

# THE UNIVERSITY OF BRITISH COLUMBIA



## Vancouver Senate Secretariat

Enrolment Services  
Senate and Curriculum Services  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

## Vancouver Senate

### AGENDA

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

**WEDNESDAY, DECEMBER 16, 2009**

**7:00 P.M.**

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

1. Minutes of the Meeting of November 18, 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. From the Board of Governors -- Prof. Stephen J. Toope  
Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act* (information)

#### **Senate Meeting of October 14, 2009**

New Awards.

#### **Senate Meeting of November 18, 2009**

Curriculum Proposals from the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Medicine, and Dentistry).

Individual Joint Doctoral Programs Proposal.

New Awards.

5. Academic Policy Committee -- Dr. Paul Harrison  
Imagine Day 2009: Summary Report (information) (circulated)
6. Admissions Committee -- Dr. David Fielding
  - a. Review of Admission Policies (approval) (circulated)
  - b. Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University (approval) (circulated)
  - c. Bachelor of Science in Nursing - Calendar Entry Changes (approval) (circulated)

.../continued

7. **Joint Report from Curriculum and Admissions Committees -- Dr. Peter Marshall**  
New Program Proposal for Graduate Program in Craniofacial Science (Prosthodontics) (approval) (circulated)
8. **Curriculum Committee -- Dr. Peter Marshall**  
Curriculum Proposals from the Faculty of Applied Science, the College of Health Disciplines, the Faculty of Dentistry, the Faculty of Graduate Studies (Arts, Law, and Medicine) and the Faculty of Science (approval) (circulated)
9. **Student Awards -- Dr. Brian Stelck**  
New Awards (approval) (circulated)
10. **Tributes Committee -- Dr. Sally Thorne**  
Candidates for Emeritus Status (approval) (circulated)
11. **Report from the Provost and Vice-President, Academic<sup>1</sup> -- Dr. David Farrar with Guest Presenters Dr. Andrew Riseman, Associate Professor, Land and Food Systems, and Mr. Mark Bomford, Program Coordinator, Sustainable Food Systems at UBC Farm South Campus Academic Plan, *Cultivating Place*** (information) (circulated)
12. **Proposed Agenda Items**
13. **Other Business**

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

Regrets: Lauren Hume, telephone 604.822.5239 or e-mail: [lauren.hume@ubc.ca](mailto:lauren.hume@ubc.ca)

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

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1. Recommended maximum of 20 minutes for this item.

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## Vancouver Senate

### MINUTES OF NOVEMBER 18, 2009

#### Attendance

**Present:** Prof. S. J. Toope (Chair), Ms. L. Collins (Acting Secretary), Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Mr. A. Cheung, Mr. G. Costeloe, Dr. B. Craig, Dr. J. Dennison, Mr. G. Dew, Dr. W. Dunford, Dean B. Evans, Dr. D. Farrar (Provost & Vice-President, Academic), Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. S. Haffey, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Dr. A. Ivanov, Ms. A. Johl, Ms. A. Kelly, Dr. S. B. Knight, Dr. B. S. Lalli, Dr. B. Larson, Dr. D. Lehman, Dr. P. Loewen, Dr. B. MacDougall, Dr. P. L. Marshall, Dr. W. McKee, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Dr. K. Patterson, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. J. Sealy-Harrington, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Mr. B. Tomlinson, Dr. M. Vessey, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. T. Young.

**By invitation:** Mr. I. Burgess, Ms. S. Chung, Dr. A. Condon, Mr. A. Glynn, Mr. P. Ouillet (Vice-President, Finance, Resources & Operations), Ms. A. See, Dr. J. Stapleton, Mr. T. Patch, Dr. E. H. K. Yen.

**Regrets:** Dean T. Aboulnasr, Dr. Y. Altintas, Ms. K. Aminoltejari, Principal M. Burgess, Dr. B. Cairns, Mr. B. Cappellacci, Ms. A. Dulay, Dr. S. Farris, Ms. K. Ho, Dean M. Isman, Mr. A. Johal, Mr. D. Leung, Mr. W. McNulty, Dean D. Muzyka, Dr. C. Orvig, Dean S. Peacock, Dr. B. Perrin, Dean J. Saddler, Mr. M. Sami, Ms. B. Segal, Ms. A. Shaikh, Dean C. Shuler, Dean R. Sindelar, Dean G. Stuart, Mr. D. Thakrar, Dr. M. Upadhyaya, Mr. D. Verma, Dr. R. Wilson, Dr. R. A. Yaworsky.

#### Call to Order

The Chair called to order the third regular meeting for the 2009/2010 academic year.

#### Change to Meeting Agenda

Consideration of 'Item 9(d): Applicants Following the Alberta Secondary School Curriculum' was removed from the meeting agenda at the request of the Admissions Committee

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*Change to Meeting Agenda, continued*

and by consent of the Senate. The Committee had requested additional time to consider revising its proposal to encompass a more general policy statement. Dr. Fielding stated that the Admissions Committee would welcome commentary from Senators in response to the document that had been circulated.

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

<i>Mr. Heisler</i>	}	<i>That the minutes of the meeting of October 14, 2009 be adopted as circulated.</i>
<i>Dr. Anstee</i>		

### **DISCUSSION**

Referring to the discussion on International Engagement and Global Influence (pp. 09/10 28-33), Dr. Knight stated that international involvement was a great challenge and that for many years the level of participation had been dependent on the commitment of individual faculty members. He suggested that the University had previously failed to articulate a strong ethical base for its international activities, which would become the standard for faculty and student international involvement. He also urged the University not to shy away from discussions about cultural differences.

The minutes were adopted by unanimous consent.

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

#### **ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA AND GROUP OF THIRTEEN MEETINGS**

The President reported on recent meetings of the Association of Universities and Colleges in Canada (AUCC) and the Group of Thirteen (G-13) Canadian universities. He was pleased to report much clearer alignment of Canadian universities with respect to research advocacy messaging at the federal level than in the past. The unified message from the



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*Remarks from the Chair and Related Questions, continued*

AUCC, the G-13, and the federal granting councils to the federal government in preparation for the following year's budget was that it was critical to fund direct operating support for research through the federal granting councils. The three groups were also advocating for movement toward covering the full indirect institutional costs of research (estimated at 40% of direct costs) over the following years. The President was hopeful that the upcoming budget would reflect a reinvestment in the granting councils, although he also acknowledged that the amount of available funding was dependent in part on the overall economic climate.

#### **METRO VANCOUVER LAND DEVELOPMENT BYLAW DISCUSSIONS**

The President reported that the university had been taken by surprise in October 2009 when Metro Vancouver introduced a proposal to establish nine new planning zones and numerous additional regulations pertaining to academic land use. The President expressed great personal worry about the possibility of Metro Vancouver taking an active role in the governance of academic land. He emphasized that it was important to distinguish this proposal from the regulation of development of non-academic land. In a recent open letter to the University community, the President had expressed concerns that the core research and teaching activities of the University would be negatively affected by the introduction of cumbersome approval processes that were unrelated to the University's academic mission. He noted that members of the Board of Governors had also expressed grave concerns.

The President stated that the new bylaw represented a fundamental departure from an existing legal agreement and that it had been developed without consultation. Furthermore, the University had recently received information about the proposed composition of a committee to oversee the bylaw: of 15 committee members, one was proposed to represent UBC.

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*Remarks from the Chair and Related Questions, continued*

## **DISCUSSION**

In response to a question from Dr. Singh about the motivation for the introduction of the new bylaw, the President stated that the provisions affecting UBC reflected a desire on the part of Metro Vancouver to take a more active planning role throughout the entire region, where municipalities currently had primary control.

In response to a question from Mr. Costeloe about timing, President Toope stated that although it normally took up to one year to finalize and implement a proposed bylaw, the process in this case might be expedited to conclude within three or four months.

Dr. Windsor-Liscombe stated that UBC had been originally located at Point Grey in part to avoid political interference. He noted that he was an elected member of the Advisory Design Panel of the University Endowment Lands Community Advisory Council, and that he had been routinely outvoted by members not representing local interests.

The President reiterated the need for the University to act forcefully against the proposed new bylaw.

## Candidates for Degrees and Diplomas

Dr. Harrison  
Mr. Mertens

}

*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.*

Carried by the  
required two-  
thirds majority.

## Financial Statements 2008/2009 and Budget Model

The assembly recognized guest presenters Mr. Pierre Ouillet, Vice-President, Finance, Resources, and Operations, and Mr. Ian Burgess, Comptroller.

### FINANCIAL STATEMENTS

After introducing Mr. Andrew Glynn and Ms. Allison See of Financial Services, Mr. Burgess gave an overview of the Consolidated Financial Statements for the fiscal year ending March 31, 2009. Highlights were as follows:

- The March 31, 2009 Consolidated Financial Statements had been approved by UBC's Board of Governors on May 29, 2009;
- KPMG had issued an Unqualified Audit Opinion;
- Total consolidated revenue was \$1 472.1 million, which represented a four-percent decrease over the previous year. This amount included investment losses totalling \$188.9 million (20.9%).
- Total expenses were \$1 687.2 million, resulting in a year-end deficit of \$215 million.
- A new endowment policy had come into effect April 1, 2009 that set a spend rate of 3.5 percent and established a new endowment account structure: capital, stabilization, and spending.
- The stabilization account was \$108.9 million in deficit in March 2009.

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*Financial Statements, continued*

- UBC's Long-term Debt Rating for fiscal 2008/09: Standard & Poor's rating AA+, Moody's Investors Service rating at Aa1.

## **BUDGET MODEL**

Vice-President Farrar gave an overview of the budget model under discussion for implementation beginning with the 2009/2010 budget. The high level goals of the model were to support delivery of the University's strategic plan and to build a sustainable financial model for the Vancouver campus. Highlights of the presentation were as follows:

- North American universities were facing tremendous challenges, particularly in the areas of securing adequate public funding, recovering from endowment losses, and financing pension plan liability.
- UBC was fortunate in that provincial financial support remained strong, endowment losses had been moderate, and the University was not liable for declining pension plans.
- The structural deficit was chiefly related to faculty progression through the ranks, the elimination of mandatory retirement, and operating costs for new buildings.
- There were three objectives for the budget model:
  1. Deliver a balanced budget for 2010-2011 by fully addressing the projected \$25m shortfall.
  2. Develop a simple and sustainable budgeting framework to replace UBC's historical approach to budgeting and to adequately align resources with strategic priorities.
  3. Identify revenue and expense opportunities that will give faculties the long-term resources they need to continue to invest in teaching and research.
- The following measures were proposed to eliminate the \$25 million deficit:
  1. Reduction in building operations allocation: \$4 million.
  2. Increase ancillary dividends: \$3 million.
  3. Reduction in campus-wide contingencies: \$2 million.
  4. Three-percent reduction in administrative and central academic allocations: \$8 million.
  5. Two-percent reduction in Faculty allocations: \$8 million.
- The model was intended to respect historical allocations while moving toward improving predictability and accountability, encouraging the right behaviours, and aligning with the University's strategic plan.
- Emphases were on strategic flexibility, local decision-making, and continuous improvement.

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*Budget Model, continued*

**DISCUSSION**

Mr. Dew asked about internal administrative inefficiencies, e.g., UBC units charging each other for room rentals. Dr. Farrar noted that these kinds of practices were being examined, particularly with respect to ancillary units.

Mr. Costeloe asked about provincial government limits on tuition increases. Dr. Farrar stated that the BC provincial government had set the maximum increase at two percent. He noted that Alberta had recently deregulated tuition for professional programs, and that British Columbia institutions would likely advocate for a similar arrangement. Prof. Toope emphasized that advocacy in this area would be limited to professional programs, rather than to overall tuition policy at this time.

Dr. Young emphasized the importance of adequate government funding for the University's core operating costs so that the University could fulfil its academic mission. In response to a question, Dr. Farrar confirmed that the budget model had been crafted as a tool to help the University achieve its academic goals.

In response to a question from Dr. Hall, Dr. Farrar clarified that space costs would not increase unless units wished to expand their space allocations. Faculties would also be eligible for a rebate if they chose to vacate a portion of their current space. In response to a further question, Prof. Toope explained that the fundraising goal for the new alumni centre was to cover the entire cost of the building as well as operating costs. Dr. Hall also asked about additional benefits costs for academic units. Dr. Farrar clarified that both the budget and the costs would be decentralized, although the benefits program would still be centrally administered.

In response to a question from Mr. Mertens, Mr. Ouillet stated that there had previously been no requirement to secure funding for operating costs for a new building prior to

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*Budget Model, continued*

approval for that building by the Board of Governors. It was recognized that improvements were necessary in this area and discussions were underway. Discussions included how to best incent efficiency in operating costs.

In response to a question from Dr. Dennison about the impact of eliminating mandatory retirement, Dr. Farrar stated that, of 66 people reaching the age of 65 in the previous year, only six had chosen to retire. Previous budget models had been built around the assumption that faculty would retire at age 65 and that starting salaries for new hires to replace them would be much lower. He stated that he felt it would be possible to stabilize this factor in the budget within five to six years.

The President recalled that several years earlier the budget had been highly variable and difficult to interpret and explain. He expressed his gratitude to Mr. Ouillet, Dr. Farrar, and Financial Services for working together toward a clear and stable budget model that demonstrated that the University's effectiveness in managing scarce public resources.

### **UBC Equity and Diversity Strategic Plan**

The Provost & Vice-President, Academic had circulated the UBC Equity and Diversity Strategic Plan. At his request, the assembly recognized guest presenters Mr. Tom Patch, Associate Vice-President, Equity and Dr. Anne Condon, Associate Dean, Faculty of Science as co-chairs of the Equity and Diversity Strategic Plan Working Group.

In introducing the Plan, Mr. Patch emphasized that equity was not just about access, but also about full participation and inclusion. He explained that, as a person in a wheelchair, he had faced significant difficulty in making his way to the front of the Senate meeting room to make the current presentation. He stated that the wheelchair lift had broken down and that it had taken significant efforts by Land & Building Services and the Senate Secretariat to ensure that it was repaired in time. He cited several other examples of equity

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*Equity and Diversity Strategic Plan, continued*

and diversity challenges, reiterating the need to create conversations where students did not feel marginalized or treated as tokens, and for hiring practices where people did not feel that they had been screened out due to a conscious or unconscious bias. He introduced Dr. Condon, who gave an overview of the Plan. Highlights were as follows:

- Many excellent equity and diversity initiatives were already in place at UBC. Examples included targeted funding from the Office of the Provost to support the hiring of Aboriginal faculty in Arts, research conducted by the Faculty of Graduate Studies to identify barriers for certain groups, and the designation of AMS equity representatives on certain committees. Dr. Condon's presentation also cited several other excellent initiatives.
- There remained significant challenges, e.g., under representation of women and visible minorities among academic administrators. Persons with disabilities were also under-represented in the UBC workforce.
- Other challenges included:
  - Offensive use of internet resources by students;
  - Perceptions by students that their curricula did not provide significant options to learn about diverse perspectives and cultures;
  - Challenges when classroom climate inhibited respectful debate or marginalized people because of their identity; and
  - Challenges for students who care for dependents.
- The overarching goals of the Plan were as follows:
  - Strengthen action around and deepen commitment to equity and diversity, building on current good practices; and
  - Communicate our commitment, efforts, and successes to all UBC stakeholders.
- Recommended actions would intersect in many ways with *Place and Promise: The UBC Plan* and implementation of the Equity and Diversity Strategic Plan should be an integrated part of that larger strategy.

## DISCUSSION

Mr. Heisler expressed some concerns about the AMS Equity Officer program, suggesting that it involved excessive paperwork and that it was not meeting its objectives. Commenting on the challenge of achieving diversity, he noted that it was not diverse to appoint, for example, the same Aboriginal representative to multiple committees.

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*Equity and Diversity Strategic Plan, continued*

Mr. Sealy-Harrington asked what the Working Group envisioned with respect to the potential broadening of admission requirements. Mr. Patch acknowledged that the Working Group did not have the necessary admissions expertise to make specific recommendations, and suggested that another small working group be established to discuss how to set broader criteria for judging applicant merit.

Dr. Knight reacted to challenges relating to classroom climate, emphasizing the need for instructors to understand that their students come from very diverse backgrounds and that English was not the first language for many students. He suggested that the Plan would be stronger if it more extensively addressed the learning process and the teaching and learning community.

Dr. Rucker noted several references to an “historical disadvantage” or an “historical injustice,” suggesting that the word “historical” was unnecessary. He suggested that the Plan be made more specific about which groups were considered to be underrepresented. He thought it important to decide how such groups were identified and by whom, with the goal of ensuring that one kind of imbalance was not simply replaced by another.

The President thanked the presenters for their work and Senators for their comments. He invited Senators to send any additional comments to Ms. Collins for transmission to the Working Group.

### **Place and Promise: The UBC Plan**

The Provost had circulated a final draft of *Place and Promise: The UBC Plan*. The President recalled that the Senate had received three earlier drafts of the document and that feedback from Senators had helped to shape successive versions.

