monitored the implementation of this change, as outlined in the attached report on entitled 'Pilot Project Using Grade 11 Grades in Admission Decisions for the 2008/2009 Admission Cycle.' The Committee recommends that Senate extend the proposal for the 2009/2010 and 2010/2011 admission cycles (for entry to the 2010 and 2011 Winter Sessions respectively) to allow Enrolment Services to collect additional data on timeliness and rate of uptake of offers of admission. Once this additional data is available, the Committee will consider whether to recommend a permanent change.

Motion: *That Senate approve the proposed changes in admission requirements for out-of-province applicants to direct entry undergraduate programs, as specified in the report entitled 'Substitution of Grade 11 Grades for Timely Admission Evaluations' effective for entry to the 2010 and 2011 Winter Sessions.*

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

UBC Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: October 7 2009 Effective Session: W__ Term _1__ Year <u>2009</u> for Change Year for Change: for the 2010W session</p>	<p>Date: September 22, 2009 Contact Person: Prof Michael Lee Phone: 604-822-7029 Email: michael.lee@ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1207 http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,879,0</p> <hr style="border-top: 1px dashed black;"/> <p>Proposed Calendar Entry:</p> <p>Admission Requirements:</p> <p>Completion of a recognized baccalaureate degree in any field and the successful completion of the following prerequisites:</p> <ul style="list-style-type: none"> • Social Sciences (3 credits) • Behavioural Sciences (3 credits.) • Human Anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk). Specific course requirement for human anatomy are listed on the MOT Admission website [http://www.ot.med.ubc.ca/students/prospective_students/Admission_Requirements.htm] 	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1207 http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,879,0</p> <hr style="border-top: 1px dashed black;"/> <p>Present Calendar Entry:</p> <p>Admission Requirements:</p> <p>Completion of a recognized baccalaureate degree in any field and the successful completion of the following prerequisites:</p> <ul style="list-style-type: none"> • Human Anatomy (3 credits; 300 level or higher) • Social Sciences (3 credits) • Behavioural Sciences (3 credits.) <p>Type of Action: Change the Human Anatomy requirement to read - (3 credits, focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk)</p>

¹ A 3 credit course covering the following topic areas:

- 1) Upper limbs: bones, joints, muscles, nerves and blood vessels in the upper limbs of the human body
- 2) Lower limbs: bones, joints, muscles, nerves and blood vessels in the lower limbs of the human body
- 3) Trunk: bones, joints, muscles, nerves and blood vessels in the back and thorax of the human body

The Department Head will review course outlines that are not listed in the MOT Admission web site to evaluate course equivalency

UBC Calendar Change Proposal Form Change to Course or Program

<p>Faculty: Dentistry Department: Faculty Approval Date: September 10, 2009 Effective Session: 2009W</p>	<p>Date: September 10, 2009 Contact Person: Dr. Alan Lowe Phone: 2-3414 Email: alowe@interchange.ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,314,151</p> <p>Proposed Calendar Entry:</p> <p>Prerequisites</p> <p>Successful completion of the following courses in the Faculty of Arts or Science at UBC Vancouver (or evidence of successfully completing equivalent courses elsewhere) is required:</p> <ol style="list-style-type: none"> 1. ENGL 112 and one elective chosen from: ENGL 110, ENGL 111, ENGL 120, or ENGL 121. For UBC students, the 6-credit first year English requirement can be met by taking one of ENGL 112, ASTU 150 or ENGL 100, PLUS one of ENGL 110, 111, 120, or 121; OR it can be met by successfully completing the Arts One Program or CAP (Coordinated Arts Program). 2. CHEM 121 and 123; or CHEM 111 and 113; or the former CHEM 111 and 112; or CHEM 121 and 122. 3. BIOL 12 or BIOL 111 and BIOL 121 or equivalent. 4. CHEM 203 and 204; or CHEM 233, 235 and 205; or the former CHEM 231 and 232. 5. BIOC 300 or 303; or BIOL 201 and BIOC 302. 	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,314,151</p> <p>Present Calendar Entry:</p> <p>Prerequisites</p> <p>Successful completion of the following courses in the Faculty of Arts or Science at UBC (or evidence of successfully completing equivalent courses elsewhere) is required:</p> <ol style="list-style-type: none"> 1. ENGL 112 and one elective chosen from: ENGL 110, ENGL 111, ENGL 120, or ENGL 121. Satisfactory completion of the Language Proficiency Index (LPI) is a prerequisite to all first-year English courses at UBC. 2. MATH 100 and 101; or MATH 102 and 103; MATH 104 and 105; or MATH 120 and 121; MATH 180 and one of MATH 101, 103 or 105; or MATH 184 and one of MATH 101, 103 or 105; or MATH 111; or the former MATH 130. 3. CHEM 121 and 123; or CHEM 111 and 113; or the former CHEM 111 and 112; or CHEM 121 and 122. 4. PHYS 12 and PHYS 101; or PHYS 100 and 101; or PHYS 101 and 102; or PHYS 107 and 108; or PHYS 153; or the former PHYS 121 and 122 or one of the former PHYS 110, 115, or 120. 5. BIOL 12 or BIOL 111 and BIOL 121 or equivalent. 6. CHEM 203 and 204; or CHEM 233, 235 and 205; or the former CHEM 231 and 232. 7. BIOC 300 or 303; or BIOL 201 and BIOC 302. <p>Type of Action: Changes to required pre-requisites for application to the DMD Program. Deletion and re-numbering.</p> <p>Rationale: Deletion of Math and Physics prerequisites to be more consistent with UBC Medicine and other Canadian Faculties of Dentistry plus addition of current UBC first year English requirements.</p>



MEMORANDUM

Date: December 5, 2008

To: Senate Admissions Committee

From: Dale Griffin
Senior Associate Dean, Academic
Sauder School of Business

Janet Giltrow,
Associate Dean (Students),
Faculty of Arts

A handwritten signature in black ink, appearing to be 'Dale Griffin', written over a light blue circular stamp.

Subject: Substitution of Grade 11 Grades for Timely Admission Evaluations

In order to identify top applicants in a timely fashion and provide them with offers of admission early enough to yield them for our programs, the Sauder School of Business and the Faculty of Arts propose a pilot project to permit the Undergraduate Admissions Office to incorporate a Grade 11 grade into an admission average in place of a required Grade 12 grade for applicants to our Bachelor of Arts and Bachelor of Commerce programs.

The substitution of Grade 11 for Grade 12 grades would occur only if the following conditions were in place:

- 1) the applicant is a secondary school applicant from outside of British Columbia (a process is already in place to collect verifiable grades for this group in sufficient time to make offers);
- 2) the applicant has all of the required courses either in progress or completed;
- 3) one or more of the approved or required Grade 12 courses does not yet have a grade; and
- 4) a grade in a comparable Grade 11 course (in the same subject area) is available to substitute into the calculation of the admission average.

This practice would allow for earlier calculation of admission averages by staff in the Undergraduate Admissions Office and will help to facilitate deadline-driven admission decisions (getting an offer to an applicant by the date when they need it) for a larger proportion of our applicants, rather than waiting for applicants with Grade 12 courses in progress to submit grades in May or June.

For future tracking and analysis purposes, we propose that a code be used by Undergraduate Admissions to identify admission averages that incorporate one or more Grade 11 grades.

Any students admitted based on an admission average that incorporates a Grade 11 grade would still have to satisfy all published admission requirements to the university and for our programs in order to retain their offer. Final transcripts would continue to be checked for completion of all required courses, graduation, and a final admission average that meets the published university minimum for admission.

It is our hope that this change in the procedure for early admission evaluations will be viewed as a progressive move that aligns with the "Principles of Effective Undergraduate Admission" and that it will be endorsed by the Senate Admissions Committee for implementation as a pilot in the current admission cycle.

**REPORT: PILOT PROJECT USING GRADE 11 GRADES IN ADMISSION DECISIONS FOR THE 2008/2009 ADMISSION CYCLE*****Evaluations using Grade 11 grades***

As a result of the pilot project to use Grade 11 grades in admission, 395 out-of-province (Canada) secondary school applicants were evaluated for admission in 2009 using Grade 11 grades as a proxy for missing Grade 12 course grades. This represents approximately 13% of the total number of UBC out-of-province (Canada) secondary school applicants who received an evaluation in 2009. Of the 395 evaluations, 367 (93%) were admitted and 28 refused (7%).

Comparing outcomes

Of the 367 students admitted using Grade 11 grades, 264 (72%) would have received the same admission decision had we waited for a complete set of Grade 12 grades; however, that decision would have been reached much later in the admission cycle.

Eleven students would not have been admitted had UBC waited for a complete set of Grade 12 grades. These “false admits”, representing 3% of admissions using Grade 11 grades, were anticipated in the original pilot project proposal. Only four of these students registered at UBC.

Some students admitted on Grade 11 grades (92 out of 367 admits or 25%) never provided a full set of Grade 12 grades for evaluation. This is not uncommon, particularly among students who do not accept UBC's offer. As a result, the difference in evaluation outcomes cannot be assessed for this group.

Impact on Enrolment

Of the 367 students admitted on Grade 11 grades, 117 (32%) accepted UBC's offer of admission - consistent with the yield rate of those students admitted earlier on Grade 12 grades. Overall, 34% of all Canadian secondary school applicants who received an offer of admission from UBC were initially admitted on Grade 11 grades.