<i>Dr. Farrar</i>	}	<i>That Senate endorse Place and Promise: The UBC Plan.</i>
<i>Dr. Harrison</i>		



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*Place and Promise, continued*

## AMENDMENT

In response to a suggestion from Dr. Vessey, the assembly consented to the following amendment:

p. 2, Commitments, Research Excellence, revise to end: "...dissemination and application of research within and across disciplines."

The motion to endorse the amended document was put and carried.

The President thanked the Provost and the Deputy Vice-Chancellor for their leadership on the drafting of the Plan, and expressed his appreciation to all contributors.

## Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

## INDIVIDUAL JOINT DOCTORAL PROGRAMS

The Committee had circulated proposed academic regulations for Individual Joint Doctoral Programs. This proposal from the Faculty of Graduate Studies was to establish a system of individual joint doctoral programs to be completed jointly at UBC and another university provided that comparable and compatible degrees exist. The proposal had been designed to comply with the Council of Senates policy on Affiliations with Other Institutions of Learning. The proposed new regulations were as follows:

### **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, preceding "Interdisciplinary Studies"

Degrees Offered: Ph.D, Ed.D., D.M.A

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*Academic Policy Committee, continued*

### **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 and another university. An Individual Joint Doctoral program is a single doctoral degree (either 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.

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.

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*Academic Policy Committee, continued*

The written agreement is signed at each University by the academic vice-president, the Dean of Graduate Studies and the 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

<i>Dr. Harrison</i>	}	<i>That Senate approve the attached academic regulations for Individual Joint Doctoral Programs.</i>
<i>Dr. Rucker</i>		

Carried.

**Admissions Committee**

Committee Chair Dr. Fielding presented the reports.

**MASTER OF OCCUPATIONAL THERAPY HUMAN ANATOMY PREREQUISITE**

The Committee had reviewed and recommended for approval a revised Calendar entry on admission requirements to the Master of Occupational Therapy program to specify the course content of the prerequisite human anatomy course.

<i>Dr. Fielding</i>	}	<i>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.</i>
<i>Mr. Mertens</i>		

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*Admissions Committee, continued*

## **DISCUSSION**

In response to a question from Mr. Haffey, Dr. Fielding confirmed the text in Footnote 1 would appear as part of the Calendar entry.

The motion was  
put and carried.

## **DOCTOR OF DENTAL MEDICINE: CHANGES IN ADMISSION REQUIREMENTS**

The Committee had reviewed and recommended for approval a revised Calendar entry on admission requirements for applicants to the Doctor of Dental Medicine program. The proposed changes specified current 100-level English courses that satisfied the English prerequisite and removed Mathematics and Physics courses as prerequisites for admission.

<i>Dr. Fielding</i>	}	<i>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.</i>
<i>Mr. Tomlinson</i>		

Carried

## **SUBSTITUTION OF GRADE 11 GRADES FOR APPLICANTS TO DIRECT ENTRY UNDERGRADUATE PROGRAMS**

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

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.

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*Admissions Committee, continued*

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.

<i>Dr. Fielding</i>	}	<i>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.</i>
<i>Dr. Anstee</i>		

## **DISCUSSION**

Dr Loewen suggested that better terminology be used to describe “false admits,” e.g., inadvertent admission of inadmissible students. In response to a question from Mr. Haffey, Dr. Fielding stated that four of the eleven students in this group had registered at UBC.

Carried.

## **MINIMUM STANDARDS IN ENGLISH FOR SECONDARY SCHOOL APPLICANTS**

As part of its review of undergraduate admission policies, the Committee had reviewed English language admission standards for various undergraduate applicant groups and recommended 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. The proposed change was to apply 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 Bacca-

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*Admissions Committee, continued*

laureate and Advanced Placement Courses and Applicants Following Other International Secondary School Curricula.

<i>Dr. Fielding</i>	}	<i>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.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

### **DISCUSSION**

In response to a question from Dr. Rucker, Dr. Fielding explained that there was no minimum grade requirement for English 11 or 12 currently in place. The minimum grade average for admission to the University had been set at 67%, with no specific requirement with respect to grades for high-school English.

In response to a question from Mr. Haffey, the President indicated that whether English grades should be adjusted could form part of the discussion if and when the Admissions Committee brought forward a policy on adjustment of applicant grades.

The motion was  
put and carried.

### **ENGLISH LANGUAGE ADMISSION STANDARD -- CALENDAR CHANGE ON ADMISSION**

The Admissions Committee had reviewed and recommended to Senate for approval a revised Calendar entry on English Language Admission Standard to remove the Language

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*Admissions Committee, continued*

Proficiency Index (LPI) requirement for the Arts One program and the former Arts Foundations program.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on English Language Admission Standard.</i>
<i>Dr. Rucker</i>		

Carried.

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

Curriculum Committee Chair Dr. Marshall presented the report.

**GRADUATE PROGRAMS IN CRANIOFACIAL SCIENCE**

<i>Dr. Marshall</i>	}	<i>That Senate approve the new Graduate Programs in Craniofacial Science with Orthodontics and Pediatric Dentistry as set out in the attached report.</i>
<i>Dr. Rucker</i>		

**DISCUSSION**

The assembly recognized guest speaker Dr. Edwin Yen as a representative of the Faculty of Dentistry. Dr. Yen described the new programs as a significant step forward in graduate dentistry. He noted that UBC was seen as a leader in attracting future academics to graduate studies in dentistry, even considering the temptation for Doctor of Dental Medicine graduates to enter private practice immediately upon graduation. The Faculty anticipated significant international demand for the new programs. By combining clinical and practical work, the new programs would also present opportunities to provide much needed service to the community.

**AMENDMENT**

At the suggestion of Dr. McKee, the assembly consented to the following correction:

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*Joint Report of the Curriculum Committee and the Admissions Committee, continued*

p. 11, DENT 514: parenthetical statement “(Continues in Year 2)”: correct to read, “(Continues in Year 3).”

The motion to approve the new programs as amended was put and carried.

## **Curriculum Committee**

Committee Chair Dr. Marshall presented the report.

## **FACULTY OF GRADUATE STUDIES**

*Please see also ‘Appendix A: Curriculum Summary.’*

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

Carried.

## **Nominating Committee**

Committee Chair Dr. Windsor-Liscombe presented the report.

## **CULTURE OF SERVICE**

The following is an excerpt from the Committee’s report.

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.



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*Nominating Committee, continued*

The Committee's recommendations were as follows:

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 sub-categories, 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

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*Nominating Committee, continued*

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.

Dr. Windsor- Liscombe Mr. Mertens	}	<i>That the report of the Nominating Committee on "Culture of Service" be received; and</i>
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*That Recommendations 1 through 3(d) be  
approved.*

## **DISCUSSION**

Dr. Windsor-Liscombe reported that data and consultation summaries collected by the Committee were available from the Senate Secretariat upon request. He gave an overview of the groups consulted by the Committee, including deans, the UBC Faculty Association, the Senior Appointments Committee, and the Senate Student Caucus. He agreed with a UBC dean who had stated that service was a distinguishing feature of membership in the academy, along with teaching and research.

Before making its report, the Committee had also sought information about practices at other G13 universities.

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*Nominating Committee, continued*

Although the report focused on service by faculty, Dr. Windsor-Liscombe noted that the governance of the University relied on service from faculty, staff, and students. With respect to staff in particular, the Committee noted significant contractual and jurisdictional issues and decided not to attempt to impose the will of the Committee or of Senate in this area.

Dr. Windsor-Liscombe described the Committee's recommendations as proactive rather than prescriptive.

Dr. Öberg stated that she had recently observed two difficult faculty promotion cases. She noted that it was difficult to measure societal engagement outside academia and that the language in the faculty collective agreement was unclear as to whether this kind of engagement was meant to be considered as service. She spoke in support of the development of better measures for internal and external service. The President pointed out the following action under the Community Engagement commitment in *Place and Promise*: "better define and assess 'service' for purposes of tenure and promotion."

Speaking to the need for service recognition, Dr. Windsor-Liscombe suggested that an event be planned in recognition of people serving on Tri-Council adjudication committees.

Dr. Baimbridge spoke in strong support of Recommendation 2, noting that service expectations were not currently communicated to faculty members. Mr. Haffey commended the Committee on their work, as it concretely demonstrated the problems related to service. He stated that those who do provide service are not always recognized or rewarded.

Mr. Dew spoke in support of the motion, noting that the primary foci were on measurement and communication. He suggested that more consideration be given to the efficiency and effectiveness of committees to ensure that participants felt that their time was valued.

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*Nominating Committee, continued*

Dr. Windsor-Liscombe drew attention to the Committee's suggestion that certain administrative tasks currently undertaken by faculty could be handled more effectively by staff.

Dr. Anstee suggested an exit survey of Senators who have served their terms but have chosen not to stand for re-election as a way of identifying sources of dissatisfaction.

The motion was  
put and carried.

### **Student Awards Committee**

Committee Chair Dr. Stelck presented the report.

#### **NEW AWARDS**

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

<i>Dr. Stelck</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. Cheung</i>		

Carried.

### **Tributes Committee -- in camera**

In closed session, the assembly considered recommendations from the Tributes Committee with respect to candidates for honorary degrees to be granted in 2010.

### **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, December 16, 2009.

## **APPENDIX A: CURRICULUM SUMMARY**

### **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

## **APPENDIX B: NEW AWARDS**

**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.

# THE UNIVERSITY OF BRITISH COLUMBIA



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

December 3, 2009

To: Vancouver Senate

From: Academic Policy Committee

Re: **Imagine Day 2009: Summary Report (information)**

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In December 2008, Senate approved a proposal to modify the academic year to allow for annual orientation programming for students on the first day of classes of the Winter Session. Imagine UBC replaces the majority of undergraduate classes with academic and student life programming to support and enhance the orientation and transition of new and returning students.

The Academic Policy Committee has received a summary report from Student Development on the Imagine Day programming that took place this past September. Please find the report attached for your information.

Respectfully submitted,

Dr. Paul Harrison  
Chair, Academic Policy Committee



The University of British Columbia | Vancouver  
Student Development  
**Imagine Day 2009: Summary Report**

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### **I. Priorities:**

Imagine UBC 2009 was expanded to replace the majority<sup>1</sup> of undergraduate classes with academic and student life programming to support and enhance the orientation and transition of new and returning UBC students. This marked an exciting change in the way that UBC welcomes students to campus at the start of the academic year.

To implement the change, an Orientations Steering Committee was created with representation from the Vice President, Students portfolio and leadership from both the faculties and undergraduate societies. This committee identified three priorities for September 2009:

1. First year students: Continue Imagine UBC in the current form – a comprehensive one day orientation to UBC and to their faculty/school. Utilize classroom space to ensure appropriate venues for programs and a rain plan.
2. Transfer students: Develop a comprehensive orientation and transition program for undergraduate students transferring to UBC from another post-secondary institution.
3. Returning students: Design faculty-based, ideally department-specific, orientation program to welcome back returning undergraduates and engage students in a small department/academic community. Additionally, campus wide programs would be offered on appropriate topics and opportunities.

The Steering Committee specifically considered the needs of students commuting to campus each day (approximately 75% of undergraduates). It was the Steering Committees' belief that by offering a strong and comprehensive orientation programme on the day of Imagine UBC that the student experience would be enhanced for all students, including those commuting to campus.

### **II. Campus commitment:**

Faculties and the Vice President, Students portfolio planned campus-wide, faculty, and department-specific events to provide a relevant program for UBC students. The campus response was very positive. The majority of departments in Arts, Science, Engineering, and Sauder offered events to orient and welcome back transfer and returning students. In addition, faculty-wide programming was also planned in Arts and Sauder. Land and Food Systems, Forestry, and Human Kinetics focused on faculty and school-wide events.<sup>2</sup>

These faculty events were complemented by campus-wide sessions offered by the Vice President, Students' portfolio. Throughout the day, workshops on topics ranging from managing finances to planning for study abroad. The Imagine UBC day was capped off with the Main Event Carnival, an outdoor showcase of UBC's clubs, resources, services and undergraduate societies. This year's Carnival, held along Main Mall (between Thunderbird Blvd and University Blvd), featured over 300 booths and attracted thousands of new and current students; organizers and booth coordinators' expectations of attendance and quality of interactions were exceeded.

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<sup>1</sup> Participating: Arts, Dental Hygiene, Engineering, Forestry, Human Kinetics, Land & Food Systems, Sauder, Science.

<sup>2</sup> See attached Appendix for more detailed information and feedback.



### **III. Communications strategy:**

The Orientation Steering Committee recognized the importance of communicating the change to the UBC community and as such, a comprehensive communications strategy was created.

One vital component of this strategy was the creation of a centralized place on the UBC website where students could easily determine the specific events that were being offered for them regardless of year, faculty, or knowledge of campus. This was done through a special orientations view of the UBCevents site and provided students with an easy method to view and search the many orientation opportunities that were available on the Imagine UBC day and throughout the beginning of September. As a result, students were able to create personalized schedules of the events they were interested in attending on the Imagine UBC day.

### **IV. Feedback:**

Overall, feedback from the UBC community has been very positive and the majority of students participated<sup>3</sup>. The expanded Imagine UBC day will greatly improve our ability to welcome students to campus each year. The Orientations Steering Committee (including each faculty) applauds the policy change and unanimously committed to continuing to develop this day for the majority of undergraduates at UBC Vancouver.

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<sup>3</sup> Survey and focus group data to follow.



The University of British Columbia | Vancouver  
Student Development  
**Imagine Day 2009: Summary Report**

### Appendix: Faculty-based feedback<sup>1</sup>

Imagine Day programming and staff feedback from the following faculties/schools is found below: Arts, Engineering, Forestry, Human Kinetics, Land & Food Systems, Sauder, & Science. Dental Hygiene was unable to provide feedback at this time.

**Where available, student numbers are indicated in the “Student attendance” column, in parentheses.**

#### Faculty of Arts:

Programming commitment: I) transfer students, II) department-based programming, III) faculty-wide programming.

#### I. Transfer student experience:

Program component	Student attendance	Feedback
Transfer student reception	80	<ul style="list-style-type: none"> <li>• Successful for an early morning event.</li> <li>• Transfer students appreciated chance to meet others</li> </ul>
Transfer students: your first 2 weeks	20	<ul style="list-style-type: none"> <li>• Successful event</li> </ul>
Transfer credit overview	9	<ul style="list-style-type: none"> <li>• Despite low student turnout, still time well spent.</li> </ul>

#### II. Department-based programming:

Department/Program	Overview	Student attendance	Feedback
Asian Studies	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> </ul>	140 (307)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Great to hear from alumni</li> </ul>
Art History & Visual Art	N/A	30 (205)	N/A
Anthropology	<ul style="list-style-type: none"> <li>• Anthropology fair</li> <li>• Lunch</li> </ul>	50 (254)	<ul style="list-style-type: none"> <li>• Great way to connect students of all years and faculty members</li> <li>• Great to have student association involved</li> </ul>
Central, Eastern, Northern European Studies	<i>Participated but did not provide feedback</i>		
Classical, Near Eastern, Religious Studies	<ul style="list-style-type: none"> <li>• Reception with faculty members</li> </ul>	50 (97)	<ul style="list-style-type: none"> <li>• 50% of students attended, good turnout</li> <li>• Great to have student association involved</li> </ul>
Creative Writing	<ul style="list-style-type: none"> <li>• Open house</li> </ul>	30-40 (60)	<ul style="list-style-type: none"> <li>• Great to hear from alumni</li> </ul>

<sup>1</sup> Feedback in this document represents that of organizing staff/faculty in respective Faculties/Schools. Student feedback available at a later date.

	• Reception for new students		
Economics	• Reception with faculty and administration	150 (557)	• Good student turnout • Great to have student association involved
English	• Faculty office hours	N/A (666)	• Low student turnout • High level of cooperation from faculty
French, Hispanic, Italian Studies	<i>Participated but did not provide feedback</i>		
First Nations Studies/First Nations Languages	• Open house	N/A (15)	• Good student turnout
Geography	• Reception with staff & faculty members • Pizza lunch	200 (415)	• Good student turnout • Great to have student association involved
History	• Orientation: academic advising, intro to staff • Pizza & pop lunch	100 (544)	• Extremely good student turnout (standing room only) • Great to have student association involved
Linguistics	<i>Participated but did not provide feedback</i>		
Political Science	• Orientation for new students • Faculty poster session • Panel discussion on climate change politics • Reception	50 (630)	• Good student turnout • Poster session by faculty members interesting idea
Psychology	• Orientation for new students • Faculty office hours	N/A (1676)	• Good student turnout • Scramble for space
Sociology	• Open house • Wine & Cheese reception • Sociological Jeopardy • Dept BBQ	N/A (313)	• Good student turnout • Great to have student association involved
Theatre & Film	• Speed dating with faculty/grad students	40 (398)	• Good student turnout • Great energy in room
Women Studies	• Open house • Faculty poster session	100 (38)	• Turnout exceeded expectations • Great to have student association involved

### III. Faculty-wide programming:

Faculty-wide session	Student attendance	Feedback
Degree navigator overview	21	• Met expectations – hope for more students next year
Community Service Learning opportunities	25	• Student numbers exceeded expectations. • Great that students were involved in delivering presentation
What do I do with my major?	35 35	• Good student turnout • Majority of attendees were returning students, even distribution across year level
Student involvement	20	• Later time slot clearly better time for students

	40	<ul style="list-style-type: none"> <li>• Great to have a student panel in presentation</li> </ul>
Arts Co-Op Open House	60	<ul style="list-style-type: none"> <li>• Tremendous success</li> <li>• Great to work with student association</li> </ul>

### Faculty of Applied Science, Engineering:

Programming commitment: I) transfer students, II) department-based programming to include both i. orientation programming for incoming 2<sup>nd</sup> year students, ii. BBQ for all undergraduate students.

#### I. Transfer student experience:

Program component	Student attendance	Feedback
Meet the Dean	75 (125)	<ul style="list-style-type: none"> <li>• Messaging was aimed at first year students, consider separate meeting with transfer students and Dean/student leaders</li> </ul>
Departmental Orientation	SEE BELOW	
Pep Rally	15 (125)	<ul style="list-style-type: none"> <li>• Little uptake as transfer students preferred to attend Departmental Orientations and/or campus wide sessions</li> </ul>

#### II. Department-based programming:

Department/Program	Overview	Student attendance	Feedback
Chemical & Biological	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	280 (291)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Involvement with departmental student club was great</li> </ul>
Civil	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	210 (479)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Required more time</li> <li>• Ensure communications strategy includes all students</li> </ul>
Electrical & Computer	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	205 (914)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Would have preferred location closer to ECE's home base</li> </ul>
Engineering Physics	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> </ul>	34 (61)	<ul style="list-style-type: none"> <li>• Poor student turnout</li> <li>• Room booking needs to happen earlier in summer to coincide with program's welcome letters</li> <li>• Consider MUG leader role for 3/4/5 year students so that 2nd years can attend orientation</li> <li>• Would prefer to hold event on Thursday as done historically</li> </ul>
Geological	<i>Combined event with Earth &amp; Ocean Sciences</i>		
Integrated	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	45 (126)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Involvement with student club was great</li> </ul>
Mechanical	<ul style="list-style-type: none"> <li>• Lab tours &amp; BBQ (all undergraduate and</li> </ul>	275 (484)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Involvement with departmental</li> </ul>

	graduate students)		student club was great • Involvement of faculty and staff member volunteers was great
Mining	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	35 (154)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Consider how to get students to attend for future</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Co-op coordinator</li> <li>• BBQ (all students)</li> </ul>	35 (144)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Involvement with student departmental club was great</li> </ul>

## Faculty of Dentistry, Dental Hygiene

Programming commitment: I) new student programming by year

### I. New student programming:

Program component	Overview	Student Attendance	Feedback
Entry to Practice: Year 2	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Curriculum overview, Anti-Harassment Lecture, Financial Services Workshop</li> <li>• Luncheon: meet the 1st year hygiene students</li> </ul>	21 (21)	<ul style="list-style-type: none"> <li>• Entire class turned out for the sessions.</li> <li>• More time required between sessions.</li> <li>• May need to book rooms from classroom services next year.</li> </ul>
Entry to Practice: Year 3	<ul style="list-style-type: none"> <li>• Orientation: academic advising, intro to staff, Curriculum overview, Anti-Harassment Lecture, Financial Services Workshop</li> <li>• Luncheon: meet the 1st year hygiene students</li> </ul>	17 (17)	<ul style="list-style-type: none"> <li>• Entire class turned out for the sessions.</li> <li>• More time required between sessions.</li> <li>• May need to book rooms from classroom services next year.</li> </ul>

## Faculty of Forestry

Programming commitment: I) transfer students

### I. Transfer student programming:

Program component	Student attendance	Feedback
Welcome pancake breakfast	115	• Met expectations and turnout consistent with previous years
Meet the Program Directors and Student Services staff	115	• The major issue was the “double-booking” and Forestry being bumped out of FSC 1005. The session was moved to a smaller room which was not conducive to the size of the audience as the room was too small.

		<ul style="list-style-type: none"> <li>• Next year, Forestry will book its required space independently.</li> </ul>
Pizza Lunch	115	<ul style="list-style-type: none"> <li>• Met expectations and turnout consistent with previous years</li> </ul>
FUS skits/building tours	100	<ul style="list-style-type: none"> <li>• Met expectations and turnout consistent with previous years</li> </ul>
Break-out session for transfer students	12-15	<ul style="list-style-type: none"> <li>• Transfer students appreciated the break-out session as it addressed the specific issues they face.</li> </ul>

## School of Human Kinetics

Programming commitment: school-wide sessions (targeted by year level)

### I. School-wide programming:

Program component	Target audience	Student attendance	Feedback
Welcome from Director	2/3/4 years	200 (672)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Larger venue required, better signage</li> </ul>
Graduation requirements	3/4 year students	80 (519)	<ul style="list-style-type: none"> <li>• Mandatory session –good student turnout</li> <li>• Larger venue required</li> </ul>
Stream specializations	2 <sup>nd</sup> year students	75 (153)	<ul style="list-style-type: none"> <li>• Mandatory session –good student turnout</li> <li>• Larger venue required</li> </ul>
Lunch	2/3/4 year students	200 (672)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Great faculty turnout (25 in attendance) made for good networking for students</li> </ul>
KIN-volved Fair	2/3/4 year students	150 (672)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Students wanted more campus partners present</li> <li>• Connect with Main Event Carnival</li> </ul>
Career Services	2/3/4 year students	25, 15 (672)	<ul style="list-style-type: none"> <li>• Optional session – two sessions held</li> <li>• Good student turnout</li> </ul>
Student Financial Aid & Awards	2/3/4 year students	25, 15 (672)	<ul style="list-style-type: none"> <li>• Optional session – two sessions held</li> <li>• Good student turnout</li> </ul>
Go Global	2/3/4 year students	40, 35 (672)	<ul style="list-style-type: none"> <li>• Optional session – strong student turnout in both sessions</li> <li>• Good student turnout</li> </ul>
HKIN Co-Op	2 <sup>nd</sup> year students	30 (153)	<ul style="list-style-type: none"> <li>• Optional session – one session held</li> <li>• Good student turnout</li> <li>• Involve current student participants and employers to speak with students</li> </ul>
School of Education	2/3/4 year students	20 (672)	<ul style="list-style-type: none"> <li>• Optional session – one session held</li> <li>• Better venue required (split Learning Lab with OT - noisy)</li> </ul>
School of Occupational Therapy	2/3/4 year students	30 (672)	<ul style="list-style-type: none"> <li>• Optional session – one session held</li> <li>• Better venue required (split Learning Lab with Education - noisy)</li> </ul>

## Faculty of Land and Food Systems

Programming commitment: school wide sessions (targeted by year level)

### I. School-wide programming:

Program component	Target Audience	Student attendance	Feedback
Meet the Dean	new (1 <sup>st</sup> year and transfer) students	200 (243)	<ul style="list-style-type: none"> <li>• Confusion with room booking.</li> <li>• Student leaders indicated session was more organized than previous years.</li> </ul>
Careers in LFS	3/4 year students	30 (589)	<ul style="list-style-type: none"> <li>• Turnout better than expected.</li> <li>• Students were shy – include more interactive activities next year.</li> </ul>
Grad school info	3/4 year students	25 (589)	<ul style="list-style-type: none"> <li>• Better turnout than expected.</li> </ul>
Dietetics Roundtable	2 year students, transfer students	40 (330)	<ul style="list-style-type: none"> <li>• Better turnout than expected.</li> </ul>
BBQ Lunch with information booths	all LFS students	600 (1176)	<ul style="list-style-type: none"> <li>• Good turnout.</li> <li>• Students came for information on: study abroad, Tri-Mentoring, ways to get involved</li> </ul>

## Sauder School of Business

Programming commitment: I) transfer students, II) option-based programming, III) faculty-wide programming.

### I. Transfer student programming:

Program component	Student attendance	Feedback
Meet the Dean	140	<ul style="list-style-type: none"> <li>• Good introduction to the Dean, senior administrators from the Undergraduate Office, Business Career Centre, External Affairs, Commerce Undergraduate Society, and alum.</li> <li>• Year 2 transfer session had an exceptional turnout (almost at room capacity).</li> </ul>
Meet the Professor	140	<ul style="list-style-type: none"> <li>• Majority of Year 2 transfer students transferred from another faculty. Therefore, not necessary to cover UBC opportunities in-depth.</li> </ul>
Networking Coach	220	<ul style="list-style-type: none"> <li>• Session included both Year 2 transfer and continuing students.</li> <li>• Moderate turnout. Primarily attended by transfer students.</li> </ul>
Lunch	250	<ul style="list-style-type: none"> <li>• Great opportunity for transfer and continuing Year 2 students to meet in a social setting</li> <li>• Strong turnout.</li> </ul>
Sauder Tour	N/A	<ul style="list-style-type: none"> <li>• Disappointed with turnout</li> <li>• Many students wanted to leave after lunch.</li> </ul>

### II. Option-based programming:

Option, year:	Overview	Student attendance	Feedback
Accounting, 3 year	Networking sushi lunch	150	<ul style="list-style-type: none"> <li>• Substantial industry and faculty</li> </ul>

students	with student club, faculty members, industry leaders		support for the event • Turnout was very good.
Commerce & Economics, General Business Management, and undecided, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	18	• Moderate student turnout.
Finance, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	170	• Substantial industry and faculty support for the event • Exceptional turnout. Students from other options filtered into this session.
Management Information System & Combined Business and Computer Science, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	11	• Substantial industry and faculty support for the event • Low student turnout • Combined the two smallest divisions. Effective since MIS and BUCS students share similar interests.
Marketing, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	48	• Substantial industry and faculty backing for the event • Attendance expectation not met. • Graduate ECON class was scheduled immediately after event. Prof came in half hour early to set up. This interrupted the networking lunch. Organizers and industry reps felt rushed to leave the room.
Organizational Behaviour & HR, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	15	• Substantial industry and faculty support for the event • Good student turnout
Real Estate, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	20	• Substantial industry and faculty support for the event • Low student turnout
Transportation & Logistics, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	15	• Good student turnout

### III. Faculty-wide programming:

Program component	Target audience	Student attendance	Feedback
Meet the Dean	All Sauder students	Year 2=165 (572) Year 3=250 (790) Year 4=25 (802)	• See above in Transfer Student Experience for program details. • Year 4 session started late due to another event that was running behind. Students left after waiting 15-20 minutes for session to



			begin. • Year 3 participation rate boosted by Year 3 transfer students' attendance.
R-Factor	All Sauder students	60 (2714)	• Very weak turnout. • Difficult to get buy-in from industry leaders in future if low turnout continues.
Textbook Exchange	All Sauder students	N/A	• Enthusiastic response from students. • Event lasted over the first week.
Pep Rally	New (first year and transfer) students	N/A	• Third year transfers felt rushed as they had to leave a workshop early in order to attend rally. • Continuing students wanted to attend Pep Rally to support their peers, but were not invited.
Leadership Coach	4 year students	<20 (802)	• Despite the strong alumni-based lineup for this event, only a handful of students showed up. • Very disappointed with attendance number.
Sauder Cup	All Sauder students	40 (2714)	• Great coordination from the Commerce Undergraduate Society. • Was scheduled at the end of day. Students felt that the day was too long.

## Faculty of Science

Programming commitment: I) transfer students, II) department-based programming

### I. Transfer student experience:

Program component	Student attendance	Feedback
Transfer student Meet the Dean	160	• Strong student turnout, majority of students transferred from another post-secondary institution (vs. another UBC faculty)
Pep Rally	N/A	N/A

### II. Department-based programming:

Department/Program	Overview	Student Attendance	Feedback
Biochemistry	• Student/faculty meet and greet • Academic advising session • Continental breakfast	150 (382)	• Good student turnout • Faculty/student mingle successful • Separate academic advising forum from informal mingling
Biology	• Series of short presentations (career services, program directors, Co-op, Medicine, Dentistry)	230 (910)	• Good student turnout • Need to do more 'social' programming in future
Chemistry	• Magic show/Scavenger hunt • Dept BBQ	150 (294)	• Good student turnout • Students enjoyed the good information and free food

	<ul style="list-style-type: none"> <li>• Career planning/research opps session</li> </ul>		
Computer Science	<i>Participated but did not provide feedback</i>		
Earth & Ocean Sciences (& Geological Engineering)	<ul style="list-style-type: none"> <li>• Academic advising session</li> <li>• Dept BBQ</li> </ul>	150 (200)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Communicate with students before leave for summer</li> </ul>
General Sciences	<i>Combined event with Biology</i>		
Integrated Sciences	<ul style="list-style-type: none"> <li>• Academic advising session</li> <li>• Student association-led icebreakers</li> </ul>	80 (86)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Great to have student association involved</li> <li>• Instructors were stretched – committed to events in 'home' departments</li> </ul>
Math	<i>Participated but did not provide feedback</i>		
Microbiology & Immunology	<ul style="list-style-type: none"> <li>• Academic advising session</li> <li>• Lab tours</li> </ul>	100 (263)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Clarity around student leader priorities (MUG leaders, thus did not attend session)</li> </ul>
Physics & Astronomy	<ul style="list-style-type: none"> <li>• Academic advising session (career planning)</li> </ul>	100 (189)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Career planning &amp; academic advising information was well received</li> <li>• Separate students by year level in future (different questions)</li> </ul>
Statistics	<ul style="list-style-type: none"> <li>• Academic advising session</li> <li>• Informal meet and greet with faculty</li> </ul>	30 (91)	<ul style="list-style-type: none"> <li>• Good student turnout</li> <li>• Informal conversations with faculty and students were well received</li> <li>• Need to do more communication re: change in classes (many students showed up for class)</li> </ul>



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
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Nov. 25, 2009

**To:** Vancouver Senate  
**From:** Admissions Committee  
**Re:** Report on Review of UBC Undergraduate Admission Policies (approval)

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**Motion 1:** *That the report of the Admissions Committee on “Review of UBC Undergraduate Admission Policies” be received.*

**Motion 2:** *That the **criteria for including secondary school courses in an admission average** recommended herein be approved.*

**Motion 3:** *That Senate delegate to the Admissions Committee the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Calendar, with the proviso that all courses so approved meet the criteria specified by Senate.*

NB: Motion 3 requires a vote of two-thirds (2/3) majority to be carried.

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 effectiveness in meeting goals of TREK 2010 and the UBC Academic Plan and report back to the Senate with recommendations for any necessary changes. The report presented herein is intended to fulfill the reporting responsibility assigned to the Committee.

Prior to undertaking a detailed review of undergraduate admission policies, the Committee first identified relevant policies for examination in light of Senate approved Principles of Effective Undergraduate Admission to UBC (appendix 1). The policies were then prioritized and assigned to several working groups that were constituted to meet the Committee’s mandate with representation from the Committee, Enrolment Services, the International Student Initiative, the Office of Planning and Institutional Research (PAIR), in consultation with representatives of UBC Okanagan where appropriate. The working groups were directed to undertake a detailed analysis of assigned policies and make any necessary recommendations for change. Five broad issues were identified by the Committee and assigned for review by working groups as follows:

1. Working Group 1 – Review of the English Language Admission Standard
2. Working Group 2 – Level and Subject Matter of Secondary School Courses Used for Admission to UBC Vancouver
3. Working Group 3 – Implications of Optional Provincial Examinations and Comparative Standards
4. Working Group 4 – Review of Broad Based Admission Practices
5. Working Group 5 – Assessment and Monitoring of Changes in Admission Policies

## **1. Working Group 1 – Review of the English Language Admission Standard (ELAS)**

### **Membership:**

- Dr. Janet Giltrow, Associate Dean, Faculty of Arts, UBC-V (Chair)
- Mr. Andrew Arida, Associate Director, Enrolment, Enrolment Services
- Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences, UBC-V
- Dr. Paul Harrison, Joint Faculties Senator, Faculty of Science, UBC-V
- Dr. Linda Hatt, Associate Dean, Barber School of Arts and Sciences, UBC-O
- Ms. Katriona Macdonald, Assistant Dean, Faculty of Commerce & Business Administration, UBC-V
- Ms. Karen McKellin, Director, International Student Initiative
- Ms. Rosalie Vlaar, Senior Policy Analyst, Enrolment Services

As a starting point, the working group conducted a data-driven analysis of the relationship between first-year student performance at UBC and the various methods by which the ELAS requirement was satisfied. The analysis suggested that some methods of meeting the ELAS requirement are better predictors of a student's academic preparation for university study than others.