While it is difficult to accurately assess the impact this policy had on Canadian secondary school student enrolment in 2009, there are positive indicators. As of April 1st, 2009, 35.8% of the out of province secondary school applicant pool had received an initial evaluation, compared to 19.7% on same date previous year. Clearly, applications were processed much faster in 2009.

In addition, the registration rate of admitted out of province secondary school students increased from 32% in 2008 to 35% in 2009 (figures include students admitted to first choice of program only). Historically, out of province students admitted by mid-April have often shown a higher rate of registration than students admitted at a later date. Although we cannot imply causality, it is believed that the earlier offers of admission had a positive effect on yielding admitted students.



Continuing this practice for future admission cycles

Undergraduate Admissions recommends that this initiative be continued and encourages the committee to consider approving this practice on an ongoing basis.

The benefits of including Grade 11 grades in this manner include:

- earlier academic evaluations for faculties that employ broad based admission practices
- earlier admission decisions for 1/3 of out-of-province Canadian secondary school applicants
- improved yield of out-of-province Canadian secondary school applicants
- spreads evaluation work more evenly over the admission cycle, with a lower overall amount of work

**Table 1: Admission outcomes of using Grade 11 grades as proxies for missing grade 12 grades, UBC Vancouver and UBC Okanagan, 2009**

Campus	Program	False Admit	True Admit	True Refuse	Unknown	Grand Total
UBC O	BA-O		31	1	6	38
	BASC-O		1			1
	BFA-O			1		1
	BMGT-O		3		2	5
	BSC-O		22		7	29
	BSN-O		1			1
	PHAR-O		1		1	2
UBC V	BA	5	80	1	12	98
	BASC	1	37		33	71
	BCOM		16	21	4	41
	BDSC			1		1
	BHK		4		1	5
	BMUS		1	2		3
	BSAG	1	3			4
	BSC	4	44	1	26	75
	BSCN		4			4
	BSF		1			1
	BSFN		12			12
	BSFS		3			3
Total		11	264	28	92	395

Table 2: Registration outcomes of using Grade 11 grades as proxies for missing grade 12 grades, UBC Vancouver and UBC Okanagan, 2009

Campus	Program	False Admit	True Admit	Unknown	Total
UBC O	BA-O		14		14
	BASC-O		1		1
	BMGT-O		2		2
	BSC-O		6	3	9
UBC V	BA	2	34	2	38
	BASC	1	19	1	21
	BCOM		6		6
	BHK		1		1
	BSAG	1	1		2
	BSC		18		18
	BSF		1		1
	BSFN		4		4
Total		4	107	6	117

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
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November 6, 2009

To: Vancouver Senate

From: Admissions Committee

Re: **Applicants Following the Alberta Secondary School Curriculum – Grade Adjustment (approval)**

Minimum Standards in English for Secondary School Applicants – Calendar Change on Admissions (approval)

English Language Admission Standard – Calendar Change on Admissions (approval)

d) Applicants Following the Alberta Secondary School Curriculum – Grade Adjustment (approval)(circulated)

At the May 2008 meeting of the Vancouver Senate, the Admissions Committee was directed to undertake a review of UBC's undergraduate admission policies with a view to determining their efficacy in meeting the goals of Trek 2010 and the UBC Academic Plan and report back to the Senate with recommendations for any necessary changes.

As part of this review, the Committee has considered comparative standards for various applicant groups for admission to UBC Vancouver. One applicant group examined was secondary school applicants following the Alberta curriculum. Given the variation in grading scales (e.g., letter grade of 'A' at 86% in BC secondary schools vs. 80% in Alberta secondary schools), Alberta secondary school applicants generally present slightly lower grades for admission to UBC Vancouver while achieving comparable first year sessional averages to applicants following the BC/Yukon secondary school curriculum. The admissibility of Alberta secondary school applicants is also affected by higher admission averages presented by BC secondary school applicants as a result of provincial examinations becoming optional for admission.

As outlined in the attached report entitled 'The Case for Alberta Grade Adjustments,' the Committee recommends that, for entry to the 2010 Winter Session, grades presented for admission by applicants following the Alberta secondary school curriculum be adjusted upward by 2%. The implementation of this change will be closely monitored by the Committee.

Motion: *That Senate approve the change in admission requirements for applicants following the Alberta secondary school curriculum, effective for entry to the 2010 Winter Session.*

e) Minimum Standards in English for Secondary School Applicants – Calendar Change on Admissions (approval)(circulated)

As part of its review of undergraduate admission policies, the Committee reviewed English language admission standards for various undergraduate applicant groups and recommends the following changes.

The Committee recommends a minimum standard of 70% as a final grade in English 11 or 12 (including provincial examinations where applicable) for applicants following an English language

secondary school curriculum. A detailed rationale for the proposed change is outlined in the circulated document.

The proposed change applies to the following applicant groups: Applicants Following the BC/Yukon Secondary School Curriculum, Applicants Following Secondary School Curricula in Canada outside of BC/Yukon, Applicants Following American Secondary School Curriculum, Applicants with International Baccalaureate and Advanced Placement Courses and Applicants Following Other International Secondary School Curricula.

Motion: *That Senate approve the proposed changes to admission requirements for undergraduate applicants following English language secondary school curriculum, effective for admission to the 2011 Winter Session and thereafter.*

**f) English Language Admission Standard – Calendar Change on Admission
(approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval a revised calendar entry on English Language Admission Standard. The proposed changes clarify the Language Proficiency Index (LPI) requirements for the Arts One program.

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

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE CASE FOR ALBERTA GRADE ADJUSTMENTS

October 2009

ALBERTA SECONDARY SCHOOL GRADING PRACTICES

One province from which UBC has admitted a significant number of first year students is Alberta. UBC has received anecdotal information that Alberta grading practices differ from BC grading practices, and that adjustments should be made in order to account for these differences in the interest of fairness and of admitting top students to the University. This issue was taken up by the Working Group that is examining comparative standards for admission to UBC Vancouver.

In order to consider admission average adjustments for applicants from Alberta on evidence, a number of factors were taken into consideration. First, research from Dave Miller, PhD, a secondary school counsellor at St. Mary's Secondary School in Calgary, AB. Second, analysis of the relative performance of BC and Alberta students, admitted on common admission averages, was conducted. Finally, the findings from these were compared to discipline-specific findings produced by the Mathematics Department on the UBC Vancouver campus.

David Miller's discussion paper, titled "Comparison of Alberta and BC Grade Twelve Examinable Subjects", notes that an "A" is achieved in Alberta Secondary Schools at 80%, whereas in BC, an "A" is achieved at 86%. Analysis of grade distribution, obtained from the BC Ministry of Education and the Government of Alberta Education websites, shows that roughly the same proportion of graduates fall within the "A" band in both educational jurisdictions. For example, in 2003, 27.6% of Alberta students who took Math 30 (senior year mathematics) achieved an "A" in the course (final grade between 80% and 100%); in BC, 27.1% of the students who wrote Principles of Math 12 achieved an A (final grade between 86% and 100%). Therefore, we can argue that approximately the same percentile of students achieve an A in math in Alberta as in BC, although the Alberta students will present lower percentage grades in the course. Such similarities are also observed among other senior year courses presented by Alberta and BC students for admission to UBC.

These findings suggest that because we do not consider the details of the indigenous grading scale, UBC may be losing a number of strong Alberta students. However, it would be unfair to simply boost Alberta grades by 6% as this would present an unfair advantage for Alberta students in the higher end of the scale (and would therefore have a large impact on awarding UBC entrance scholarships). It was decided that an approach used to calibrate grades for IB applicants to UBC would be appropriate in the Alberta situation as well.

COMPARING UBC STUDENT PERFORMANCE TO ALBERTA ADMISSION AVERAGES

In order to determine how to properly calibrate BC and Alberta grades, linear regressions were performed to determine how secondary school grades from both jurisdictions predict first-year performance at UBC. The average admission average and the sessional average were computed for incoming BC high school students from 2003 to 2007. This determined the average grade drop (expressed as x%). The same computation was applied to incoming Alberta students for that period to obtain an average grade drop of y%.

This analysis revealed that a BC student admitted with an admission average of 86% can be projected to obtain a first year sessional average of 73.9% at UBC. An Alberta student with the same admission average (86%) can be expected to obtain a first year sessional average of 75.3%. These results show that Alberta students can be expected to do as well at UBC (in terms of first year sessional average) as BC students with an admission average

1.5% to 2.0% higher. In other words, an Alberta student with an 85% is expected to do as well at UBC as BC student with 86.5% to 87%. As such, grade adjustment for the purpose of admission seems appropriate.

As we would expect, the differences in performance become less meaningful the higher the admission average; a BC student with grades in the high 90s is expected to perform similarly to an Alberta student in the high 90s. But in the early-to-mid 80s, where UBC Vancouver sets most of its admission averages, we see a significant difference. For UBC Okanagan, where admission averages are in the mid-70s, the difference is even more apparent. Therefore, we can conclude that for students with admission average in and around our cut-offs, the difference between the Alberta and BC grading schemes can play a significant role in determining admissibility.

This grade drop difference is consistent with data collected by the Mathematics Department on the Vancouver campus, for the Mathematics subject only.

IMPACT OF OPTIONAL BC PROVINCIAL EXAMS ON ADMISSION CUT-OFFS

The comparison of admission averages across educational jurisdictions was impacted this year by BC provincial examinations becoming optional in the calculation of an admission average for both UBC campuses. BC students presented admission averages in 2009 that were slightly higher than in past years. This placed upward pressure on admission cut-offs for the Vancouver campus in particular, making it more difficult for students from jurisdictions outside of BC to present grades that meet the higher competitive standard.

In order to mitigate the negative effects that optional provincial examinations have had on the admissibility of students from outside BC, boosting averages slightly higher than suggested by the data analysis referenced above would be appropriate.

ALBERTA GRADE CONVERSION RECOMMENDATION

It is recommended that UBC Vancouver adjust grades from Alberta students by a factor determined by the best current data and consideration of the impact of optional provincial examinations. The recommended boost for admission to 2010 admission is 2%. Ideally, a standardized report showing 3-year rolling averages for both BC and Alberta could be created for monitoring by Undergraduate Admissions in the future.



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Effective Session: Effective for 2011 undergraduate admission to UBC.</p> <p>Year for change: To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p>Contact Person: Janet Giltrow Senate Admissions Committee ELAS Working Committee Chair 604 822-3247 giltrow@interchange.ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0</p> <p>Proposed Calendar Entry:</p> <p><u>Homepage</u> > <u>Admissions</u> > <u>Applicants Following the BC/Yukon Secondary School Curriculum</u> > Admission Requirements</p> <p>The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0</p> <p>Present Calendar Entry:</p> <p><u>Homepage</u> > <u>Admissions</u> > <u>Applicants Following the BC/Yukon Secondary School Curriculum</u> > Admission Requirements</p> <p>The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:</p>

Grade	Required Courses ¹	Grade	Required Courses ¹
Grade 12	English 12 or English 12 First Peoples	Grade 12	English 12 or English 12 First Peoples
	Three additional approved examinable Grade 12 courses ^{1,2}		Three additional approved examinable Grade 12 courses ^{1,2}
Grade 11	English 11	Grade 11	English 11
	Principles of Mathematics 11		Principles of Mathematics 11
	Civic Studies 11 or Social Studies 11 ²		Civic Studies 11 or Social Studies 11 ²
	At least one approved Science 11 ³		At least one approved Science 11 ³
	An approved Language 11 ⁴		An approved Language 11 ⁴
Or approved equivalent International Baccalaureate, Advanced Placement, or Post-		Or approved equivalent International Baccalaureate, Advanced Placement, or Post-	



<p>secondary course. See the table Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum and the sections titled Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites and Post-Secondary Course Credits that Count Toward High School Graduation.</p> <p>First Nations Studies 12 may be used either to satisfy the Civic/Social Studies 11 requirement or as an approved Grade 12 course for your admission average, but may not be used to satisfy both of these admission criteria.</p> <p>See the table Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum for programs requiring two Science courses at the Grade 11 level.</p> <p>A beginner's Language 11 does not satisfy this requirement.</p> <p>The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved examinable Grade 12 courses, or the equivalent.</p> <p>A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.</p> <p>A minimum final grade of 70% in either English 11 or English 12 (or equivalent) is required for all programs.</p> <p>[...]</p>	<p>secondary course. See the table Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum and the sections titled Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites and Post-Secondary Course Credits that Count Toward High School Graduation.</p> <p>First Nations Studies 12 may be used either to satisfy the Civic/Social Studies 11 requirement or as an approved Grade 12 course for your admission average, but may not be used to satisfy both of these admission criteria.</p> <p>See the table Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum for programs requiring two Science courses at the Grade 11 level.</p> <p>A beginner's Language 11 does not satisfy this requirement.</p> <p>The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved examinable Grade 12 courses, or the equivalent.</p> <p>A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.</p> <p>[...]</p>
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**Other Canadian Secondary School Curricula – Minimum Standard in English****URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=2,23,69,0>

Proposed Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon](#) >

Introduction

Applicants who have followed an academic program leading to university entrance will be considered for admission to UBC. Students will be required to present English to the senior year level and all prescribed subjects for the university studies sought (see the table [Specific Program Requirements](#)).

Completion of secondary school graduation from a recognized secondary school is mandatory and a minimum average of 67% or equivalent is required.

Because of enrolment limitations, the academic standing required for admission to most programs is higher than 67%.

Admission to some programs requires a minimum standing in specific courses.

A minimum final grade of 70% (or equivalent) in either English 11 or English 12 (or equivalent) is required for all programs.

The following Provincial Requirements apply:

- Ontario. Ontario Secondary School Diploma with six appropriate Ontario Academic Courses (OACs) including

URL:

<http://www.students.ubc.ca/calendar/index.cfm?tree=2,23,69,0>

Present Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon](#) >

Introduction

Applicants who have followed an academic program leading to university entrance will be considered for admission to UBC. Students will be required to present English to the senior year level and all prescribed subjects for the university studies sought (see the table [Specific Program Requirements](#)).

Completion of secondary school graduation from a recognized secondary school is mandatory and a minimum average of 67% or equivalent is required.

Because of enrolment limitations, the academic standing required for admission to most programs is higher than 67%.

Admission to some programs requires a minimum standing in specific courses. ~~The minimum study for a UBC degree is four years.~~

The following Provincial Requirements apply:

- Ontario. Ontario Secondary School Diploma with six appropriate Ontario Academic Courses (OACs) including English (OAC I) or a minimum of six



<p>English (OAC I) or a minimum of six Grade 12 U/M courses including English (ENG4U).</p> <ul style="list-style-type: none">▪ Quebec. The collège d'enseignement général et professionnel (CEGEP). Applicants must have at least one full year of study in an academic diploma program with twelve appropriate courses for admission, including two courses in either ENGL (603) or FREN (601), plus the completion of the program-specific requirements. The côte de rendement au collégial (R-Score) may be used as a supplement for admission. Students are strongly encouraged to submit their R-Score. Transfer credit for up to one full year of degree study may be granted when the two-year diploma has been awarded.▪ Alberta, Saskatchewan, Manitoba, New Brunswick, Nova Scotia, PEI, Newfoundland, Northwest Territories, and Nunavut. Grade 12 graduation with standing in at least five appropriate academic Grade 12 courses including English. <p>The minimum period of study for a UBC degree is four years.</p>	<p>Grade 12 U/M courses including English (ENG4U).</p> <ul style="list-style-type: none">▪ Quebec. The collège d'enseignement général et professionnel (CEGEP). Applicants must have at least one full year of study in an academic diploma program with twelve appropriate courses for admission, including two courses in either ENGL (603) or FREN (601), plus the completion of the program-specific requirements. The côte de rendement au collégial (R-Score) may be used as a supplement for admission. Students are strongly encouraged to submit their R-Score. Transfer credit for up to one full year of degree study may be granted when the two-year diploma has been awarded.▪ Alberta, Saskatchewan, Manitoba, New Brunswick, Nova Scotia, PEI, Newfoundland, Northwest Territories, and Nunavut. Grade 12 graduation with standing in at least five appropriate academic Grade 12 courses including English.
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**American Secondary Curriculum – Minimum Standard in English**

<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,293,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage > Admissions > Applicants Following American Secondary School Curriculum</p> <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none">▪ graduation from an academic or college preparation program at a US regionally-accredited school;▪ English to the senior level (not ESL);▪ at least three other senior academic subjects and prerequisites appropriate for the intended program of study;▪ three years of mathematics to the junior level;▪ a minimum final grade of 70% (or equivalent) in either junior or senior year English; and▪ either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted) <p>Additional academic criteria, such as achievement in standardized tests, results from national or international competitions, or compelling evidence of outstanding leadership, may be considered when evaluating undergraduate applicants from secondary schools who have studied full-</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,293,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage > Admissions > Applicants Following American Secondary School Curriculum</p> <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none">▪ graduation from an academic or college preparation program at a US regionally-accredited school;▪ english to the senior level (not ESL);▪ at least three other senior academic subjects and prerequisites appropriate for the intended program of study;▪ three years of mathematics to the junior level; and▪ either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted) <p>Additional academic criteria, such as achievement in standardized tests, results from national or international competitions, or compelling evidence of outstanding leadership, may be considered when evaluating undergraduate applicants from secondary schools who have studied full-time outside of Canada for at least one year immediately prior to UBC admission.</p>
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time outside of Canada for at least one year immediately prior to UBC admission.	
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**International Baccalaureate Diploma
Minimum Standard in English**

<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,279,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage > Admissions > Applicants with International Baccalaureate and Advanced Placement Courses</p> <p>UBC recognizes these advanced secondary school programs for admission and for transfer credit.</p> <p>International Baccalaureate Diploma Students</p> <p>For students who complete the International Baccalaureate (IB) Diploma, admission to the University will require a minimum of 24 points including bonus points. Due to limited enrolment, a higher score will be required for admission to most programs.</p> <p>A minimum final grade of "3" in IB English A1 or A2 (Standard or Higher Level) is required for all programs.</p> <p>[...]</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,279,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage > Admissions > Applicants with International Baccalaureate and Advanced Placement Courses</p> <p>UBC recognizes these advanced secondary school programs for admission and for transfer credit.</p> <p>International Baccalaureate Diploma Students</p> <p>For students who complete the International Baccalaureate (IB) Diploma, admission to the University will require a minimum of 24 points including bonus points. Due to limited enrolment, a higher score will be required for admission to most programs.</p> <p>[...]</p>
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**Other English Language Secondary School Curricula – Minimum Standard in English****URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=2,294,0,0>

Proposed Calendar Entry:

[Admissions](#) > **Applicants Following Other International Secondary School Curricula**

All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English.