The working group first examined the University's TOEFL criteria for satisfying the ELAS and observed that minimum component requirements were often not satisfied in a single sitting of the examination; applicants were permitted to submit multiple test results to cumulatively satisfy minimum component requirements through mixing and matching of component scores. Further analysis indicated that an incremental increase of the overall TOEFL criteria will more accurately identify students able to succeed in UBC's academically rigorous English language environment. The resulting recommendations that: (1) applicants must satisfy minimum component requirements of English Language Proficiency Tests in a single sitting and; (2) the minimum internet-based TOEFL standard for each of the four components (Reading, Writing, Listening and Speaking) be raised by one point thereby increasing the required minimum composite TOEFL score from 86 to 90, were approved by the Vancouver Senate in February 2009 and March 2009 respectively.

Second, analysis of students admitted in 2007 revealed that those who satisfied ELAS on the basis of years of study in English may still be deficient in English language proficiency. Specifically, students can be admitted with English grades as low as 50%. The working group found that performance in secondary school English correlates well to a student's first year sessional average at UBC; students who present a final grade of less than 70% in English 11 or 12 for admission are less likely to succeed than those admitted with secondary school English grades of 70% or above. For example, 30% of first-year UBC students admitted with final English grades between 50-70% do not achieve an acceptable sessional average (i.e., standing of failed or academic probation). The group's recommendation, that applicants following an English language secondary school curriculum be required to present a minimum a final grade of 70% in English 11 or English 12 (including provincial examinations where applicable), was approved by the Vancouver Senate in November 2009.

Following its review of ELAS, the working group was discharged. The Committee will continue to examine issues related to minimum English requirements, specifically the SAT Reasoning Test (SAT) and American College Test (ACT) as possible alternative measures to satisfy the University's minimum English requirements. This consideration will likely occur within a broader review of admission of students following the American secondary school curriculum. In consultation with Enrolment Services, the Committee will continue to monitor changes in ELAS requirements, specifically the method by which students satisfy ELAS and their corresponding performance at UBC.

## 2. Working Group 2 – Level and Subject Matter of Secondary School Courses for Admission to UBC-Vancouver

### Membership:

- Dr. Peter Marshall, Senator, Faculty of Forestry, UBC-V (Chair)
- Ms. Christine Chen, Student, Faculty of Science, UBC-V
- Ms. Cheryl Dumaresq, Director, Arts Academic Advising Services, UBC-V
- Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences, UBC-V
- Dr. Janet Giltrow, Associate Dean (Students), Faculty of Arts, UBC-V
- Dr. Paul Harrison, Joint Faculties Senator, Faculty of Science, UBC-V
- Dr. John LeBlanc, Associate Professor, Faculty of Creative & Critical Studies, UBC-O
- Ms. Sonia Purewal, Student Senator, Faculty of Science, UBC-V
- Ms. Deborah Robinson, Executive Coordinator, Enrolment Management Strategy
- Ms. Rosalie Vlaar, Senior Policy Analyst, Enrolment Services

Working Group 2 was tasked with reviewing the level and subject matter of secondary school courses used for admission to UBC Vancouver. The Group has examined the myriad ways in which an “admission average” is calculated for secondary school applicants and found significant variation in the number and types of courses that may be considered in the calculation of an admission average for applicant from one secondary school jurisdiction to another. For applicants following the BC/Yukon secondary school curriculum, only “approved examinable” subjects are considered for admission, limiting the number of eligible courses to 18 for admission to programs at UBC Vancouver while applicants from other educational jurisdictions have much more variation in the number of courses eligible for inclusion in an admission average, as outlined in the table below.

<i><b>Jurisdiction / Curriculum</b></i>	<i><b>Total number of approved courses</b></i>	<i><b># of approved social science, business &amp; humanity courses</b></i>	<i><b># of fine arts courses included in list</b></i>
<i>British Columbia</i>	<i>18 (Vancouver) 21 (Okanagan)</i>	<i>3</i>	<i>0</i>
<i>Alberta</i>	<i>26</i>	<i>2</i>	<i>4</i>
<i>Saskatchewan</i>	<i>30</i>	<i>7</i>	<i>8</i>
<i>Manitoba</i>	<i>18</i>	<i>4</i>	<i>3</i>
<i>Ontario</i>	<i>48</i>	<i>24</i>	<i>5</i>
<i>Nova Scotia</i>	<i>21</i>	<i>7</i>	<i>2</i>
<i>International Baccalaureate</i>	<i>25+</i>	<i>9</i>	<i>3</i>
<i>US<sup>1</sup></i>	<i>30+</i>	<i>9+</i>	<i>0-3</i>
<i>Rest of World<sup>1</sup></i>	<i>28+</i>	<i>7+</i>	<i>0-3</i>

*1. Curricula in these jurisdictions are not standardized so the number of approved courses varies; however, the normal minimum number of eligible courses is listed for comparison purposes*

To account for this variation, the working group has developed a set of criteria to evaluate secondary school courses to determine their admissibility in the calculation of an admission average. The use of a common set of course selection criteria will result in more equitable admission decisions for applicants from all educational jurisdictions. The Committee has reviewed and recommends to Senate for approval the following criteria for inclusion of a secondary school course in the calculation of an admission average:

Secondary school courses included in an admission average must meet all of the following criteria:

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
  - a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below or;
  - b. a UBC-recognized accrediting body or;
  - c. the Senate Admissions Committee or;
  - d. a Senate-approved designate (e.g., Deans in cases of admission from non-accredited institutions on 'Deans Discretion').
2. Delivered at the Grade 12 level (or equivalent) or approved for substitution into an admission average by the Senate Admissions Committee;
3. Subject matter is one of the following:
  - a. Academic in delivery;<sup>1</sup>
  - b. Supportive of broad academic goals and objectives of the University (e.g., the selection of Aboriginal students);
  - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in an admission average is subject to the approval of the Senate Admissions Committee on course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.

Any recommended changes to courses used in the calculation of an admission average and published in the Calendar will require the approval of the Committee. In addition to the above criteria, the Committee will also consider the impact of inclusion or removal of any course on both the school system and on the students therein. As with any significant change to admission criteria, adequate notice of the implementation of approved changes will be given to both students and the educational system, allowing sufficient time to prepare for and adapt to the impact of these changes.

These criteria will also provide the foundation for a review of current secondary school courses used in the calculation of an admission average. Upon approval of the proposed criteria, the

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<sup>1</sup> Academic courses are typically those that involve critical or analytical thinking on the part of the student. Examples include mathematics, sciences, and most arts courses (e.g. history, psychology, or economics). Academic courses include some depth and prepare the scholar for further scholarly activities in the same or a related field. Academic courses that may be included in admission averages will often be associated with a particular discipline of study offered by UBC. Non-academic courses are typically those that are based in activities, vocations or applied skills. Non-academic courses also include those that are based in religious or social/political indoctrination (most often seen at religious schools or schools delivering a curriculum that is mandated by a non-democratic state), or activity courses such as physical education, military training, etc. Non-academic courses may sometimes be described as "terminal courses", those that do not prepare students for further scholarly activities in a related subject. Finally, non-academic courses may convey a lot of information but lack depth or the requirement for critical or analytical thinking.

Undergraduate Admissions Office, in consultation with faculties, will be tasked with applying this criteria to BC Grade 12 courses that are currently excluded from the list of approved courses on the basis that they are not examinable but which may meet the course inclusion criteria, new courses, existing courses that are changing or existing courses for which inclusion under the criteria is questionable. Following review, a recommendation to designate a course for use in the calculation of an admission average will be submitted to the Committee for approval.<sup>2</sup> A similar review will also be undertaken for both Canadian secondary school curricula outside of BC/Yukon and international secondary school curricula.<sup>3</sup>

In addition to developing the criteria outlined above, the working group also considered the following issues:

- Basing admission averages on five rather than four courses for applicants following the BC/Yukon secondary school curriculum;
- Raising the minimum average for admission to UBC;
- Removal of 'general' Grade 11 requirements for applicants following the BC/Yukon secondary school curriculum.

The working group's review is ongoing, as detailed below. Any recommendations for change will be presented to the Committee for further discussion and approval.

#### Basing Admission Averages on Five Rather Than Four Courses for Applicants Following the BC/Yukon Secondary School Curriculum

As previously mentioned, there is significant jurisdictional variation in the number of courses that may be considered in the calculation of an admission average for admission to direct entry undergraduate programs at UBC Vancouver. For example, the admission average of applicants following the Ontario secondary school curriculum is based on six courses, applicants following the BC/Yukon secondary school curriculum are required to present four courses and applicants from most other provinces present five courses. This variability results in inequitable evaluation outcomes, particularly where admissibility to programs is based mostly, if not wholly, on an admission average.

The working group's examination of this issue is based on two key "Principles of Effective Undergraduate Admission to UBC," that of Fairness and Excellence of Fit. Basing an admission average on a common number of courses that have been derived from a common set of criteria will likely result in greater equity in the evaluation process for applicants from educational jurisdictions across the country. Expanding the number of courses used in the calculation of an admission average will also better identify applicants with exposure to a broader range of academic disciplines and who are most likely to succeed. As the list of UBC-approved courses eligible for inclusion in the calculation of an admission average are expected to increase to include more courses that are not provincially examinable, the working group will undertake extensive consultation with the BC secondary school system to ensure that all implications of the

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<sup>2</sup> In 2009/10, the following courses are proposed for review to determine if they meet the proposed criteria and should be included in the calculation of an admission average for applicants following the BC/Yukon secondary school curriculum: Calculus 12, Communications 12 (currently approved for admission to UBC Okanagan), Comparative Civilizations 12, Economics 12, Foundations of Mathematics 12 (replacing Applications of Mathematics 12), Information and Communications Technology 12, Law 12, Social Justice 12, Sustainable Resources 12, Fine Arts courses, Music courses, Language courses.

<sup>3</sup> For applicants following an international secondary school curriculum, the Undergraduate Admissions Office does not maintain a list of courses eligible for inclusion in an admission average; individual courses are assessed at the time that a transcript is evaluated for admission. Upon approval of the proposed criteria, courses presented by international applicants will be reviewed on case-by-case basis, in light of both the criteria and best practices in the field of international credential evaluation.

forthcoming changes are fully considered. The working group's recommendations, once finalized, will be reported to the Committee for further review.

#### Raising the Minimum Average for Admission to UBC

The working group has reviewed the current minimum secondary school admission average of 67% to determine if it best supports the University's goal to attract and retain the best undergraduate students. An analysis of students admitted to UBC Vancouver between 2005 and 2008 with a final admission average below 70% indicates that overall, 46% of these students had either failed standing or were placed on academic probation after their first year of study. In some programs, all students admitted with a final admission average below 70% had a standing of failed/academic probation after one year of study. The total retention rate for this group after three years of study was also found to be significantly lower, with only 50% proceeding to Year 4 of the program.

The working group recognizes that there may be legitimate reasons for considering a student whose admission average is below the University minimum and such applicants are reviewed by the Committee via its appeal mechanism. Students admitted below 70% who succeed at the University are often enrolled in programs for which the current admission criteria does not include consideration of secondary school courses that may more accurately assess preparation to succeed in a particular program or discipline (i.e., performance in secondary school Music courses is not considered for admission to the Bachelor of Music program). Expanding the number and types of courses for consideration in admission decisions would offset a higher University minimum admission average while also ensuring that students are best prepared to succeed academically in their chosen field of study.

The current practice of allowing students to retain an offer of admission if they do not drop below the University minimum on final grades will be impacted by any change to the University minimum. More students will have their offers revoked as a result of a higher minimum. These numbers will be relatively small, but the impact on the selection of students who are prepared to succeed will be significant. Prior to making any recommendations for change, the working group will consult with faculties at UBC Vancouver, as well as other stakeholder groups; consultation with faculties will include a detailed analysis of the impact of an increased University minimum admission average on each program, on Aboriginal applicants and athletes.

The working group's review of the University minimum average for admission is ongoing and its findings and recommendations on any necessary changes will be reported to the Committee for further consideration.

#### Removal of 'General' Grade 11 Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

For admission to programs offered at UBC Vancouver, only applicants following the BC/Yukon secondary school curriculum are required to complete Grade 11 courses to satisfy general undergraduate admission requirements; applicants must complete the following five courses at the Grade 11 level: English 11, Principle of Mathematics 11, Social Studies 11 (or Civic Studies 11 or First Nations 12), at least one approved Science 11 and one approved Language 11. While English 11 and Social Studies 11 (or approved substitute) are also required for secondary school graduation, the remaining three courses are not required for admission to the University for applicants from any other educational jurisdiction.



Some undergraduate programs at UBC Vancouver have no program specific requirements for admission from outside of the BC/Yukon secondary school curriculum and rely solely on the University's general admission criteria (English 12 plus three other approved Grade 12 courses). Other programs rely on a combination of the English 12 requirement and program specific requirements. With the exception of Science 11 requirements for a limited number of programs, all program specific requirements are at the Grade 12 level.<sup>4</sup>

The working group's review of general Grade 11 admission requirements for applicants following the BC/Yukon secondary school curriculum is ongoing and its findings and recommendations on any necessary changes will be reported to the Committee for further consideration.

### **3. Working Group 3 – Implications of Optional Provincial Examinations and Comparative Standards**

Membership:

- Dr. Richard Anstee, Joint Faculties Senator, Faculty of Science, UBC-V (Chair)
- Mr. Andrew Arida, Associate Director, Enrolment, Enrolment Services
- Dr. James Brander, Senator, Faculty of Commerce & Business Administration, UBC-V
- Ms. Tarina Fernando, Student, Faculty of Science, UBC-V
- Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences, UBC-V
- Mr. William McNulty, Convocation Senator, UBC-V
- Ms. Sonia Purewal, Student Senator, Faculty of Science, UBC-V
- Ms. Rosalie Vlaar, Senior Policy Analyst, Enrolment Services

Working Group 3 was tasked with reviewing the implications of optional provincial examinations and comparative standards. The main issues considered by the working group are student performance and admission in the absence of standardized tests such as provincial examinations, BC secondary school grading practices and undergraduate admission to UBC and the evaluation and adjustment of secondary school grades from different educational jurisdictions for use in the admissions process.

#### Implications of Optional Provincial Examinations

With the exception of English 12, Grade 12 Provincial examinations are now optional for BC secondary school students and are not required for admission to UBC. Under this policy, an applicant's most advantageous grade – school final grade, school interim grade or 'blended' grade – is used to make admissions decisions. As a starting hypothesis to guide the working group's examination, it was predicted that school to school admission averages will differ more than in the past as fewer students will write provincial exams in most subjects and the normalizing effect of provincial exams will therefore be reduced. To test this hypothesis and determine the degree to which grades may differ in the absence of provincial examinations, the working group prepared a set of benchmark data against which the admission averages of students admitted under the policy and their performance at UBC was compared.

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<sup>4</sup> The following programs have some Grade 11 requirements of all secondary school applicants: B.Sc. Agroecology (2 of Biology 11, Chemistry 11 and Physics 11), B. Sc. Food, Nutrition and Health (2 of Biology 11, Chemistry 11 and Physics 11), B.Sc. Forest Operations (2 of Biology 11, Chemistry 11 and Physics 11), B.Sc. Forest Resources Management (2 of Biology 11, Chemistry 11 and Physics 11), B.Sc. Forest Sciences (2 of Biology 11, Chemistry 11 and Physics 11), Bachelor of Midwifery (Chemistry 11), B.Sc. Natural Resources Conservation (Biology 11), B.Sc. (Chemistry 11 and Physics 11), B.Sc. Wood Products Processing (Chemistry 11 and Physics 11).

Analysis of the benchmark data revealed that provincial examinations have tended to lower admission averages slightly. For the last few years, most offers of admission have been based on interim grades presented in March and April, before provincial examinations have been written by many applicants. As a result, the impact of making provincial examinations optional may be less of an admission issue than a grading standards issue for which the University may wish to make adjustments.

The benchmark data analysis also revealed that, even in the presence of provincial examinations, there is a significant and persistent difference between some schools with respect to the degree to which grades presented for admission predict performance at UBC. This issue is addressed in greater detail in the following section of the report.

It remains to be seen whether grading standards will change in BC secondary schools in the absence of mandatory provincial examinations and whether variations across secondary schools will become more pronounced. Further analysis, comparing future UBC student performance with the benchmark data will begin in 2010, after the first class of students admitted under optional examinations have completed their first year of study at UBC.

#### BC Secondary School Grading Practices and Undergraduate Admission to UBC Vancouver

While examining the impact of optional provincial examinations on admission to the University, the working group noted that historically, there has been significant variation between BC secondary schools in the degree to which grades presented for admission predict performance at UBC. The impact of this variation has increased with the discontinuation of provincial examinations as admission requirements.

While BC secondary school grades are generally reliable predictors of first-year performance, analysis of UBC admissions data indicates that there are statistically significant differences across high schools in how course grades translate into performance at UBC. A review of 14,120 BC secondary school students admitted to UBC Vancouver between 2003 and 2007 found a mean admission average of 88.2% while the mean first-year sessional average at UBC was 70.3%. There are, however, large differences across a significant proportion of secondary schools relative to overall norms, with quite a few schools differing from each other by 10 percentage points or more. For example, a student from School A might be predicted to obtain a first-year sessional average 10 percentage points higher than a student from School B with the same admission average and entering the same UBC program.