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

- General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least five subject areas, including English, with three in UBC-approved academic Advanced Level subjects.
- International Baccalaureate (IB). A Diploma with standing in at least six subjects, three at the standard level and three at the higher level, with a Diploma awarded.
- French Baccalaureate and French Baccalaureate International Option (OIB). Completion of the *baccalauréat général* or the *baccalauréat général (option internationale)*. All sections - S (scientifique), L (littéraire), and ES

URL:

<http://www.students.ubc.ca/calendar/index.cfm?tree=2,294,0,0>

Present Calendar Entry:

[Admissions](#) > **Applicants Following Other International Secondary School Curricula**

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

- General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least five subject areas, including English, with three in UBC-approved academic Advanced Level subjects.
- International Baccalaureate (IB). A Diploma with standing in at least six subjects, three at the standard level and three at the higher level, with a Diploma awarded.
- French Baccalaureate and French Baccalaureate International Option (OIB). Completion of the *baccalauréat général* or the *baccalauréat général (option internationale)*. All sections - S (scientifique), L (littéraire), and ES (économique et sociale) - are eligible for consideration. The *baccalauréat technologique* may be considered for admission on a case-by-case basis.



<p>(économique et sociale) - are eligible for consideration. The <i>baccalauréat technologique</i> may be considered for admission on a case-by-case basis.</p> <ul style="list-style-type: none">▪ Singapore (completion in 2008 and onward): Applicants must present evidence of completion of the new curriculum. Admission will be based on at least five examinations, including English, with three at the H2 level and two at the H1 level.▪ Other international school systems not listed above: Graduation from an approved university-preparation program within an education system that comprises 12 years of primary and secondary study or the equivalent. The admission average is calculated on academic courses and/or exams completed at the senior level (final year) of study. These courses and/or exams are selected by the UBC Admissions Office. <p>Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.</p> <p>Additional academic criteria, such as achievement in standardized tests, results from national or international competitions, or compelling evidence of outstanding leadership, may be considered when evaluating undergraduate applicants from secondary schools who have studied full-time outside of Canada for at least one year</p>	<ul style="list-style-type: none">▪ Singapore (completion in 2008 and onward): Applicants must present evidence of completion of the new curriculum. Admission will be based on at least five examinations, including English, with three at the H2 level and two at the H1 level.▪ Other international school systems not listed above: Graduation from an approved university-preparation program within an education system that comprises 12 years of primary and secondary study or the equivalent. The admission average is calculated on academic courses and/or exams completed at the senior level (final year) of study. These courses and/or exams are selected by the UBC Admissions Office. <p>Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.</p> <p>Additional academic criteria, such as achievement in standardized tests, results from national or international competitions, or compelling evidence of outstanding leadership, may be considered when evaluating undergraduate applicants from secondary schools who have studied full-time outside of Canada for at least one year</p>
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immediately prior to UBC admission.

immediately prior to UBC admission.

Type of Action: Add a minimum standard of 70% as a final grade in English 11 or 12 (including provincial examinations where applicable) to the undergraduate admission criteria for admission from an English-language high school.

Rationale:

The Senate Admissions Committee's working group on Review of English Language Admission Standard (ELAS) has examined how undergraduate students satisfy ELAS and where minimum standards can be tightened to increase the likelihood of admitted students performing well in UBC's English-language environment. This analysis revealed that prior study in the English language (a minimum of 3 to 4 years) plus a minimum final grade of 50% in English (the current minimum academic requirement) are not sufficiently indicative of an ability to succeed in UBC's academically rigorous, English-language environment and does not align with the goal of admitting top students, prepared to succeed at UBC, as articulated in the "Principles of Effective Undergraduate Admission".

The Working Group found that performance in secondary school English correlates well to first-year sessional averages at UBC. UBC students who presented a final grade of less than 70% in English 11 or 12 prior to admission are less likely to succeed than those with grades above 70%. Thirty percent of first-year UBC students who present final English grades between 50-70% do not achieve acceptable sessional averages at UBC in first year (i.e., they are on academic probation, or fail, or are designated as having "unsatisfactory standing"). These students are considerably less likely to persevere on to second year.

The introduction of a minimum threshold in English could place slight downward pressure on our admission GPAs. However, establishing a minimum English grade would increase the quality of UBC's student body on the Vancouver campus by replacing students with high overall averages but lower English scores with students with slightly lower overall averages and higher English scores. In certain faculties, the latter group is statistically more likely to obtain a higher first-year sessional average.

Overall, the proposed minimum standard in English performance is anticipated to add 0.4% to the domestic student retention rate and 0.3% to the ISI student retention rate.

The ELAS Working Group also examined the effects a minimum threshold in English would have on enrolment numbers and on the timing of admission decisions.

Timeliness of Offers

In order to ensure that admission decisions can be timely, the committee also examined what secondary school English grade information could be used to reliably predict performance for admission purposes in the March/April timeframe. This analysis revealed that final grades in English 11 are as predictive of UBC performance as final grades in English 12. Accordingly, the committee determined that an English 11 final grade would be satisfactory for the purpose of conducting an admission evaluation for applicants currently in their Grade 12 or senior year of high school.

Grade 12 English grades are not available until too late for consideration of most students (July/August). Approximately 2% - 4% of students admitted from high school would not have a satisfactory grade 11 English grade but would be able to meet UBC's minimum 70% requirement on final grades in late July.



Impact on Enrolment

Overall, a minimum standard of 70% in English 11 or 70% in English 12 performance would have resulted in approximately 3% of UBC Vancouver's domestic population and 7% of the ISI population being no longer admissible between 2005 and 2007.

Domestically, some students who would have been admitted under the current 50% minimum will be turned away and will be replaced by others who are either more or equally likely to succeed (depending on the faculty). As a result, our total domestic enrolment is not expected to be impacted by this policy proposal.

For international enrolments, which are not included in provincial quotas, a minimum threshold in English performance could reduce the total number of students unless off-set by the lower admission GPAs. Faculties will also continue to have discretion over Broad Based Admission criteria, including establishment of minimum GPA for BBA consideration.

Membership of the ELAS Working Group:

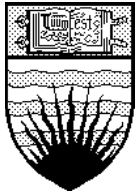
- David Fielding, Senate Admissions Committee Chair
- Janet Giltrow, Associate Dean (Students), Faculty of Arts
- Paul Harrison, Associate Dean of Science,
- Linda Hatt, Associate Dean, Barber School, UBC Okanagan
- Katriona MacDonald, Assistant Dean & Executive Director, Academic Programs, Sauder School of Business
- Karen McKellin, International Student Initiative



Calendar Change Proposal Form

<p>Effective Session: Effective immediately.</p> <p>Year for change: To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p>Date: September 24, 2009</p> <p>Contact Person: Janet Giltrow Associate Dean Faculty of Arts</p> <p>604 822-3247 giltrow@interchange.ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0</p> <p>Proposed Calendar Entry:</p> <p>As English is the language of instruction at UBC, all applicants, regardless of country of origin or of citizenship status, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>This requirement is distinct from the Language Proficiency Index (LPI) requirement for first-year English courses and Science One at UBC. Please see Language Proficiency Index Requirement for First-Year English and below for further information about the LPI.</p> <p>[...]</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0</p> <p>Present Calendar Entry:</p> <p>As English is the language of instruction at UBC, all applicants, regardless of country of origin or of citizenship status, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>This requirement is distinct from the Language Proficiency Index (LPI) requirement for first-year English courses, Arts One, the Arts Foundation Program, and Science One at UBC. Please see Language Proficiency Index Requirement for First-Year English and below for further information about the LPI</p> <p>[...]</p> <p>Type of Action: Update calendar language by removing mention of Arts Foundations (no longer offered) and by removing mention of Arts One requiring the LPI.</p> <p>Rationale: The Arts Foundation Program was cancelled several years ago; the LPI is not a requirement for Arts One.</p>

THE UNIVERSITY OF BRITISH COLUMBIA



5 November 2009

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

To: Vancouver Senate

From: Senate Curriculum & Admission Committees

Re: New Program Proposals for Graduate Programs in Craniofacial Science
(Orthodontics & Pediatric Dentistry)

Graduate Programs in Craniofacial Science

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to it by the Faculties of Graduate Studies and Dentistry, and are pleased to recommend as follows:

That Senate approve the new Graduate Programs in Craniofacial Science with Orthodontics and Pediatric Dentistry as set out in the attached report.

Faculties are reminded that as per the *University Act*, after academic approval has been granted by the Senate, the consent of the Board of Governors and the Minister of Advanced Education must be given before any new degree program may be offered by the University.

Respectfully Submitted,

Dr. David W. Fielding, Chair, Senate Admissions Committee
Dr. Peter Marshall, Chair, Senate Curriculum Committee

UBC Curriculum Proposal Form Change to Course or Program

<p>Faculty: Dentistry Department: Oral Health Sciences Faculty Approval Date: February 19, 2009</p> <p>Effective Session: for admission to the 2010 W Session</p>	<p>Date: 04/03/2009 Contact Person: Dr. Edward Putnins Phone: 604-822-1734 Email: putnins@interchange.ubc.ca</p>
<p>URL: <u>http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0</u></p> <p>Proposed Calendar Entry:</p> <p><u>Combined Program: Ph.D. in Craniofacial Science/Diploma in Orthodontics</u></p> <p>This combined program option is a clinical specialty program that is offered in conjunction with a Ph.D. in Craniofacial Science. The program provides education and training for potential clinicians, researchers, and teachers. Completion of the diploma in orthodontics requires completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the Ph.D. in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies. In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate. The combined program will require a minimum of 6 years to prepare the student for clinical practice and a research career. Graduates will be eligible to take the examination for specialty certification in orthodontics offered by The Royal College of Dentists of Canada and The American Board of Orthodontics.</p> <p>Applicants to the program must satisfy the requirements for admission to the Faculty of Graduate Studies and Dentistry. Applicants must hold a Doctor of Dental Surgery or Dental Medicine or equivalent from a recognized university. Students entering directly without a Master's degree must, during the first year of study, complete 12 credits with a first class average of which at least 9 credits must be</p>	<p>Type of Action: New Calendar Description</p> <p>To be inserted after the Master of Science description and ahead of the Combined Program: Ph.D. in Craniofacial Science/Diploma in Pediatric Dentistry description, ie see below:</p> <p>Master of Science</p> <p>The Faculty of Dentistry offers advanced study leading to the M.Sc. in Craniofacial Science through one of the following areas of study:.....etc..... For further information and details on admissions, please see the Program.</p> <p>Combined Program in Ph.D. in Craniofacial Science/Diploma in Orthodontics.....</p> <p>Combined Program: Ph.D. in Craniofacial Science/Diploma in Pediatric Dentistry...</p> <p>Rationale: To accurately reflect the addition of a combined program option in orthodontics to be done in conjunction with either an MSc or PhD in Craniofacial Science.</p>

at the 500-level or above and at least 9 credits must be no less than 'A-' (at UBC, 80%), to maintain registration as a doctoral student. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.

**Combined Program: M.Sc. in
Craniofacial Science/Diploma in
Orthodontics**

This combined program is a clinical specialty program. The program provides education and training for potential clinicians, research workers, and teachers. Completion of the diploma in orthodontics requires successful completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the M.Sc. in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies. In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate. Graduates will be eligible to take the examinations for specialty certification in orthodontics of the Royal College of Dentists of Canada and the American Board of Orthodontics. Normal course of study is three full academic years.

Applicants to the program must satisfy the requirements for admission to the Faculties of Graduate Studies and Dentistry. Applicants must hold a Doctor of Dental Surgery or Dental Medicine or its equivalent from a recognized university and fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.

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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Dentistry Department: Oral Health Sciences Faculty Approval Date: Feb. 19, 2009 Effective Session 10S Term 1	Date: February 18, 2009 Contact Person: Dr. Edwin Yen Phone: 7-4070 Email: edyen@interchange.ubc.ca
Proposed Calendar Entry: DENT 565 (8) Biomechanics of Craniofacial Orthopedics and Orthodontics I (Continues in second year)	Present Calendar Entry: New course Type of Action: New course Rationale: To foster an understanding of dentoalveolar and periodontal tissue response to physiological and mechanical forces, craniofacial tissue response to orthopedic forces, relationship of material properties to force systems, impact of appliances to general oral health, and biological factors in long term occlusal relationships.
Proposed Calendar Entry: DENT 566 (8) Biomechanics of Craniofacial Orthopedics and Orthodontics II	Present Calendar Entry: New course Type of Action: New course Rationale: To foster an understanding of dentoalveolar and periodontal tissue response to physiological and mechanical forces, craniofacial tissue response to orthopedic forces, relationship of material properties to force systems, impact of appliances to general oral health, and biological factors in long term occlusal relationships.
Proposed Calendar Entry: DENT 567 (8) Orthodontic and Craniofacial Orthopedic Patient Care I (Continues in second year)	Present Calendar Entry: New course Type of Action: New course Rationale: To foster an understanding of public health aspect of craniofacial care, care delivery models, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment.
Proposed Calendar Entry:	Present Calendar Entry: New course Type of Action: New course

<p>DENT 568 (8) Orthodontic and Craniofacial Orthopedic Patient Care II (Continues in third year)</p>	<p>Rationale: To foster an understanding of public health aspect of craniofacial care, care delivery models, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment.</p>
<p>Proposed Calendar Entry: DENT 569 (8) Orthodontic and Craniofacial Orthopedic Patient Care III</p>	<p>Present Calendar Entry: New course Type of Action: New course Rationale: To foster an understanding of public health aspect of craniofacial care, care delivery models, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment.</p>
<p>Proposed Calendar Entry: DENT 771 (8) Orthodontic and Dentofacial Orthopedic Clinics I (Continues in second year) Graded Pass/Fail</p>	<p>Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: To develop a range of required clinical competencies by attending patients from the various clinical categories who will be evaluated using state-of-the-art diagnostic records and managed accordingly with the appropriate treatment plans and therapeutic interventions. Patient progress and outcomes assessment analyses will be presented to student peers and supervisory clinicians in seminar-like sessions.</p>
<p>Proposed Calendar Entry: DENT 772 (12) Orthodontic and Dentofacial Orthopedic Clinics II (Continues in third year) Graded Pass/Fail</p>	<p>Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: To develop a range of required clinical competencies by attending patients from the various clinical categories who will be evaluated using state-of-the-art diagnostic records and managed accordingly with the appropriate treatment plans and therapeutic interventions. Patient progress and outcomes assessment analyses will be presented to student peers and supervisory</p>

	clinicians in seminar-like sessions.
Proposed Calendar Entry: DENT 773 (12) Orthodontic and Dentofacial Orthopedic Clinics III Graded Pass/Fail	Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: To develop a range of required clinical competencies by attending patients from the various clinical categories who will be evaluated using state-of-the-art diagnostic records and managed accordingly with the appropriate treatment plans and therapeutic interventions. Patient progress and outcomes assessment analyses will be presented to student peers and supervisory clinicians in seminar-like sessions.
Proposed Calendar Entry: DENT 774 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I (Continues in second year) Graded Pass/Fail	Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: Topics to include: public health aspect of special needs craniofacial care (such as cleft palate and other craniofacial anomalies, orthognathic surgical cases, oral rehabilitation cases, obstructive sleep apnea, care delivery models utilizing interdisciplinary health care teams, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment. Weekly clinics will provide students the opportunity to develop competency in integrating orthodontic care for the successful management of interdisciplinary cases in conjunction with collaborators of the health care team.
Proposed Calendar Entry: DENT 775 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics II (Continues in third year) Graded Pass/Fail	Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: Topics to include: public health aspect of special needs craniofacial care (such as cleft palate and other craniofacial anomalies, orthognathic surgical cases, oral

	<p>rehabilitation cases, obstructive sleep apnea, care delivery models utilizing interdisciplinary health care teams, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment. Weekly clinics will provide students the opportunity to develop competency in integrating orthodontic care for the successful management of interdisciplinary cases in conjunction with collaborators of the health care team.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 776 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics III</p> <p>Graded Pass/Fail</p>	<p>Present Calendar Entry: New course Type of Action: New course, Grading Scheme Pass/Fail Rationale: Topics to include: public health aspect of special needs craniofacial care (such as cleft palate and other craniofacial anomalies, orthognathic surgical cases, oral rehabilitation cases, obstructive sleep apnea, care delivery models utilizing interdisciplinary health care teams, jurisprudence and ethics, analysis of patient data, evidence based treatment planning, and treatment outcomes assessment. Weekly clinics will provide students the opportunity to develop competency in integrating orthodontic care for the successful management of interdisciplinary cases in conjunction with collaborators of the health care team.</p>

UBC Curriculum Proposal Form Change to Course or Program

<p>Faculty: Dentistry Department: Oral Health Sciences Faculty Approval Date: February 19, 2009</p> <p>Effective Session: for admission to the 2010W session</p>	<p>Date: 04/03/2009 Contact Person: Dr. Edward Putnins Phone: 604-822-1734 Email: putnins@interchange.ubc.ca</p>
<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0</p> <p>Proposed Calendar Entry:</p> <p><u>Combined Program: Ph.D. in Craniofacial Science/Diploma in Pediatric Dentistry</u></p> <p>This combined program option is a clinical specialty program that is offered in conjunction with a Ph.D. in Craniofacial Science. The program provides education and training for potential clinicians, researchers, and teachers. Completion of the diploma in pediatric dentistry requires completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the Ph.D. in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies. In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate. The combined program will require a minimum of 6 years to prepare the student for clinical practice and a research career. Graduates will be eligible to take the examination for specialty certification in pediatric dentistry offered by The Royal College of Dentists of Canada and The American Board of Pediatric Dentistry.</p> <p>Applicants to the program must satisfy the requirements for admission to the Faculty of Graduate Studies and Dentistry. Applicants must hold a Doctor of Dental Surgery or Dental Medicine or equivalent from a recognized university. Students entering directly without a Master's degree must, during the first year of study,</p>	<p>Type of Action: New Calendar Description</p> <p>To be inserted after the Combined Program: PhD and MSc in Craniofacial Science/Diploma in Orthodontics descriptions and ahead of the Combined MSc in Craniofacial Science/Diploma in Periodontics , ie see below:</p> <p>Combined Program: Ph.D. in Craniofacial Science/Diploma in Orthodontics.....etc.... Combined Program: MSc in Craniofacial Science/Diploma in Orthodontics.....etc..... The application deadline for this combined program is October 1 and enrollment is limited.</p> <p>Combined Program: Ph.D. in Craniofacial Science/Diploma in Pediatric Dentistry.....</p> <p>Combined M.Sc. in Craniofacial Science/Diploma in Periodontics.....etc. For further information and details on admissions, please see the Program.</p> <p>Rationale: To accurately reflect the addition of a combined program option in pediatric dentistry to be done in conjunction with either an MSc or PhD in Craniofacial Science.</p>

complete 12 credits with a first class average of which at least 9 credits must be at the 500-level or above and at least 9 credits must be no less than 'A-' (at UBC, 80%), to maintain registration as a doctoral student. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.