Large school-to-school differences have also been documented at UBC over a number of years, particularly in the subject areas of Mathematics and Physics, a pattern consistent with the data examined by the working group. This subject specific data had been provided to secondary schools and while it may have had a positive effect on schools, there was no resulting change in grading practices.

BC secondary school grades are valuable predictors of performance at UBC. Historical data indicates that BC secondary school grades show a large correlation with first-year performance at UBC. Data from 2003 to 2005 shows that variation in BC Grade 12 course grades explain 27.8% of the variability in direct-entry BC students' first-year sessional averages at UBC Vancouver. To put this information into context, a 2001 study from the University of California found that a combination of students' high school grade-point averages, scores on the SAT I and scores on the SAT II combined explained only 22.3% of the variance in first-year university performance.

Prior to presenting its findings and recommendations to the Committee, the working group consulted with prospective stakeholders in the BC secondary school system and groups within the University community including:

- Associate Deans
- Strategic Enrolment Management Steering Committee
- Enrolment Management Committee
- Undergraduate Admissions
- Student Recruitment and Advising
- UBC Vancouver Senate (preliminary report in April 2009)
- BC High School Counselor Advisory Committee
- Planning and Institutional Research
- Student Financial Assistance and Awards
- Dr. William McKee, Faculty of Education

The intent of the consultation process was threefold: to get a general sense of how various stakeholders respond to the working group's findings and data analysis, to determine how well stakeholders understand the data and to determine whether additional factors may be at play. In both the consultation phase and the Committee's review of the working group's findings and recommendations, there has been considerable discussion around sharing this data with secondary schools in some manner. Those discussions are ongoing at this time.

Following consultation, the working group considered three options with respect to using this data to impact undergraduate admission decisions: 1) not to use this data in undergraduate admission decisions; 2) adjust admission averages numerically, based on this data; or 3) incorporate grading practices data into broad-based admission (BBA) decisions. These options were discussed at length within the working group, with the Committee and with stakeholders. The first two options were dismissed from consideration; the first option does not align with the "Principles of Effective Undergraduate Admission to UBC" and the second option is both difficult and costly to implement.

The working group has recommended to the Committee that grading practices data be shared with faculties for inclusion in broad-based admission decisions, specifically data on those BC secondary schools whose grades understate their students' potential to perform well at UBC. As admission averages are mainly based on secondary school grades and the relative importance of admission averages in admission decisions, the working group is of the opinion that its findings on variability in secondary school grading practices should be taken into account and only be used to positively impact admission decisions. In addition to an admission average, broad based admission practices incorporate non-academic criteria; individual faculties may wish to use this information within the context of BBA decisions to include the grading practices data as an additional factor. Given the broad range and number of criteria typically used in broad based admission practices, the effect of incorporating grading practices data will likely be lessened once balanced by all factors taken into consideration in BBA decisions.

For admission purposes, the working recommends that the Committee share with faculties a list of BC secondary schools showing statistically significant differences from the average for the last three years and should include only those schools whose grading practices tend to understate the academic competitiveness of their students in the UBC admission process. Limiting the list to a three-year period may mitigate some year to year variability though any significant change in school grading practices within the past year cannot be taken into immediate consideration. Such

changes will enter into the data in the subsequent year, once the impact of those changes on UBC performance has been noted.

In developing its recommendations to the Committee, the working group carefully considered the alignment of those recommendations with the Principles of Effective Undergraduate Admission to UBC. The applicable principles are:

1. Alignment with UBC's Goals: accounting for variation in school grading practices in admission decisions will encourage the enrolment of top quality students;
2. Evidence Based Policy Review: findings of variation in school grading practices are based on student performance at UBC;
3. Excellence of Fit: accounting for variation in school grading practices in admission decisions will better identify those applicants who are most likely to prosper at UBC;
4. Fairness: recognizing variation in school grading practices will better ensure that applicants are not disadvantaged by such practices;
5. Transparency: the Calendar will indicate which faculties consider variation in school grading practices in broad-based admission decisions.

The Committee has reviewed the working group's findings and recommendations on the issue of BC secondary school grading practices and undergraduate admission to UBC. Consultation, both within and outside of the University, is ongoing; the Provost and Vice-President Academic has met with the Committee to discuss this issue and will investigate whether other Canadian universities have considered similar proposals, specifically the University of Toronto, McGill University and the University of Waterloo. The Committee will further consider the working group's recommendations once the results of the consultation are available.

#### Interprovincial Grade Adjustment: Converting Canadian Secondary School Grades for Undergraduate Admission

Grading scales and qualitative assessment of student performance can vary significantly between educational jurisdictions. Historically there has been a lack of data upon which to base jurisdictional grade adjustments though it has been recognized that important differences exist in grading scales and practices between some provinces. The difficulty has been in quantifying these differences to ensure that the University admits students who are most likely to succeed.

The working group's initial review focused on applicants following the Alberta secondary school curriculum. As a starting point, the working group considered the differences in Alberta and BC grading practices, specifically differences in indigenous grading scales and relative performance of Albert and BC students admitted on common admission averages.

Comparison of Albert and BC secondary school grading scales shows that a letter grade of 'A' is achieved in Alberta secondary schools at 80%, whereas in BC, an 'A' is achieved at 86%. The working group's analysis of grade distribution, obtained via 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 students in Principles of Math 12 achieved an 'A' (final grade between 86% and 100%). While approximately the same percentage of students achieve a

letter grade of 'A' in Math in Alberta as in BC, 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. The working group's findings indicated that by failing to consider the details of the indigenous grading scale, the University may be losing a number of strong applicants from Alberta.

The working group next considered how best to calibrate BC and Alberta secondary school grades and how secondary school grades from both jurisdictions predict first-year performance at UBC. An average of the admission average and sessional average were computed for incoming BC high school students from 2003 to 2007 to determine 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; an Alberta student with an admission average of 85% is expected to do as well at UBC as BC student with an admission average of 86.5% to 87%. For applicants with an admission average in and around the cut-off (low-mid 80%), the difference between the Alberta and BC grading schemes can play a significant role in determining admissibility. In light of its findings, the working group's recommendation to the Committee was 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 Committee then considered whether the proposal to adjust grades presented for admission by applicant following the Alberta secondary school curriculum should be expanded to include other jurisdictions. The Committee has reviewed and recommends that Senate approve the proposed policy on Secondary School Grade Adjustments for Undergraduate Admission to the University.<sup>5</sup> As outlined in the policy, for the calculation of an admission average, grades reported by secondary school applicants following extra-provincial curricula may be adjusted to accurately assess those grades in terms their ability to predict future performance at UBC. Adjustments will be based on a review of academic performance at UBC of students previously admitted from extra-provincial jurisdictions. All grade adjustments approved by the Committee will be reported to Senate for information on an annual basis.

In developing its recommendations to the Committee on the issue grade adjustments for admission to the University, the working group carefully considered the alignment of those recommendations with the Principles of Effective Undergraduate Admission to UBC. The applicable principles are:

1. Alignment with UBC's Goals: the policy on Secondary School Grade Adjustments for Undergraduate Admission to the University will encourage the enrolment of top-quality students;
2. Evidence-Based Policy Review: the policy is based on the knowledge of strengths and weaknesses of educational systems in other jurisdictions and of student performance at UBC;

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<sup>5</sup> This is a joint policy of the Vancouver Senate Admissions Committee and the Okanagan Senate Admissions and Awards Committee. The Okanagan Senate will consider this policy for approval at its meeting of December 17, 2009.

3. Excellence of Fit: the policy will better identify those applicants who are most likely to prosper at UBC;
4. Fairness: recognizing differences in grading practices will better ensure that applicants are not disadvantaged by the structure of the educational system followed that provides the basis of admission.
5. Transparency: the following statement will appear in the Calendar: "In calculating an admission average, grades reported for secondary schools not following the *BC/Yukon Secondary School Curriculum* may be adjusted to accurately assess the grades in terms of their ability to predict future performance at the *University*."

#### **4. Working Group 4 – Review of Broad Based Admission Practices**

##### **Membership:**

- Ms. Katriona MacDonald, Assistant Dean, Faculty of Commerce & Business Administration, UBC-V, (Chair)
- Dr. M. Clifford Fabian, Associate Dean, Faculty of Medicine, UBC-V
- Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences, UBC-V
- Dr. Janet Giltrow, Associate Dean, Faculty of Arts, UBC-V
- Ms. Karen McKellin, Acting Director, International Student Initiative
- Ms. Sonia Purewal, Student Senator, Faculty of Science, UBC-V
- Dr. Robert Sparks, Joint Faculties Senator, Faculty of Education, UBC-V
- Ms. Rosalie Vlaar, Senior Policy Analyst, Student Recruitment, Admissions & Awards, Enrolment Services

The use of broad based admission policies at UBC Vancouver has increased significantly over the past 15 years. In 1995, only five programs<sup>6</sup> evaluated applicants on criteria other than grades and standardized test scores compared to the twenty-two undergraduate and first professional degree programs that employ BBA today.

As a starting point, the working group conducted an environmental scan of all undergraduate and first professional degree programs, during which twenty-four interviews were conducted with faculties, departments, the Office of Enrolment Services, PAIR and the International Student Initiative. In addition, the working group examined admission policies outlined in the UBC Vancouver Calendar 2009/10 and faculty admissions websites, tested online admissions processes and held public consultations with students. Together, these sources provide a reasonably definitive account of the state of broad based admissions policies and practices presently in place at UBC Vancouver.

To date, the working group's review of broad based admission practices has focussed on the following four areas:

- Survey of BBA policies currently in place at UBC Vancouver;
- Transparency of BBA policies and practices;
- BBA and strategies for the recruitment and retention of Aboriginal applicants; and
- Alignment with UBC's goals as outlined in TREK 2010 and the Principles of Effective Undergraduate Admission to UBC.

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<sup>6</sup> Other than those in the Creative and Performing Arts

### Survey of BBA Policies Currently In-place at UBC Vancouver

Students admitted under BBA represented 29% of the 6,471 undergraduate and first professional degree new-to-program registrants at UBC Vancouver in the 2008 Winter Session. The faculties surveyed reported that their primary objectives in using BBA include:

1. opportunity to identify candidates with suitable aptitudes for clinical or professional work;
2. ability to better assess relative calibre of undergraduate applicants educated in unfamiliar educational systems (i.e., outside Canada);
3. need to expand access to applicant pools characterized by elevated grade point averages;
4. ability to identify capacity for success in a program with a distinctive curriculum; and
5. opportunity to admit a more diversified student cohort.

Many programs also had a secondary objective of enrolment management to align offers of admission with available seats.

Of the twenty-two programs, just over half (11) have BBA policies that are mandatory for all applicants, whereas just under half (10) of surveyed programs apply BBA only in cases where an applicant falls below the GPA threshold required for admission. For the 2008 Winter Session, sixteen programs admitted at least one registrant on the basis of BBA. Only one program employs an optional BBA policy for applicants. Three programs are considering expanding the criteria under which candidates could be considered under BBA.

BBA criteria and their relative weightings vary widely amongst programs as might be expected given the range and differentiation of degree programs at UBC Vancouver. Commonly used criteria include: relevant field work, community service and volunteerism, awards/honours, engagement in extracurricular activities, reference reports from employers or others who can attest to applicant's suitability for the program, personal statements and evidence of specific attributes (i.e., leadership). A minority of programs report that their faculty admissions committees make small changes to the criteria weightings as often as every one to two years. While some of these adjustments are informed by statistical analyses, there is no formal methodology employed for assigning weightings; rather the experience and wisdom of the faculty admissions committees or single assessor is typically the basis for such decisions.

The scoring of applicant files varies considerably among faculties. A majority of programs (thirteen) use a single assessor to review and determine admissibility of all applicant files. Of all twenty-two programs, only twelve<sup>7</sup> programs provide written scoring or assessment guidelines to reviewers. Reviewers are typically admissions advisors or faculty with experience in admissions. Reviewers may also be paid reviewers (or readers) from outside the faculty who receive training while some faculties employ and train graduate students from other faculties to assess candidates for admission.

Currently, seven programs employ a BBA interview component to short list candidates and two faculties require participation in a group exercise. For example, the School of Social Work's interview requires applicants to work in small groups on a case study. The group then presents its conclusions, if any, to the interviewers. Interviewers typically undergo prior training but the length and effectiveness of such training varies. Interviews and group exercises are perceived by the

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<sup>7</sup> This statistic does not include data for the Bachelor of Environmental Design (B. En. D.) program.

faculties to be very useful in identifying candidates who they believe will not succeed in the program or in clinical or professional practice.

Five<sup>3</sup> of the twenty-two programs have conducted at least one evidence-based review of their broad based admission criteria and two<sup>3</sup> programs have initial evidence-based reviews forthcoming. The remaining fifteen<sup>3</sup> programs have not yet conducted an evidence-based review of their BBA criteria. There is no uniform standard for the type of or frequency of reviews.

Following its survey of BBA practices currently in place at UBC Vancouver, the working group has identified two issues for the Committee's review: (1) development of clear guidelines and training for faculty and staff appointed to review applicant files and; (2) development of an evidence-based mechanism for the review of BBA practices.

### Transparency of BBA Policies and Practices

The working group's survey of the Calendar and faculty websites indicates that many faculties reveal BBA information selectively and sometimes with only limited detail, as outlined in the table below. It is noteworthy that a number of programs do not state the existence of their BBA policies at all while others refer prospective applicants to a faculty website for further detail. Such references, while helpful, limit the Calendar's usefulness in outlining BBA policies. This may be of concern given that the Calendar is the University's official publication with regards to admission criteria and academic policies.

While faculty websites often provide more detail than Calendar entries they do not typically provide detail on weightings assigned to evaluation criteria; most programs withhold the evaluation mechanisms used to assess an applicant. Some faculties expressed the view that this information is proprietary and confidential and would alter applicant behaviour prior to the time of admission. In addition, the information contained on faculty websites may be in flux or change for every admissions cycle. Eighteen of twenty-two programs have faculty websites which contain information that is not wholly consistent with the corresponding Calendar entry.

### Disclosure of broad based admissions policies in the Calendar and on faculty websites

<i>Of twenty-two programs, how many disclose:</i>	Existence of BBA	Accurate GPA cut-off	BBA materials or criteria	Evaluation criteria	
				Weights assigned to materials or criteria	Evaluation mechanism
Calendar	19	5	16	1	16
Faculty admissions website	15	5	13	1	13

With respect to the transparency of BBA policies and practices, the working group has identified the following issues for further review and discussion: (1) the level of detail on BBA policies and practices disclosed to prospective applicants and mechanisms by which it can effectively be communicated to applicants; (2) transparency of evaluation mechanisms and criteria weighting and; (3) resolution of inconsistencies between BBA information articulated in the Calendar and on faculty websites.



### Broad-based Admission and Strategies for Recruitment and Retention of Aboriginal Applicants

Broad based admission allows for a fuller assessment of a candidate's aptitudes and competencies and is conducive to increased Aboriginal recruitment. Until recently, Aboriginal direct entry applicants to most programs completed a separate Aboriginal supplemental application form that accompanied their applications to the University; this practice has gradually been replaced in favour of program-specific broad based admissions supplemental forms which include an Aboriginal path of entry. Four direct entry programs continue to use the separate application approach. An interview with UBC's Aboriginal Student Recruiter and Advisor, suggests that the integrated, program-specific approach is preferable for its seamless inclusion of the Aboriginal component: some Aboriginal applicant perceive the separate Aboriginal supplemental application as a barrier to admission.

The number of faculties which include an Aboriginal path of entry in their existing broad based admissions processes is indicative of the University's commitment to increase enrolment of Aboriginal students. By designing an Aboriginal path of entry which complements admission to the program in question, a faculty is better placed to identify suitable candidates who will succeed in the program.

### Alignment with UBC's goals as outlined in TREK 2010 and the Principles of Effective Undergraduate Admission to UBC

As part of its review, the working group has also considered whether current BBA policies and practices meet the goals of TREK 2010. The increased use of BBA in faculty admission policies over the past ten years support the University's goal to ensure that qualified students with a variety of backgrounds and experiences have access to UBC.

The working group has also considered the alignment of current BBA policies and practices with the Principles of Effective Undergraduate Admission to UBC. The applicable principles are:

#### **Evidence-Based Policy Review**

As noted above, programs vary with regard to conducting periodic evidence-based BBA policy reviews. Given the increasing use of BBA policies in the selection of students to UBC, it is important that faculties clearly articulate the basis for and outcome desired in introducing BBA, followed by periodic review to ensure that the goals cited are indeed being met. Of particular importance is the need to ensure that the criteria used to identify an expanded profile of candidates under BBA are in fact resulting in such candidates being admitted.

#### **Excellence of Fit**

A number of programs have introduced BBA policies with the specific aim of improving student qualitative classroom and post-graduation performance beyond that which can be identified solely through a GPA only basis. While faculties may articulate outcomes and the reasons why the chosen admissions criteria are expected to result in the selection of students suited to the program, it should be beholden on faculties to ensure (using evidence-based review process) that the candidates admitted under their respective BBA policies are achieving the goals identified by the program.