Combined Program: M.Sc. in Craniofacial Science/Diploma in Pediatric Dentistry

This combined program is a clinical specialty program. The program provides education and training for potential clinicians, research workers, and teachers. Completion of the diploma in pediatric dentistry requires successful completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the M.Sc. in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies. In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate. Graduates will be eligible to take the examinations for specialty certification in pediatric dentistry of the Royal College of Dentists of Canada and the American Board of Pediatric Dentistry. Normal course of study is three full academic years.

Applicants to the program must satisfy the requirements for admission to the Faculties of Graduate Studies and Dentistry.

Applicants must hold a Doctor of Dental Surgery or Dental Medicine or its equivalent from a recognized university and fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: DENTISTRY Department: Faculty Approval Date: April 30, 2009 Effective Session 10S Term 1	Date: April 24, 2009 Contact Person: Dr. Rosamund Harrison Phone: 2-2094 Email: rosha@interchange.ubc.ca
Proposed Calendar Entry: DENT 524 (6) Craniofacial Growth and Development	Present Calendar Entry: New Course Type of Action: New Course Rationale: To foster an understanding of the growth and development of the craniofacial complex at the molecular, histological and gross anatomical level.
Proposed Calendar Entry: DENT 510 (6) Pediatric Dentistry Literature Review I (Continues in Year 2)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To review current and classic literature on which contemporary clinical pediatric dentistry is based. To foster development of skills of critical analysis.
Proposed Calendar Entry: DENT 511 (6) Pediatric Dentistry Literature Review II (Continues in Year 3)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To review current and classic literature on which contemporary clinical pediatric dentistry is based. To foster development of skills of critical analysis.
Proposed Calendar Entry: DENT 512 (6) Pediatric Dentistry Literature Review III	Present Calendar Entry: New Course Type of Action: New Course Rationale: To review current and classic literature on which contemporary clinical pediatric dentistry is based. To foster development of skills of critical analysis.
Proposed Calendar Entry: DENT 513 (6) The Pediatric Patient I (Continues in Year 2)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide the student with the appropriate pediatric specialist level knowledge related to managing the needs of the pediatric patient, including the special needs patient.
Proposed Calendar Entry: DENT 514 (6) The Pediatric Patient II (Continues in Year 2)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide the student with the appropriate pediatric specialist level knowledge related to managing the needs of the pediatric patient,

	including the special needs patient.
Proposed Calendar Entry: DENT 515 (6) The Pediatric Patient III	Present Calendar Entry: New Course Type of Action: New Course Rationale: To provide the student with the appropriate pediatric specialist level knowledge related to managing the needs of the pediatric patient, including the special needs patient.
Proposed Calendar Entry: 516 (3) Pediatric Dentistry Case Review and Treatment Planning I (Continues in Year 2)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose the students to a wide variety of clinical cases and to discuss the biological, behavioural and clinical rationale for the chosen patient management and treatment.
Proposed Calendar Entry: DENT 517 (3) Pediatric Dentistry Case Review and Treatment Planning II (Continues in Year 3)	Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose the students to a wide variety of clinical cases and to discuss the biological, behavioural and clinical rationale for the chosen patient management and treatment.
Proposed Calendar Entry: DENT 518 (3) Pediatric Dentistry Case Review and Treatment Planning III	Present Calendar Entry: New Course Type of Action: New Course Rationale: To expose the students to a wide variety of clinical cases and to discuss the biological, behavioural and clinical rationale for the chosen patient management and treatment.
Proposed Calendar Entry: DENT 780 (12) Clinical Pediatric Dentistry I (Continues in Year 5) Graded Pass/Fail	Present Calendar Entry: New Course Type of Action: New Course, Grading Scheme Pass/Fail Rationale: To provide students with in-depth training and experience in clinical Pediatric Dentistry at the level of a specialist.
Proposed Calendar Entry: DENT 781 (12) Clinical Pediatric Dentistry II (Continues in Year 6) Graded Pass/Fail	Present Calendar Entry: New Course Type of Action: New Course, Grading Scheme Pass/Fail Rationale: To provide students with in-depth training and experience in clinical Pediatric Dentistry at the level of a specialist.

<p>Proposed Calendar Entry:</p> <p>DENT 782 (12) Clinical Pediatric Dentistry III</p> <p>Graded Pass/Fail</p>	<p>Present Calendar Entry: New Course</p> <p>Type of Action: New Course, Grading Scheme Pass/Fail</p> <p>Rationale: To provide students with in-depth training and experience in clinical Pediatric Dentistry at the level of a specialist.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 783 (3) Clinical Pediatrics I (Continues in Year 5)</p> <p>Graded Pass/Fail</p>	<p>Present Calendar Entry: New Course</p> <p>Type of Action: New Course, Grading Scheme Pass/Fail</p> <p>Rationale: To provide the students with exposure to important medical specialties related to pediatric dentistry at the level of a specialist.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 784 (3) Clinical Pediatrics II (Continues in Year 6)</p> <p>Graded Pass/Fail</p>	<p>Present Calendar Entry: New Course</p> <p>Type of Action: New Course, Grading Scheme Pass/Fail</p> <p>Rationale: To provide the students with exposure to important medical specialties related to pediatric dentistry at the level of a specialist.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 785 (3) Clinical Pediatrics III</p> <p>Graded Pass/Fail</p>	<p>Present Calendar Entry: New Course</p> <p>Type of Action: New Course, Grading Scheme Pass/Fail</p> <p>Rationale: To provide the students with exposure to important medical specialties related to pediatric dentistry at the level of a specialist.</p>

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate 18 Nov 2009
Item 11 p.1



November 5, 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November Curriculum Proposals (**approval**)

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

As such, the following is recommended to Senate:

Motion: *That the new and changed courses and programs brought forward by the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, and Medicine) be approved.*

Respectfully submitted,

Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate 18 Nov 2009

Item 11 p.2



Enrolment Services
Senate and Curriculum Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1
lindsey.lipovsky@ubc.ca
T: 604-822-9134; F: 604-822-5945

5 November 2009

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **GRADUATE PROPOSALS**

Attached please find submitted category 1 graduate curriculum proposals for your consideration.

Faculty of Applied Science

New Course:

EECE 570 (3)

Faculty of Arts

New Courses:

CRNS 549 (6)

GERM 510 (3)

GERM 521 (3)

GERM 522 (3)

Program Entry:

Addition of a thesis option and removal of courses no longer required for M.A. students in the ACRE program.

College for Interdisciplinary Studies

New Courses:

ONCO 548 (3-9)D

WMST 506 (3)

Faculty of Medicine

Course Changes:

MEDI 549 (12-18)D

RHSC 549 (12-18)D

OBST 549 (12-18)D



APSC / UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Department: Electrical and Computer Engineering Faculty Approval Date: February 13, 2009 Effective Date: Sept 2009	Contact Person: Steve Wilton Phone: 822-1263 Email: steview@ece.ubc.ca
Proposed Calendar Entry: EECE 570 (3) Fundamentals of Visual Computing Computational and mathematical methods for data driven processing and model based analysis of digital images and other visual data: perception, capture; representation, modeling; enhancement, restoration; registration, fusion; feature extraction, segmentation, recognition; practical applications.	URL: Present Calendar Entry: Type of Action: New Course Rationale: Visual computing refers to the field of acquiring, processing, analyzing and synthesizing visual data using computers. Over the past few years, this area has gained tremendous attention and has become a core topic in IT. The proposed course will be essential for supporting the large graduate student body in ECE who conduct research in related areas and would greatly benefit from this course. Specifically, students of many ECE faculty members including the Signal Processing Group, the Communications Group, the Biomedical Engineering Group, and the Human Communications Technology Group, as well as Mechanical Engineering and Medical and Biological Sciences student among many others, would directly benefit from this course

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: ARTS Department: CNERS Faculty Approval Date: February 3, 2009 Effective Session Winter Term 2 Year 2008/09 for Change	Date: October 19, 2008 Contact Person: D. Neufeld Phone: 2-4065 Email: Dietmar.neufeld@ubc.ca
Proposed Calendar Entry: CNRS 549 (6) Master's Thesis	URL: Present Calendar Entry: None Type of Action: New course Rationale: Introducing a thesis requirement for the MA in Ancient Culture, Religion and Ethnicity in the Mediterranean and the Near East (ACRE). Program now requires a thesis rather than a graduating essay. This will bring the ACRE program in line with our other MA program offerings. This thesis will be graded on a pass/fail basis.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: C.E.N.E.S. Graduate Program: Germanic Studies Faculty Approval Date: February 3, 2009 Effective Session _Winter___ Term 1___ Year _2009__ for Change	Date: 25 September 2008 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: winthrop@interchange.ubc.ca
Proposed Calendar Entry: GERM 510 (3) D German Literary History	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=GERM Present Calendar Entry: None Type of Action: New course Rationale: Currently there is no course offered that relates the historical dimension of literary studies to the changing theoretical approaches within and beyond the field of Germanic Studies.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: C.E.N.E.S. Graduate Program: Germanic Studies Faculty Approval Date: February 3, 2009</p> <p>Effective Session ___Winter___ Term _1___ Year_2009___ for Change</p>	<p>Date: 25 September 2008 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: Winthrop@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GERM 521 (3) German Cultural Studies</p>	<p>URL: http://www.students.ubc.ca/calendar/course_s.cfm?code=GERM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: This course responds to our students' increasing interest in relating German-language literary studies to concepts of cultural studies and interdisciplinary viewpoints.</p>

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: C.E.N.E.S. Graduate Program: Germanic Studies Faculty Approval Date: February 3, 2009</p> <p>Effective Session ___Winter___ Term _1___ Year_2009___ for Change</p>	<p>Date: 25 September 2008 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: Winthrop@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GERM 522 (3) Topics in Media Studies</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=GERM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: This new course is meant to address our students' growing interest in media theories and changing patterns of intermedial production and perception.</p>

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

Category: (1)

Faculty: ARTS Department: CNERS Faculty Approval Date: February 3, 2009 Effective Session Winter Term 2 Year 2008/09 for Change	Date: October 27, 2008 Contact Person: D. Neufeld Phone: 2-4065 Email: Dietmar.neufeld@ubc.ca
Proposed Calendar Entry: The M.A. program requires 30 credits of coursework and two comprehensive examinations. Of the 30 credits, 24 must be numbered 500 or above and must include CNRS 500 (3), and one of GREK 549 (6), LATN 549 (6), CNRS 549 (6), RELG 549 (6). The remaining 6 credits may, at the discretion of the program, be at the 300- or 400- level.	URL: http://www.students.ubc.ca/calendar/download/IX_Graduate.pdf Present Calendar Entry: The M.A. program requires 30 credits of coursework and two comprehensive examinations. Of the 30 credits, 24 must be numbered 500 or above [graduate courses] and must include CNRS 500, 501, and 579 [3 credit graduating paper] . The remaining 6 credits may, at the discretion of the program, be at the 300- or 400- level [undergraduate] . Type of Action: Removal of courses no longer required for the ACRE program and the introduction of a thesis option. Rationale: Not every ACRE student is eligible to take GREK and LATN at the 500 level (prereq is 301). A non-language option for those ACRE students is required. This will include those students focusing on Near Eastern topics. A thesis option for the MA in Ancient Culture, Religion and Ethnicity in the Mediterranean and the Near East (ACRE) is being introduced and the graduating essay being dropped. The intent is to bring the ACRE program in line with our other MA program offerings. The thesis will be graded on a pass/fail basis.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: College for Interdisciplinary Studies Department: Interdisciplinary Oncology Program Faculty Approval Date: April 7, 2009 Effective Session __Sept 09__ Term _1__ Year_09__ for Change	Date: November 6, 2008 Contact Person: Victor Ling Phone: 604-675-8101 Email: vling@bccrc.ca
Proposed Calendar Entry: ONCO 548 (3 – 9) D Oncology Rotation	URL: None Present Calendar Entry: None Type of Action: New course Rationale: This course is designed to meet the needs of students to gain hands-on experience by rotations through specialty laboratories and by shadowing clinicians. Students will gain an appreciation of the multifaceted nature of cancer as a disease and the need for an interdisciplinary approach for its investigation and treatment. This is a very specialized course and there currently is no course like this offered to students.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: College for Interdisciplinary Studies Department: Women's and Gender Studies Faculty Approval Date: April 6, 2009 Effective Session for Change: 2009 Winter, Term 1	Date: May 14, 2008 Contact Person: Dr. Sunera Thobani Phone: 604-822-9265 Email: sth@interchange.ubc.ca
Proposed Calendar Entry: WMST 506 (3) Gender, Islam, Modernity and the West Nuanced historical and contemporary issues that have shaped the exchanges, accommodations and conflicts between and within Islam, Modernity and the West. Topics include secularism, media, violence, human rights and the treatment of minorities.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=WMST Present Calendar Entry: WMST 503 (1-3) d Special Topics in Women's Studies Type of Action: New course. We currently offer <i>Gender, Islam, Modernity and the West</i> under Special Topics (WMST 503d), but would like to establish it as a separate, ongoing course. Rationale: This is a relevant and growing area of study that is not currently being addressed in our curriculum. The relationship between Islam and the West is centre stage in terms of global politics, and yet there are almost no ongoing courses that specifically examine this topic, and particularly as it affects gender relations. Also, we intend to offer this course on an ongoing and more regular basis, not just as a one off special topic.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Experimental Medicine Faculty Approval Date: April 9, 2009 Effective Session for Change: 09WTerm1	Date: April 8, 2009 Contact Person: Vincent Duronio Phone: 604-875-4707 Email: vduronio@interchange.ubc.ca
Proposed Calendar Entry: MEDI 549 (12-18)D M.Sc. Thesis	URL: http://www.students.ubc.ca/calendar/course.s.cfm?code=MEDI Present Calendar Entry: MEDI 549 (12)-M.Sc. Thesis Type of Action: Change Credit value for MEDI 549 M.Sc. thesis from 12 to 18 credits Rationale: M.Sc. thesis completion times in ExpMed average approximately 3 years. In our fields of research, the expectation for a M.Sc. thesis is that the student achieve the work required to publish at least one first-author manuscript, and this laboratory component represents at least 75% or more of the student's effort in the program. Therefore, a credit value of 12 for the thesis out of a total of 30 credits for the M.Sc. degree is not consistent with these requirements. By all usual measures, students are expected to achieve a minimum of one year of productive work in the laboratory. With the initial steep learning curve usually required for laboratory studies, the time required to complete the research in an M.Sc. thesis often requires as much as two years of work, and sometimes more. The student/supervisor interactions result in the majority of the academic training that the student receives, from laboratory discussions, journal clubs, and reading of the relevant literature. Due to the thesis



currently being assigned too few credits, students have to take additional formal courses (often into their second year) that puts added pressure on their research time.

Other departments with similar thesis requirements already grant 18 credits for the M.Sc. Thesis (e.g. Pathology, Surgery, Chemistry, Cell and Developmental Biology, Biology). The proposed change will create greater consistency in the credit requirements for the M.Sc. thesis among the UBC graduate programs having similar expectations.

MEDI 549 will continue to be graded with a percentage mark.

It has been recommended that the credits be listed as (12-18)D for one year to allow students currently enrolled in the program to complete the requirements as they were articulated at the time of admission.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: March 3, 2009 Effective Session ____ Term 1__ Year_2009/10__ for Change	Date: April 21, 2009 Contact Person: Lyn Jongbloed Phone: 604-822-7400 Email: lyn.jongbloed@ubc.ca
Proposed Calendar Entry: RHSC 549 (12-18)D M.Sc. Thesis	URL: http://www.students.ubc.ca/calendar/course.s.cfm?code=RHSC Present Calendar Entry: RHSC 549 (12) Thesis Type of Action: Increase in credits for MSc thesis Rationale: The proposal is that the MSc thesis be increased from 12 to 18 credits, which means that the students would require a minimum of 12 credits of coursework to complete a MSc degree (not 18). The primary reasons for this proposal are (1) that the heavy course load means that students are taking 3 years to complete the MSc degree and (2) research activities toward the thesis constitute 60% of a student's work in the program and therefore need an increased credit load assignment. The School of Rehabilitation Sciences was dissolved in 2007. The Research Graduate Programs in Rehabilitation Sciences (MSc and PhD) are jointly offered by the Departments of Occupational Sciences and Occupational Therapy and Physical Therapy. It has been recommended that the credits be listed as (12-18)D for one year to allow students currently enrolled in the program to complete the requirements as they were articulated at the time of admission.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Obstetrics/Gynaecology Faculty Approval Date: March 4, 2009 Effective Session __09__ Term 1__ Year _2009_ for Change	Date: February 27, 2009 Contact Person: Geoff Hammond Phone: 604-875-2435 Email: ghammond@cw.bc.ca
Proposed Calendar Entry: OBST 549 (12-18)D M.Sc. Thesis	Present Calendar Entry: OBST 549 (12) M.Sc. Thesis Type of Action: Credit value of the OBST 549 M.Sc. Thesis is changed from 12 to 18 credits. Rationale: The M.Sc. Thesis in Reproductive and Developmental Sciences represents a rigorous 2-3 year program of laboratory research and subsequent publication of the results obtained. Research activities toward the thesis make up >80% of a student's effort in the program. This is inconsistent with the M.Sc. thesis currently being assigned only 40% of the 30 credits of the degree. Furthermore, since the thesis portion of the M.Sc. degree is assigned too few credits in relation to the time commitment involved, students must take additional formal courses into their second year, significantly infringing on research time. A departmental decision has been made to more appropriately recognize the current effort students make to the M.Sc. thesis by assigning it 18 credits. This action will also bring our M.Sc. thesis credit value in line with other related research intensive departments – CHEM 549(18), ZOOL 549(18), CELL 549(18), BOTA 549(18). It has been recommended that the credits be listed as (12-18)D for one year to allow students currently enrolled in the program to complete the requirements as they were articulated at the time of admission.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee
c/o
Enrolment Services | Senate & Curriculum Services
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November 6, 2009

To: Vancouver Senate

From: Nominating Committee

Re: **Culture of Service (approval)**

Motion 1: That the report of the Nominating Committee on “Culture of Service” be received.

Motion 2: That **Recommendations 1 through 3d** be approved.