### **Fairness**

Some faculties assign the review of all files to one person. The use of a single reviewer to read all files with no review by a second reviewer ensures that the judgment applied to all applicants provides a consistent approach. It may, however, be perceived as unfair because it could result in personal bias on the part of the one reviewer influencing the admissions decisions. It is important to note that some cases of single reviewers involve faculty members and admissions advisors with substantial accumulated experience in assessing eligibility of applicants for admission.

The absence of written guidelines identifying the attributes sought by the Faculty could also give rise to the introduction of personal bias or inconsistent scoring of candidate files. In order to fairly assess non-academic criteria which, by definition, are not linked to academic performance, it is important that reviewers be blind to an applicant's academic scores when assessing non-academic performance.

Issues of fairness may arise with regard to application fees for programs which select finalists for an interview. Interviews and group exercises involve additional financial expenditure and accordingly such programs have the highest application fees on campus. Since all applicants receive a review of their written applications in the first stage, finalists participating in the interview stage are effectively subsidized by those whose files were deemed insufficiently competitive to receive an interview invitation. A two-part fee structure, with the second part paid upon acceptance of an invitation to interview, may be a more fair approach.

Fairness in addressing extenuating circumstances and socio-economic inequities is of note. Some undergraduate programs take into consideration extenuating circumstances while professional programs generally do not unless the applicant's exceptional experience helps to satisfy admissions criteria (e.g., in a letter of intent, explaining what skills and attributes the candidate acquired as a result of the exceptional experience and how these skills and attributes make the candidate suitable for the program of study and/or clinical practice). Socio-economic inequities can advantage some applicants. For example, some applicants have access to financial resources that enables a breadth of extracurricular pursuits and/or the opportunity to engage in a wide range of school, community and volunteer activities. Similarly, applicants educated at non-Canadian private high schools following Western curricula may be more easily able to fulfill undergraduate BBA criteria while those from non-Canadian high schools following indigenous curricula may be less able to do so.

Finally, a majority of faculties do not ask applicants to report socio-economic or extenuating circumstances which may have affected the student's application credentials. While some (but not all) faculties will consider such circumstances in evaluating an applicant, the onus is on the applicant to volunteer this information and identify its relevance to his/her application. The working group also heard concerns from a number of admissions administrators who feel that BBA rewards those with a propensity for self-promotion and penalizes those who, for reasons of culture or character, may be more modest in their self assessment.

### **Integrity**

There is a natural tendency on the part of faculties to attempt to quantify subjective experiences, e.g., measuring the number of hours of volunteer work. Such quantification may miss the quality of the experience, e.g., the quality of experience of a hospital

volunteer who spent part of his or her volunteer time studying versus that of a volunteer who was thoroughly engaged.

### **Transparency**

The principle of transparency is to ensure that applicants have a clear understanding of admission requirements. It is noteworthy that most programs do not reveal detailed evaluation mechanisms and criteria weights as relates to BBA. For example, among the seven programs with interviews for finalists, the weighting of the interview varies from 15% to 100% yet only one program discloses its interview weight to applicants.

The principle of transparency may be undermined by conflicting information recorded in the Calendar versus on faculty websites: eighteen programs have at least one current conflict between their Calendar entries and their admissions websites. Most programs publish only a minimum GPA needed for entrance as opposed to the competitive GPA needed for entrance. Some programs provide scores or general discussion of the applicant's standing to unsuccessful applicants upon request.

### **Timeliness**

The introduction of BBA increases the complexity of the admissions process and for many faculties, entails logistical coordination with Enrolment Services, potentially delaying admission decisions. It should be incumbent on faculties employing BBA to employ practices and provide sufficient resources to ensure that the extra work entailed in reviewing applications under BBA does not undermine the veracity of the admissions process and experience of the applicant by unduly delaying admission offers.

Duplication and additional effort required of applicants seeking admission to a multiple programs (e.g., Bachelor of Arts and Bachelor of Commerce) may be burdensome and cumbersome for applicants. Systems for capturing BBA application information should be designed to minimize this.

### **Comprehensiveness**

Comprehensiveness in broad based admissions means considering a more holistic set of criteria for a candidate rather than focusing solely on his or her grades. Faculties using broad based admission report a reduction of appeals and inquiries by potential appellants. BBA allows applicants to introduce facts previously considered only at the appeal level; such cases are then adjudicated as part of the regular admissions process. However, BBA does introduce some challenges with respect to comprehensiveness. Faculties using BBA only for marginal candidates may inadvertently cause the association of BBA with second-tier academic performance, potentially leading to pejorative perceptions of undergraduate BBA by some.

### **Commitment**

The faculties interviewed by the working group demonstrated strong commitment to their BBA criteria. For example, some faculties report rejecting applicants with the high academic scores on the basis of weak scores on non-academic criteria. The working group did not uncover evidence that faculties make exceptions to their BBA guidelines.

The working group's review of BBA policies and practices is ongoing. The resulting recommendation to the Committee will likely be in the form of a set of general principles or best practices guidelines for faculties currently employing or planning to adopt a BBA policies.

## **5. Working Group 5 – Assessment and Monitoring of Changes in Admission Policies**

### Membership:

- Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences, UBC-V (Chair)
- Mr. Andrew Arida, Associate Director, Enrolment, Enrolment Services
- Dr. Bruce Dunwoody, Associate Dean, Faculty of Applied Science, UBC-V
- Ms. Sonia Purewal, Student Senator, Faculty of Science, UBC-V
- Dr. Thomas Ross, Senator, Faculty of Commerce & Business Administration, UBC-V
- Dr. Robert Sparks, Joint Faculties Senator, Faculty of Education, UBC-V
- Ms. Rosalie Vlaar, Senior Policy Analyst, Enrolment Services

Policies and procedures related to admissions and enrolment benefit from ongoing review to ensure that they continue to support the mission and strategic objectives of the University and remain current and valid in light of a changing educational environment. The working group considered a range of issues including possible mechanisms to monitor the impact of changes in admission policy and/or procedure, what measures appropriately determine whether an admission policy is achieving the goals of the University, enrolment and admission issues specific to particular applicant groups and the efficacy of current admission policies in meeting the goals of the University with respect to those applicant groups and the efficacy of broad-based admission processes in identifying the best students.

Rather than articulating mechanisms to monitor and assess individual recommendations for change resulting from the Committee's review of undergraduate admissions policies, it was determined that in addition to any necessary changes in admission policies, working groups 1 through 4 also recommend appropriate monitoring and assessment measures. Given the subject matter expertise of each working group, it is best equipped to identify appropriate measures for the oversight of policy and procedural changes resulting from the current review. Upon the Committee's approval of the working group's recommendations, the group was discharged.

As many of the changes resulting from the Committee's review have only recently been implemented, it will continue to monitor the implementation and efficacy of changes in admission policies on an ongoing basis. Where changes were recommended on the basis of historical data, the Committee will undertake an analysis of data collected following implementation and thereafter as required.

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee



Vancouver Senate Admissions Committee  
c/o  
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April 28, 2008

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

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

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

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

Composition:

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

Terms of Reference:

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



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

### **ANALYSIS: POLICY VS. TREK GOALS**

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

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

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



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

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

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

## **PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC**

### **ALIGNMENT WITH UBC'S GOALS:**

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

*Corollary:* Policies or practices that encourage the enrolment of top-quality students will be identified and reviewed.

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

### **EVIDENCE-BASED POLICY REVIEW:**

- Admission criteria will be based on knowledge of the strengths and weaknesses of educational systems world-wide and of student performance at UBC.
- Corollary:* Student achievement at UBC will be used regularly to review and modify admission policies and practices, and to identify areas of potential improvement in UBC curricula and pedagogy.
- Corollary:* The University needs the ability to forecast changes in demand for programs so that policies can be adapted within this framework of principles.



#### EXCELLENCE OF FIT:

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

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

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

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

#### FAIRNESS:

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

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

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

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

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

#### INTEGRITY:

- Admission practices shall conform to policies.

#### TRANSPARENCY:

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

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

#### TIMELINESS:

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

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

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

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





#### COMPREHENSIVENESS:

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

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

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

#### COMMITMENT:

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

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

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

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

#### CONCLUSION

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

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



December 4, 2009

To: Vancouver Senate  
From: Admissions Committee  
Re: **Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University (approval)**

**Bachelor of Science in Nursing – Calendar Entry Changes (approval)**

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**Item b: Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University (approval)(circulated)**

As part of its review of Undergraduate admission policies, the Committee has examined jurisdictional variations in grading scales and qualitative assessment of student performance. The Committee's findings indicate that the consideration of indigenous grading scales in admission decisions results in more equitable decision making and better identifies applicants who are most likely to prosper at the University.

As outlined the attached policy, grades presented for the calculation of an admission average will be adjusted to accurately assess the grades in terms of their ability to predict future performance at the University. Adjustments will be based primarily on a review of academic performance of students previously admitted from that educational jurisdiction. All grade adjustments approved by the Committee will be reported to Senate for information.

***Motion:*** *That Senate approve Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University.*

NB: This motion requires a vote of two-thirds (2/3) majority to be carried.

**Item c: Bachelor of Science in Nursing – Calendar Entry Changes (approval)(circulated)**

The Committee has reviewed and recommends for approval the proposed changes to the Calendar entry on Bachelor of Science in Nursing to remove references to the Post-Registered Nurse advanced standing entry option as it is no longer offered by the School of Nursing. The deadline to submit supplemental application and supporting documents has also been extended.

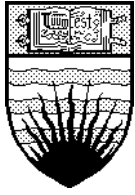
***Motion:*** *That Senate approve the proposed changes to the Calendar entry on Bachelor of Science in Nursing.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: J-50

**Okanagan & Vancouver Senates**  
Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

### **Number & Title:**

*J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University*

### **Effective/Implementation Date:**

Proposed for implementation 1 January 2010.

### **Approval Date:**

Proposed for consideration by the *Okanagan Senate* on 17 December 2009 and by the *Vancouver Senate* on 16 December 2009.

### **Review Date:**

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

### **Responsible Committees:**

Admissions Committee of the *Vancouver Senate* and *Admissions & Awards Committee of the Okanagan Senate*.

### **Authority:**

*University Act:*

*S. 37(1)*

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

*(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”*

*(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty, and to determine which faculty the students pursuing a course of study must register.”*

## **Purpose and Goals:**

This policy is designed to provide a clear mechanism for the approval and modification of grade adjustments for applicants from all educational jurisdictions not following the BC/Yukon Secondary School Curriculum, for the purposes of undergraduate direct-entry admission to the *University*.

## **Applicability:**

This policy is applicable to secondary school applicants to direct-entry undergraduate programs at the University from all jurisdictions not following the BC/Yukon Secondary School Curriculum.

## **Exclusions:**

None.

## **Definitions:**

BC/ Yukon Secondary School Curriculum shall mean a secondary school program of study prescribed and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Extra-Provincial Curriculum or Extra-Provincial Curricula shall mean any school system not following the *BC/Yukon Secondary School Curriculum*

## **Policy:**

- 1) In calculating an admission average, grades reported for secondary schools following *Extra-Provincial Curricula* may be adjusted to accurately assess the grades in terms of their ability to predict future performance at the *University*.
- 2) Grade adjustments shall be made by the *responsible committees* as set out in the procedures of this policy.
- 3) For Canadian *Extra-Provincial Curricula*, grade adjustments shall be based primarily on a review of academic performance at the *University* of students previously admitted having followed that *Extra-Provincial Curriculum*.
- 4) For all other *Extra-Provincial Curricula*, grade adjustments shall be based primarily on the best available published data.
- 5) In such cases where insufficient data is available for an *Extra-Provincial Curriculum* to make an assessment under this policy for a systematic grade adjustment, the Undergraduate Admissions Office shall evaluate each student's grades on a case-by-case basis under the procedures for assessment established by the *responsible committees*.
- 6) Recommendations for grade adjustments for admission to the following academic year shall be submitted by the Undergraduate Admissions Office for

approval by the *responsible committees* no later than November 30 of each year.

- 7) At least annually or as otherwise requested, a summary report on grade adjustments approved by the *responsible committees* shall be submitted for information to the *Senates*.

### **Calendar Statement(s):**

[Homepage](#) > [Admissions](#) > Policy on Admissions

URL: <http://www.students.ubc.ca/calendar/index.cfm?tree=2,13,0,0>

New paragraph to be included:

“In calculating an admission average, grades reported for secondary schools not following the *BC/Yukon Secondary School Curriculum* may be adjusted to accurately assess the grades in terms of their ability to predict future performance at the *University*.”

### **Consultations:**

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

Associate Deans Students (or equivalent)  
Strategic Enrolment Management Committee  
Enrolment Services

### **History:**

This is the first version of this policy.

### **Related Policies:**

None.

### **Appendix:**

There is no appendix to this policy.

### **Procedures:**

- 1) Grade Adjustment by Jurisdiction:  
Procedures to be developed by the *responsible committees*, in consultation with the Undergraduate Admissions Office.
- 2) Procedures for Case-by-Case Evaluations  
Procedures to be developed by the *responsible committees*, in consultation with the Undergraduate Admissions Office.





## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements & Calendar

<b>Department:</b> School of Nursing <b>Approval Date:</b> <b>Effective Session:</b> for immediate publication in the Calendar	<b>Date:</b> July 4, 2008 <b>Contact Person:</b> Dr. Bernie Garrett <b>Phone:</b> 604 822 7443 <b>Email:</b> bernie.garrett@nursing.ubc.ca
<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,377">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,377</a>  <u>Homepage &gt; Faculties, Colleges, and Schools &gt; The School of Nursing &gt; Bachelor of Science in Nursing &gt; Introduction</u>  <b>Proposed Calendar Entry</b>  The baccalaureate program offers courses in the theory and practice of nursing. Students with significant progress toward a degree in another field or with a previous bachelor's degree begin studies in nursing with the 300-level courses.	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,377">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,377</a>  <u>Homepage &gt; Faculties, Colleges, and Schools &gt; The School of Nursing &gt; Bachelor of Science in Nursing &gt; Introduction</u>  <b>Present Calendar Entry</b>  The baccalaureate program offers courses in the theory and practice of nursing. Students with significant progress toward a degree in another field or with a previous bachelor's degree begin studies in nursing with the 300-level courses. <del>Registered nurse students also enter the program at the 300-level and may complete the program through on-campus study, distance delivery, or a combination of modes.</del>
<b>Type of Action:</b> 1. Remove reference to the Post-Registered Nurse advanced standing entry, as the School no longer offers this access to the program  <b>Rationale:</b> Update calendar to prevent confusion.	
<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,379">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,379</a>  <u>Homepage &gt; Faculties, Colleges, and Schools &gt; The School of Nursing &gt; Bachelor of Science in Nursing &gt; Admission Criteria</u>  <b>Proposed Calendar Entry</b>  All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to <a href="#">Nursing</a> for more details. Admission to the program requires advanced standing by either a bachelor's degree or significant progress (48 credits) toward a degree in another field of study. All prospective students are required to demonstrate a minimum level of English language proficiency before admission. Please refer to the <a href="#">English Language Admission Standard</a> .  Applicants are required to have a minimum C average, or grade point average of 2.0 (calculated	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,379">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,379</a>  <u>Homepage &gt; Faculties, Colleges, and Schools &gt; The School of Nursing &gt; Bachelor of Science in Nursing &gt; Admission Criteria</u>  <b>Present Calendar Entry:</b>  All inquiries relating to the Bachelor of Science in Nursing (B.S.N.) Program should be directed to the School. Students considering application should refer to <a href="#">Nursing</a> for more details. Admission to the program requires advanced standing by either a bachelor's degree or significant progress (48 credits) toward a degree in another field of study. All prospective students are required to demonstrate a minimum level of English language proficiency before admission. Please refer to the <a href="#">English Language Admission Standard</a> .  Applicants are required to have a minimum C average, or grade point average of 2.0 (calculated





on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level.

UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required:

- First-year English (3 credits): English 112 is recommended, or an equivalent first year higher education English composition course. Exceptionally, this English prerequisite may be waived for students who have completed a bachelor's degree from an accredited University (where English was the main language of instruction during that degree).
- BIOL 153 (7 credits) or BIOL 155 (6 credits), or an equivalent human anatomy and physiology course/courses. Courses accepted as equivalent to this are listed on the School's website. In addition, other human anatomy and physiology courses may be acceptable to the School subject to an internal review. Details of this review process and an application package can be found at [Prior Learning Assessment & Recognition \(PLAR\)](#).

For students to obtain the required competencies for entry-level registered nursing practice certain skills and abilities are required.

It is important that applicants are aware of these prior to applying for admission to the nursing program. These requirements (Requisite Skills and Abilities) are available at [CRNBC](#).

### Application and Document Submission

**1. Initial application** must be made on-line to the [University](#) by December 1.

**2. The School also requires a supplemental application.** Applicants must submit the following supplemental admission documents:

- the supplemental application form<sup>1</sup>
- the names and contact information of two individuals who can provide reference information (it is recommended that one referee be a teacher, instructor, employer, or supervisor)
- a current **résumé** (structured form provided in the application)
- a brief written personal statement about the applicant's reasons for requesting admission to the School and understanding of the profession of nursing (format provided in the application)

on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level.