At the January 2009 meeting of Senate, the Nominating Committee was directed to consider ways in which to enhance the “culture of service” amongst members of the University community and to review ways in which service to the University is currently evaluated. The Committee was also directed to explore mechanisms by which faculty, students and staff can be encouraged to actively participate in the governance of the University and its units and report on its deliberations by the May 2009 meeting of Senate. The Committee was subsequently granted an extension, with a revised report back deadline of November 2009. The report presented herein is intended to fulfil the reporting responsibility assigned to the Committee.¹

Diminished Culture of Service – Observations

Active faculty involvement in academic oversight and institutional governance and support is essential to the fulfillment of the strategic goals of the University. To the extent that service occupies a central place in an institutions research and teaching missions, it is reasonable to expect robust faculty engagement and leadership in understanding and advancing service as a core value of the university. This is not always the case due in large part to an actual or perceived lack of emphasis on the importance of institutional service responsibilities. Service – particularly within the University – tends to trail as a distant third behind research and teaching. Despite increases in service expectations, service is not recognized comparably to teaching and research within academic communities.

This disengagement shrinks the pool of faculty who are willing to serve and limits the collective experience and expertise necessary for proper academic governance, thereby making academic governing bodies such as the Senate less representative and less responsive to the faculty and University at large. The Committee’s consultations indicate that the impact of a diminishing ‘culture of service’ touches upon all aspects of institutional service and governance.

In its consultations, the Committee found anecdotal evidence of a ‘diminishing culture of service’ across the campus. While faculties and students self-select for a variety of different

¹ While the referral speaks to “faculty, students and staff,” the Committee’s discussions have primarily focused on the issue of service with respect to faculty, being the major representative group on Senate and because staff service falls under different administrative provisions. Students have been consulted separately and the results of that consultation have been forwarded to the Vice-President, Students and are available through the Senate secretariat.

types of service, there remains a critical lack of participation in many areas. For example, the Faculty of Graduate Studies must sometimes issue upwards of 40 invitations to secure a chair for a doctoral examination committee. The Committee also found evidence of diminished student participation in and representation on decanal search committees. Similarly, of the 24 student positions available on a Faculty Council, only five are currently filled, reflective of the general trend in decreased engagement in university service. This evidence is consistent with several recent discussions on member participation in the activities of certain standing committees of Senate.

The Committee recognizes that many faculty are already making extraordinary contributions to the academy and community. However, evidence is primarily anecdotal. There are few mechanisms available for recording service and fewer mechanisms for aggregating contributions to gain a broader sense of what service is already being provided.

Diversity of Service

The service role of faculty is expansive and often vaguely defined. The internal and external dimensions of service are distinct but are often lumped together under the rubric of 'faculty service.' Internal service supports the intra-university functioning of the academic profession and higher education as a whole and is linked to the premise of the centrality of faculty in academic decision-making. The Committee recognizes the plurality of internal service, from participation in departmental committees, student support and administrative work. Faculty members are expected to participate in the decision-making councils of the University, and to share the necessary administrative work of their departments, faculties and the University. Service to the University also compasses service to the larger academic community, performed through (among other duties) reviewing academic publications, membership on editorial boards, adjudication committees, granting councils and other learned associations. Faculty member also serve the University, directly or indirectly, through service to the external community.

External service contributes towards the public mission of the University through community engagement, contribution to professional associations and publications, consulting, service-learning and community and civic service. These types of service opportunities are often more attractive than service to the University as the former appears to be more readily rewarded than the latter. External service is generally viewed as enhancing one's eligibility for promotion, tenure, and merit as compared to internal service. Moreover, the Committee was concerned to learn of a particular stigma attached to internal service, namely that there must be nothing more exciting for this individual to do. Nonetheless, the Committee recognizes the significance of internal service to both the practice of faculty, most notably in such areas as Medicine and Law, as well as to the University's community engagement.

Service expectations necessarily continue as faculty members progress through the professorial ranks. Protected research time for junior faculty, prior to tenure, emphasizes career development and engagement in traditional forms of scholarship. Service expectations are therefore lower than for more experienced faculty. This institutional investment is reciprocal; tenured faculty are expected to exhibit a level of service commensurate with their academic rank and experience.

Through its consultations, the Committee found significant variation in the recognition of service within faculties and departments and at the wider university level. Service is not consistently recognized; while some faculties place greater emphasis on recognition of service to the external community, several faculties have responded to the Committee's request for input with examples of faculty awards in recognition of service within the University. For example, the Faculty Scholar Award recognizes outstanding contributions to the Faculty of Law, both in administrative and student support capacities, awarded in the form of a research grant. The Faculty of Education Murray Elliott Service Award honours outstanding faculty contribution to the delivery and development of the Teacher Education Program. Similarly, the School of Nursing, the Faculty of Land and Food Systems and the Faculty of Medicine have in place mechanisms and awards to recognize outstanding service to the faculty or department. However, there remains an absence of a faculty service mechanism at the University level. There is currently no University level service award for faculty members as there are for staff (i.e. President's Service Award for Excellence and President's Staff Awards).

Recommendations

Throughout its discussions, the Committee has sought to find ways in which the 'culture of service' can be reinscribed at the University. While the Committee recognizes the significance of service outside of the University to both the practice of faculty, most notably in professional Faculties, as well as to the University's community engagement, the Committee's review has focused on service in the University, noting that service outside the University often contributes to faculty professional and career development that is more readily recognized in the annual Merit and PSA review processes.

Successful strategies for promoting service within the University should be proactive and should emphasize that service by faculty and students is a core component of academic governance. In addition to the strategies outlined below, the Committee recommends that Deans and Principals, in collaboration with the Offices of Faculty Relations and the Provost and Vice-President, Academic review their internal faculty orientation processes for new faculty to ensure an appropriate emphasis on service as a core component of an academic career and its relation to the pursuit of research and teaching excellence. The orientation process should reinforce service as an integral part of the University's academic vision and mission. Units head should further consider how to most effectively deploy non-academic staff to alleviate administrative pressure on faculty while still preserving and supporting the role of faculty in their exercise of necessary academic judgment.

The Committee explored ways in which to once again inculcate service to the University as a core value and recommends the following strategies:

- 1. That the President convey to the Senior Appointments Committee Senate's advice that service expectations and service measures be more clearly articulated.**

Commentary:

Service is one component of the tripartite review of personnel for promotion. A balanced record of research, teaching and service should be recognized as the optimal combination of accomplishment. The University's expectations of service vary depending on one's tenure status and rank. A higher level of service should reasonably be expected from associate and full professors, including significant service to the University. In order to cultivate a culture of service, the promotion process should outline explicit service expectations by professorial rank.

The Committee recommends, for example, that section 10 of current UBC CV template ('Service to the University') be expanded to include additional subcategories, signifying both departmental and university level service and denoting the major types of service activities faculty may be involved in, e.g., standing committees, ad-hoc committees, task/working groups, designated service assignments etc.

2. That Deans and Principals, in association with heads of other academic units, ensure that service expectations are clearly articulated and communicated to faculty.

Commentary:

For example, the annual report submitted by each member of a Faculty (generally in the form of a CV) should require a narrative of service and a concise listing of such activity, highlighting internal university service. Department Heads responsible for preparing dossiers should gather information from as many sources as necessary in order to offer a fair assessment of the faculty member's record of service.

Deans and Department Heads could develop expected or typical service 'paths' for faculty in their particular departments or units to serve as models for their faculty. They should also evaluate the academic importance of service roles the faculty member has filled, the effectiveness of the faculty member's work in those roles and the appropriateness of the service record given the faculty member's professorial rank. In this regard, faculty members should compile a narrative account of their University and other service in their curriculum vitae and annual career progress report.

3. That the University executive consider:

- a. The need for clear and consistent messaging from the senior administration to the University community about the importance of service;**
- b. Potential ways to recognize and communicate the importance of service in University activities, statements, and policies;**
- c. The establishment of University-level awards for service by faculty, potentially including a president's prize for faculty service or a research grant awarded for outstanding service. Such awards may be monetary or non-monetary.**
- d. The establishment of an integrated University-wide orientation for new faculty including an orientation to service culture and opportunities.**

Commentary:

These recommendations represent the purport of responses to Committee inquiries and parallel the findings of student consultation, via the Student Senate Caucus and the Alma Mater Society Council, particularly the need for University-level recognition of student engagement in service activities.

The Committee wishes to express its gratitude to Senate & Curriculum Services staff for their assistance. The data gathered by the Committee for the drafting of this report is available upon request.

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe
Chair, Senate Nominating Committee



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

October 22, 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.

LAW Foundation Entrance Bursary: Bursaries totaling \$27,000 are offered by the Law Foundation to students entering their first year of the J.D. (Juris Doctor) in law who have demonstrated financial need. (First awards available for the 2009/10 Winter Session)

Peter N. NEMETZ Prize in Government and Business: A \$500 prize is offered by a former student of Dr. Peter N. Nemetz in recognition of the unwavering commitment of Dr. Nemetz to his students, his ability to inspire his students' interest in Commerce 394 and his exceptional care and attention to individual students who seek his mentorship in this area. The prize is awarded to the student obtaining the highest standing in Commerce 394 and is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session.)

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

Award 08316 – Dorothy A CAMERON Memorial bursary (revised description): A bursary has been endowed in memory of Dorothy A. Cameron by her husband, Donald Cameron, for students in the first year of the M.D. program.

How amended: The original award description provided a bursary for a student's entire first year tuition. With the decreased value of this endowment, covering a student's entire first year tuition is no longer possible. In consultation with the donor, the award description has been revised to reflect this change.