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- a current **résumé** (structured form provided in the application)
- a brief written personal statement about the applicant's reasons for requesting admission to the School and understanding of the profession of nursing (format provided in the application)



The supplemental forms are available and can be filled in and submitted on-line at the [Student Service Centre](#) (select "Self Admission"). Supplemental applications must be submitted by **January 30<sup>th</sup>**.

Applications for any human anatomy/physiology course equivalence (if required) may be received at any time but must be received by **January 30<sup>th</sup>** for entry the following September.

**3. Official transcripts** and other required **documents** must be sent to the following address by January 30:

Enrolment Services

The University of British Columbia

2016-1874 East Mall

Vancouver, BC V6T 1Z1

Canada

Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

### Application Processing Fees

**1. A processing fee** of \$107.50 CAD plus \$50.00 for out-of-province applicants must accompany the supplemental application package. These fees are non-refundable and are paid as part of the supplemental on-line application. No applications will be processed unless the fee is received. Late applications will not be considered.

**2. There is an additional \$50.00 review fee**, payable to the UBC School of Nursing, for any human anatomy/physiology course equivalence review (if required).

**Please note:** Both the application processing fee and the review fee (if required) must accompany the application.

### Selection Process

**The BSN has** a limited enrolment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission (see the [School](#) for a profile of accepted students). The School reserves the right of selection

The supplemental forms are available and can be filled in and submitted on-line at the [Student Service Centre](#) (select "Self Admission"). Supplemental applications must be submitted by ~~January 15.~~

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Enrolment Services

The University of British Columbia

2016-1874 East Mall

Vancouver, BC V6T 1Z1

Canada

Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

~~**4. Additionally an unofficial transcript/copy must also be sent to the School of Nursing at:**~~  
~~School of Nursing Admissions Office~~  
~~University of British Columbia~~  
~~School of Nursing~~  
~~T201-2211 Westbrook Mall~~  
~~Vancouver, BC V6T 2B5~~  
~~Canada~~

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### Selection Process

~~The Nursing~~ has a limited enrolment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission (see the [School](#) for a profile of accepted students). The School reserves the right of selection of all students for admission and



of all students for admission and readmission to the School. Canadian residents will be given preference in the selection process.

The School will select for admission those applicants who not only demonstrate academic potential, but who also most aptly display a motivation to study nursing and who demonstrate that they possess the qualities and skills most necessary to be a caring and competent professional nurse. In addition, the School will select those applicants who demonstrate the best potential for academic success, leadership, and ability to advance the nursing profession.

Academic documents are assessed by Enrolment Services and the supplemental application documents are assessed by the UBC School of Nursing Admissions Team. Human anatomy/physiology course equivalency is assessed by the School's PLAR Committee.

Based on academic standing and scoring on the supplemental application, a selection of applicants are offered interview. The interview is a critical component of the admission process. Applicants selected for an interview will be contacted by the School of Nursing Admissions Office. The interview dates will likely be scheduled for late March and April.

Applicants who, after interview, are accepted will be sent a letter of acceptance and details about the registration procedures.

### Readmission

The School reserves the right to readmit students and to stipulate conditions attached to readmission. Application for readmission to the School will be reviewed on an individual basis.

readmission to the School. Canadian residents will be given preference in the selection process.

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Based on academic standing and scoring on the supplemental application, a selection of applicants are offered interview. The interview is a critical component of the admission process. Applicants selected for an interview will be contacted by the School of Nursing Admissions Office. The interview dates will likely be scheduled for late March and April.

Applicants who, after interview, are accepted will be sent a letter of acceptance and details about the registration procedures.

### Readmission

The School reserves the right to readmit students and to stipulate conditions attached to readmission. Application for readmission to the School will be reviewed on an individual basis.

#### Type of Action:

1. Correct typos in application and document submission points to "Resume" and "The Nursing..."
2. Change in our Supplemental Admissions deadline for our BSN program from January 15th to January 30th to standardize on one date for all supplemental document submissions (bringing it into line with our document deadline).
3. Remove Point 4. of application process on requesting unofficial transcripts sent to the School, as this is no longer necessary (everything now goes through Enrolment Services)

#### Rationale:

This will help prevent confusion and simplify the process. Students will have another 15 days to submit this material, and all supplemental materials will be due the same date; January 30<sup>th</sup>.

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,380>

[Homepage](#) > [Faculties, Colleges, and Schools](#) > [The School of Nursing](#) > [Bachelor of Science in Nursing](#) > [Academic Regulations](#)

**Proposed Calendar Entry****Advancement**

The minimum passing grade in each nursing course is 60%. The minimum cumulative grade average to continue in the program is 65%.

In clinical nursing courses the student is required to have successfully completed clinical practice before being allowed to undertake **the final course assessment**.

Supplemental examinations are not offered.

Students who do not achieve the minimum grade average for promotion will normally be required to discontinue study in the School for at least one year.

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The School reserves the right to require a student to withdraw from the School if considered to be unsuited to proceed with the study or practice of nursing.

**Costs Other Than Sessional Fee**

There are additional expenses for uniforms, travel, and clinical practice. Students should be prepared to have clinical practice outside the Vancouver area and therefore should include travel costs for this experience in estimating total expenses. Students must have access to a car for transportation to minimize time and effort expended in travel to the varied areas used for clinical experiences. It is the student's responsibility to arrange transportation to clinical practice settings and to arrive at scheduled times. **Information regarding these additional costs is available [here](#).**

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,380>

[Homepage](#) > [Faculties, Colleges, and Schools](#) > [The School of Nursing](#) > [Bachelor of Science in Nursing](#) > [Academic Regulations](#)

**Present Calendar Entry****Advancement**

The minimum passing grade in each nursing course is 60%. The minimum cumulative grade average to continue in the program is 65%.

In clinical nursing courses the student is required to have successfully completed clinical practice before being allowed to write the ~~final examination~~.

Supplemental examinations are not offered.

Students who do not achieve the minimum grade average for promotion will normally be required to discontinue study in the School for at least one year.

~~Students admitted as registered nurses must maintain current practising provincial registration and provide evidence of it upon request in order to continue in the program.~~

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The School reserves the right to require a student to withdraw from the School if considered to be unsuited to proceed with the study or practice of nursing.

**Costs Other Than Sessional Fee**

There are additional expenses for uniforms, travel, and clinical practice. Students should be prepared to have clinical practice outside the Vancouver area and therefore should include travel costs for this experience in estimating total expenses. Students must have access to a car for transportation to minimize time and effort expended in travel to the varied areas used for clinical experiences. It is the student's responsibility to arrange transportation to clinical practice settings and to arrive at scheduled times. The School will provide applicants with information regarding these additional costs.

**Time Period for Program Completion**

Students entering the B.S.N. program must normally meet all requirements within a maximum of five years from initial enrolment. Students interrupting their program are advised that curriculum changes may necessitate a period of supplementary work to enable them to fit into the subsequent courses.

Where time normally permitted for completion of degree has elapsed, candidates will be required to provide evidence to justify special consideration.

**Time Period for Program Completion**

Students entering the B.S.N. program must normally meet all requirements within a maximum of five years from initial enrolment. ~~Post-R.N. students must normally meet all requirements within a minimum of 12 months and a maximum of six years after beginning the first nursing course.~~ Students interrupting their program are advised that curriculum changes may necessitate a period of supplementary work to enable them to fit into the subsequent courses.

Where time normally permitted for completion of degree has elapsed, candidates will be required to provide evidence to justify special consideration.

**Type of Action**

1. Changes text referring to final examination to assessment as some courses do not have a final examination.
2. Change to text to point to the Web page where the additional costs are outlined.
3. Remove text referring to the Post-RN program, now no longer offered

**Rationale**

Clarify regulations, improve access to information, and remove text referring to a discontinued program.

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381>

[Homepage](#) > [Faculties, Colleges, and Schools](#) > [The School of Nursing](#) > [Bachelor of Science in Nursing](#) > [Degree Requirements](#)

**Proposed Calendar Entry****English Requirements**

To qualify for the B.S.N., all students must have completed the 3 credits of first-year English. **Exceptionally, this English prerequisite may be waived for students who have completed a bachelors degree from an accredited University (where English was the main language of instruction during that degree).**

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381>

[Homepage](#) > [Faculties, Colleges, and Schools](#) > [The School of Nursing](#) > [Bachelor of Science in Nursing](#) > [Degree Requirements](#)

**Present Calendar Entry****English Requirements**

To qualify for the B.S.N., all students must have a minimum of 3 credits in English. ~~Students entering the program from secondary school (or those with advanced standing) must have completed the 3 credits of first-year English prior to taking clinical nursing courses. Completion of the [Language Proficiency Index Requirement for First-Year English](#) is prerequisite to all first-year English courses at UBC. Post-R.N. students are encouraged to complete the required 3 credits of English prior to entry into the nursing program. Students who wish to complete the program in 12 months must have completed 3 credits of English prior to admission.~~



~~Please Note: Admission directly from secondary school is suspended, effective September 2006.~~

~~.....~~

### ~~Required Nursing Courses~~

<del>NURS 450</del>	<del>3</del>
<del>NURS 453</del>	<del>3</del>
<del>Clinical Nursing Courses</del>	<del>6 credits minimum</del>
<del>Non-Clinical Nursing Courses</del>	<del>15-24 credits</del>
<del>Electives</del>	<del>9-18 credits</del>
<del>English First Year</del>	<del>3</del>
<del>Total Credits</del>	<del>45</del>

### ~~Interprofessional Electives~~

~~Under the auspices of the Council, the [College of Health Disciplines](#) is responsible for the administration of interprofessional courses (IHHS), which are recommended as electives to students in Nursing. For more information see IHHS [Courses](#) or visit the [College of Health Disciplines](#).~~

### ~~Post-R.N. Program~~

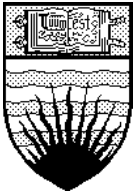
~~Registered nurse students are required to complete a program of 45 credits, consisting of 27-33 credits of nursing courses, 9-15 credits of electives, and 3 credits of first-year English. R.N. students will build a program in consultation with a faculty advisor.~~

#### Type of Action

1. Changes text referring to English language for graduation to duplicate that described in the admissions section
2. Remove text and tables referring to the Post-RN program, which is now no longer offered. There are no longer any electives and the required nursing courses section removed (N450 etc.) was specific to the Post RN program.

#### Rationale

Clarify regulations, and remove text referring to a discontinued program.



2 December 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 Proposal for Graduate Program in Craniofacial Science  
(Prosthodontics)

---

**Graduate Program 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 Program in Craniofacial Science with Prosthodontics 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

### Category: (1)

<p><b>Faculty:</b> Dentistry  <b>Department:</b> Oral Health Sciences  <b>Faculty Approval Date:</b> September 10, 2009</p> <p><b>Effective Session</b> 10S</p>	<p><b>Date:</b> June 30, 2009  <b>Contact Person:</b> Dr. Edward Putnins  <b>Phone:</b> 604-822-1734  <b>Email:</b> putnins@interchange.ubc.ca</p>
<p><b>Combined Ph.D. in Craniofacial Science/Diploma in Prosthodontics</b></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, research workers, and teachers. Completion of the Diploma in Prosthodontics 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 six years to prepare the student for clinical practice and a research career. Graduates will be eligible to take the examination for specialty certification in prosthodontics offered by The Royal College of Dentists of Canada and The American Board of Prosthodontics.</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 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 combined program is October 1 and enrollment is limited.</p>	<p><b>Type of Action:</b>  - Calendar Description  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0</a>  <b>To be inserted following the Combined MSc in Craniofacial Science/ Diploma in Periodontics description.</b></p> <p><b>Rationale:</b>  To accurately reflect the addition of a combined program option in prosthodontics to be done in conjunction with either an M.Sc. or Ph.D. in Craniofacial Science.</p>



**Combined M.Sc. in Craniofacial  
Science/Diploma in Prosthodontics**

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 prosthodontics 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 diploma are awarded conjointly and both must be completed to graduate. Graduates will be eligible to take the examinations for specialty certification in prosthodontics offered by the Royal College of Dentists of Canada and the American Board of Prosthodontics. 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 combined program is October 1 and enrollment is limited.

**Type of Action:**

**- Calendar Description**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0>

**To be inserted following the Combined PhD  
in Craniofacial Science/Diploma in  
Prosthodontics**

**Rationale:**

To accurately reflect the addition of a combined program option in prosthodontics to be done in conjunction with either an M.Sc. or Ph.D. in Craniofacial Science.

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

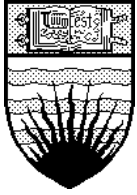
**Category: (1)**

<b>Faculty: DENTISTRY</b> <b>Department: Oral Health Sciences</b> <b>Faculty Approval Date: September 10, 2009</b>  <b>Effective Session 10S</b>	<b>Date: June 29, 2009</b> <b>Contact Person: Dr. Chris Wyatt</b> <b>Phone: 2-1778</b> <b>Email: cwyatt@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>DENT 525 (6) Prosthodontic Literature Review I</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> To review the current and seminal literature upon which contemporary clinical prosthodontics is based. To foster development of skills of critical analysis.
<b>Proposed Calendar Entry:</b>  <b>DENT 526 (6) Prosthodontic Literature Review II</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> To review the current and seminal literature upon which contemporary clinical prosthodontics is based. To foster development of skills of critical analysis.
<b>Proposed Calendar Entry:</b>  <b>DENT 527 (6) Prosthodontic Treatment Planning and Outcomes Seminars I</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> To present treatment plans and treatment summaries for students' own patients, as well as treatment outcomes for patients previously treated at UBC.

<p><b>Proposed Calendar Entry:</b></p> <p><b>DENT 528 (6) Prosthodontic Treatment Planning and Outcomes Seminars II</b></p>	<p><b>Present Calendar Entry: New Course</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> To present treatment plans and treatment summaries for students' own patients, as well as treatment outcomes for patients previously treated at UBC.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>DENT 529 (6) Prosthodontic Treatment Planning and Outcomes Seminars III</b></p>	<p><b>Present Calendar Entry: New Course</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> To present treatment plans and treatment summaries for students' own patients, as well as treatment outcomes for patients previously treated at UBC.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>DENT 530 (3) Maxillofacial Prosthodontics</b></p>	<p><b>Present Calendar Entry: New Course</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> To attain clinical familiarity with the range of intra and extra oral prosthodontic procedures used to treat and manage patients with congenital, traumatic, and neoplastic associated maxillofacial defects.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>DENT 531 (6) Biomaterials</b></p>	<p><b>Present Calendar Entry: New Course</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> To expose students to the current state-of-the-art prosthodontics materials and related biomaterials science.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>DENT 532 (6) Prosthodontics I</b></p>	<p><b>Present Calendar Entry: New Course</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> To review the theory and practice of</p>

	contemporary prosthodontics.
<b>Proposed Calendar Entry:</b>  <b>DENT 533 (6) Prosthodontics II</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> To review the theory and practice of contemporary prosthodontics.
<b>Proposed Calendar Entry:</b>  <b>DENT 725 (12) Clinical Prosthodontics I</b> <b>Pass/Fail</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course, Grading Scheme Pass/Fail</b>  <b>Rationale:</b> To enable students to attain skills representative of a clinician proficient in the theoretical and practical aspects of the Specialty of Prosthodontics. Residents will be exposed to both clinical and undergraduate teaching.
<b>Proposed Calendar Entry:</b>  <b>DENT 726 (12) Clinical Prosthodontics II</b> <b>Pass/Fail</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course, Grading Scheme Pass/Fail</b>  <b>Rationale:</b> To enable students to attain skills representative of a clinician proficient in the theoretical and practical aspects of the Specialty of Prosthodontics. Residents will be exposed to both clinical and undergraduate teaching.
<b>Proposed Calendar Entry:</b>  <b>DENT 727 (12) Clinical Prosthodontics III</b> <b>Pass/Fail</b>	<b>Present Calendar Entry: New Course</b>  <b>Type of Action: New Course, Grading Scheme Pass/Fail</b>  <b>Rationale:</b> To enable students to attain skills representative of a clinician proficient in the theoretical and practical aspects of the Specialty of Prosthodontics. Residents will

	be exposed to both clinical and undergraduate teaching.
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December 1, 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

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

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

As such, the following is recommended to Senate:

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

Respectfully submitted,

Peter Marshall, Chair  
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate and Curriculum Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
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T: 604-822-9134; F: 604-822-5945

2 December 2009

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSALS FROM THE FACULTY OF APPLIED SCIENCE**

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

*New Course Code*  
BMEG

*New Courses*  
APSC 364 (3)  
MECH 224 (1)  
MECH 225 (1)  
MECH 493 (3)  
MINE 438 (3)  
MINE 485 (3)

Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Biomedical Engineering</b> <b>Faculty Approval Date:</b> <b>Effective Session: September 2010</b>	<b>Date: September 18, 2009</b> <b>Contact Person: Dr. Ezra Kwok</b> <b>Phone: 604-822-1346</b> <b>Email: ezra@chbe.ubc.ca</b>
<b>BMEG: Create New Course Code BMEG</b>	
<b>Proposed Calendar Entry:</b>  BMEG – Biomedical Engineering Faculty of Applied Science	<b>URL: None</b>  <b>Present Calendar Entry: None</b>  <b>Type of Action:</b> Create new course code BMEG.  <b>Rationale:</b> The current courses offered by the Biomedical Engineering Program are under APSC. However, APSC courses are generally intended for all engineering students. Since the degree code for the program has been established as BMEG beginning September 2006, the Board of Study and the Industry Advisory Council overseeing this graduate program recommend that all program courses be re-coded to BMEG to reflect the program's individual status and provide better visibility to BMEG course contents in student's transcripts. The Biomedical Engineering Program also met the criteria established by the APSC Subcommittee to review new course code requests.  <b>Category 1</b>



Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Engineering – Dean’s office</b> <b>Faculty Approval Date:</b> <b>Effective Session: September 2010</b>	<b>Date: October 21, 2009</b> <b>Contact Person: Dr. Bruce Dunwoody</b> <b>Phone: 604-822-6556</b> <b>Email: bruce.dunwoody@ubc.ca</b>
<b>APSC: Undergraduate Course Change(s)</b>	
<b>Proposed Calendar Entry:</b>  <b>APSC 364 (3) APPLIED SUSTAINABILITY:          UBC AS A LIVING LABORATORY</b> The role and function of common infrastructures, and the impact of various technological solutions on people, the economy and the environment. Prerequisite: 3 <sup>rd</sup> year standing	<b>URL: None</b>  <b>Present Calendar Entry: None</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> The course will be offered as an elective to students in Applied Science, Arts, Forestry, Land and Food Systems, Sauder School of Business and Science. Within Applied Science, the course will satisfy the “Impact of Technology on Society Requirement”.  <b>Category 1</b>

Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Mechanical Engineering</b> <b>Faculty Approval Date:</b> <b>Effective Date: September 2010</b>	<b>Submission Date: September 29, 2009</b> <b>Contact Person: Dr. Gary Schajer</b> <b>Phone: 604-822-6004</b> <b>Email: <a href="mailto:schajer@mech.ubc.ca">schajer@mech.ubc.ca</a></b>
<b>MECH: Undergraduate Course(s)</b>	
<b>Proposed Calendar Entry:</b>  <b>MECH 224 (1) INTEGRATION OF ENGINEERING CONCEPTS I. Integration of the theory and practice of Mechanical Engineering to illustrate the commonality and conceptual connectivity of seemingly different technical areas. Emphasis on Dynamics, Solid Mechanics, Materials, Electronics and Mathematics. Corequisite: MECH 221. [1-0-1]</b>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=MECH">http://www.students.ubc.ca/calendar/courses.cfm?code=MECH</a>  <b>Present Calendar Entry: N/A.</b>  <b>Type of Action:</b> New Course.  <b>Rationale:</b> The central concept of the second year Mechanical Engineering curriculum Mech2 is to integrate the course material so that students see it as a coherent whole rather than the sum of disparate parts. This objective has been met to a substantial extent, but even greater achievement in this important area is sought. This course and MECH 225 are together designed to raise the profile of integrated critical thinking within the Mech 2 program. The thought here is that students tend to focus on the curriculum aspects that are most visible to them. By making integrated critical thinking an explicit “course,” the objective becomes a greater target for student attention. The proposed teaching practices build on existing practices within Mech 2 and seek to cultivate and strengthen integrated critical thinking among our young students at a pivotal time when they are just starting their Mechanical Engineering studies.

Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Mechanical Engineering</b> <b>Faculty Approval Date:</b> <b>Effective Date: September 2010</b>	<b>Submission Date: September 29, 2009</b> <b>Contact Person: Dr. Gary Schajer</b> <b>Phone: 604-822-6004</b> <b>Email: schajer@mech.ubc.ca</b>
<b>MECH: Undergraduate Course(s)</b>	
<p><b>Proposed Calendar Entry:</b></p> <p><b>MECH 225 (1) INTEGRATION OF ENGINEERING CONCEPTS II. Integration of the theory and practice of Mechanical Engineering to illustrate the commonality and conceptual connectivity of seemingly different technical areas. Emphasis on Thermodynamics, Fluid Mechanics and Mathematics. Corequisite: MECH 222. [1-0-1]</b></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=MECH">http://www.students.ubc.ca/calendar/courses.cfm?code=MECH</a></p> <p><b>Present Calendar Entry:</b> N/A.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale:</b> The central concept of the second year Mechanical Engineering curriculum Mech2 is to integrate the course material so that students see it as a coherent whole rather than the sum of disparate parts. This objective has been met to a substantial extent, but even greater achievement in this important area is sought. This course and MECH 224 are together designed to raise the profile of integrated critical thinking within the Mech 2 program. The thought here is that students tend to focus on the curriculum aspects that are most visible to them. By making integrated critical thinking an explicit "course," the objective becomes a greater target for student attention. The proposed teaching practices build on existing practices within Mech 2 and seek to cultivate and strengthen integrated critical thinking among our young students at a pivotal time when they are just starting their Mechanical Engineering studies.</p>

Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Mechanical Engineering</b> <b>Faculty Approval Date:</b> <b>Effective Date: September 2010</b>	<b>Submission Date: September 29, 2009</b> <b>Contact Person: Dr. Gary Schajer</b> <b>Phone: 604-822-6004</b> <b>Email: schajer@mech.ubc.ca</b>
<b>MECH: Undergraduate Course Change(s)</b>	
<b>Proposed Calendar Entry:</b> <b>MECH 493 (3) INTRODUCTION TO ACADEMIC RESEARCH. Research project directed by a faculty member in Mechanical Engineering.</b> <b>Prerequisites: 4<sup>th</sup> Year standing and at least 80% average in 3<sup>rd</sup> Year courses and permission of instructor. [0-5-1]</b>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=MECH">http://www.students.ubc.ca/calendar/courses.cfm?code=MECH</a> <b>Present Calendar Entry:</b> N/A. <b>Type of Action:</b> New Course. <b>Rationale:</b> Undergraduate students with high academic achievement are often interested in the possibility of going on to graduate studies. However, they often have difficulty in making an informed decision because they lack any experience in doing research, a major part of graduate studies. This course is designed to provide an opportunity for them to gain some structured research experience.

Faculty of Applied Science:

Engineering Curriculum Proposals ~ Category 1 ~ Fall 2009

<b>Faculty: Applied Science</b> <b>Department: Mining Engineering</b> <b>Faculty Approval Date:</b> <b>Effective Date: September 2010</b>	<b>Submission Date: September 21, 2009</b> <b>Contact Person: Michael Hitch</b> <b>Phone: 604-827-5089</b> <b>Email: mhitch@mining.ubc.ca</b>
<b>MINE: Undergraduate Course Change(s)</b>	
<b>Proposed Calendar Entry:</b>  <b>MINE 438 (3) Advanced Process Mineralogy</b> Textural parameters, such as mineral liberation size and mineral associations in connection with the mineral processing techniques for mineral recovery. (3-0-2)  <i>Prerequisite: MINE 331.</i>	<b>URL: N/A</b>  <b>Present Calendar Entry: N/A</b>  <b>Type of Action:</b> New Course.  <b>Rationale:</b> Final year processing theory and techniques. To provide specialized instruction for mineral processing majors.  <b>Category 1</b>
<b>Proposed Calendar Entry:</b>  <b>MINE 485 (3) CAVE MINING SYSTEMS: DESIGN AND PLANNING</b> Designs, planning and leading practices are applied to underground mining systems reliant on induced and controlled rock mass caving. (3-0-2)  <i>Prerequisite: MINE 302.</i>	<b>URL: N/A</b>  <b>Present Calendar Entry: N/A</b>  <b>Type of Action:</b> New Course.  <b>Rationale:</b> Cave mining systems represent the primary means to extract mineral resources underground at low cost through economies of scale. Design and planning requires addressing several dimensions that govern health and safety, as well as technical and economic responsibilities.  <b>Category 1</b>

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
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2 December 2009

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSAL FROM THE COLLEGE OF HEALTH DISCIPLINES**

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Attached please find submitted a category 1 curriculum proposal for your consideration.

*New Course*  
IHHS 410 (3)



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> <b>Department:</b> College of Health Disciplines <b>Faculty Approval Date:</b> 2009/06/04  <b>Effective Session:</b> W Term 2 <b>Year 2009 for Change</b>	<b>Date:</b> 2009/06/25 <b>Contact Person:</b> Elaine Alpert, Lynda Eccott <b>Phone:</b> 7-3304, 2-0733 <b>Email:</b> <a href="mailto:ecalpert@interchange.ubc.ca">ecalpert@interchange.ubc.ca</a> <a href="mailto:eccott@interchange.ubc.ca">eccott@interchange.ubc.ca</a>
<b>Effective 2010/01/04</b>  <b>Proposed Calendar Entry:</b>  <b>IHHS 410 (3) Improving Public Health: an Interprofessional Approach to Designing and Implementing Effective Interventions</b>  By collaborating interprofessionally, each student team will identify and research a critical public health issue, and develop a detailed practical and effective intervention. Intended for students in health and human service programs.	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale:</b> This web-based course uses a structured approach to engage students in the complex process of developing detailed, practical, and coherent interventions to improve public health. Working in interprofessional teams, students will collaborate across disciplines to tackle the tasks of detailed program design and implementation.  Successful intervention planning for improving public health requires mastery of logical thinking, careful preparation, creativity and cross-disciplinary collaboration. Attention and sensitivity to cultural constructs will be emphasized throughout the course.  By mastering and practising the critical skills introduced in this course, students can become valued and effective contributors to the public health workforce.

THE UNIVERSITY OF BRITISH COLUMBIA



2 December 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSAL FROM THE FACULTY OF DENTISTRY**

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Attached please find submitted a curriculum proposal from the Faculty of Dentistry for your consideration.

*Suspension of Admission*

Dental Hygiene Degree Program: Direct Entry Admission Option





## UBC Calendar Change Proposal Form Change to Course or Program

<b>Faculty:</b> Dentistry <b>Department:</b> <b>Faculty Approval Date:</b> September 10, 2009  <b>Effective Session</b> _09W___ <b>Term</b> ___ <b>Year</b> _1___ <b>for Change</b>	<b>Date:</b> September 10, 2009 <b>Contact Person:</b> Bonnie Craig <b>Phone:</b> 2-4680 <b>Email:</b> bjcraig@interchange.ubc.ca
<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,315,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,315,0</a>  <b>Proposed Calendar Entry:</b> The Faculty of Dentistry offers a multiple admissions approach to the Dental Hygiene Degree Program. The four admission options or entry points are...  <b>The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010-2011 academic year. Applicants who wish to earn a BDSc (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.</b>  <u>2. Direct Entry Admission Option</u> The Direct Entry admission option, open only to secondary school applicants with no more than 6 post-secondary university transferable credits... earn the B.D.Sc. degree in Dental Hygiene and ...	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,315,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,315,0</a>  <b>Present Calendar Entry:</b> The Faculty of Dentistry offers a multiple admissions approach to the Dental Hygiene Degree Program. The four admission options or entry points are...  <u>2. Direct Entry Admission Option</u> The Direct Entry admission option, open only to secondary school applicants with no more than 6 post-secondary university transferable credits, is the entry point to full-time, four-year studies through a partnership between UBC and Camosun College, the College of New Caledonia, and Vancouver Community College dental hygiene programs that includes development of the knowledge base and pre-clinical and clinical skills required to earn the B.D.Sc. degree in Dental Hygiene and become a registered dental hygienist (RDH)...
<b>2. Direct Entry Option</b>  <b>The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010-2011 academic year. Applicants who wish to earn a BDSc (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.</b>	<b>2. Direct Entry Option</b>  Students entering the Program will complete the degree requirements through a partnership between the UBC Faculty of Dentistry and the dental hygiene programs of Camosun College, College of New Caledonia, and Vancouver



Students entering the Program will complete the degree requirements through a partnership between the UBC Faculty of Dentistry and the dental hygiene programs of Camosun College, College of New Caledonia, and Vancouver Community College. The Faculty expects students to register in a full course load in order to complete their degree requirements in 4 years. The first year of the Direct Entry option is taken at UBC and consists of 33 credits of course work. Students who have successfully completed the first year of the program will advance to one of the three Colleges for the second and third years (September to June each year). Assignment to one of the three partner Colleges will be made by the University. Student preferences for College location will be considered but cannot be guaranteed. The fourth year of the program is taken at UBC through on-campus, distributed learning and community outreach instructional delivery...

#### ADMISSION FROM SECONDARY SCHOOL

**The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010-2011 academic year. Applicants who wish to earn a BDSc (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.**

Admission into the Direct Entry option of the Dental Hygiene Degree Program will be based upon academic performance and broad-based criteria...

All inquiries relating to admission and the supplemental application should be addressed to Dentistry Student Services (fodadms@interchange.ubc.ca)...

#### ACCEPTANCE

##### 2. Direct Entry Applicants

**The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010-2011 academic year. Applicants who wish to earn a BDSc (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.**

The Dental Hygiene Degree Program has limited enrolment. Since the number of qualified applicants typically exceeds the number of places available, fulfillment of the minimum requirements is not a

Community College. The Faculty expects students to register in a full course load in order to complete their degree requirements in 4 years. The first year of the Direct Entry option is taken at UBC and consists of 33 credits of course work. Students who have successfully completed the first year of the program will advance to one of the three Colleges for the second and third years (September to June each year). Assignment to one of the three partner Colleges will be made by the University. Student preferences for College location will be considered but cannot be guaranteed. The fourth year of the program is taken at UBC through on-campus, distributed learning and community outreach instructional delivery...

#### ADMISSION FROM SECONDARY SCHOOL

Admission into the Direct Entry option of the Dental Hygiene Degree Program will be based upon academic performance and broad-based criteria...

All inquiries relating to admission and the supplemental application should be addressed to Dentistry Student Services (fodadms@interchange.ubc.ca)...

#### ACCEPTANCE

##### 2. Direct Entry Applicants

The Dental Hygiene Degree Program has limited enrolment. Since the number of qualified applicants typically exceeds the number of places available, fulfillment of the minimum



guarantee of admission. The Faculty reserves the right of selection of all students for admission to the Program...

requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the Program...

**Type of Action:** That a one-year moratorium be placed on applications to the Direct Entry admission option.

**Rationale:** The Direct Entry option is a partnership with Vancouver Community College, Camosun College and the College of New Caledonia. For the 2009/2010 academic year the College of New Caledonia has reduced the number of seats available to Direct Entry students to three from five. This means that the maximum enrolment for the Direct Entry option has been reduced from 15 to 13 students. There is no opportunity in the Direct Entry option for an increased number of seats. Direct Entry applicants are required to successfully complete first year requirements by April in order to progress to one of the partner colleges. As the Direct Entry option is limited to applicants from secondary school, the success rate for students progressing to second year has been low given that students must achieve a passing grade of 60%.

Applicants who are interested in earning a Dental Hygiene Degree are eligible to apply to the Entry-to-Practice. The option is open to applicants direct from secondary school as well as applicants with transfer credit.

THE UNIVERSITY OF BRITISH COLUMBIA



2 December 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **GRADUATE PROPOSALS**

---

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

**Arts**

*New Stream*

Linguistics Cognitive Systems Stream

**Law**

*New Course*

LAW 524 (2-4)d

**Medicine**

*Suspend Admission*

Physiology Graduate Program



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Arts/Graduate Studies <b>Department:</b> Linguistics <b>Faculty Approval Date:</b> October 6, 2009  <b>Effective Session <u>Winter</u> Term <u>2</u> Year <u>2009W</u> for Change</b>	<b>Date:</b> 13 Sep 2009 <b>Contact Person:</b> Eric Vatikiotis-Bateson <b>Phone:</b> 7-5468 <b>Email:</b> evb@interchange.ubc.ca
<b>Proposed Calendar Entry:</b> ...  <b>Program Overview</b>  The Department of Linguistics offers degree programs leading to both the Master of Arts (M.A.) and to the Doctor of Philosophy (Ph.D). Students can register in one of two streams: the Linguistics stream covers the core areas of phonetics, phonology, semantics, and syntax with the possibility of specializing in First Nations languages, African languages, first language acquisition, and experimental linguistics; the Cognitive Systems stream proceeds from the core areas of linguistics to specialized interaction with other disciplines such as art, computer science, music, philosophy, and psychology.  Detailed information about the M.A. and Ph.D. degree programs may be obtained from the <a href="#">Department</a> .  ...	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12.204.828.1189">http://www.students.ubc.ca/calendar/index.cfm?tree=12.204.828.1189</a>  <b>Present Calendar Entry:</b> ...  <b>Program Overview</b>  The Department of Linguistics offers degree programs leading to both the Master of Arts (M.A.) and to the Doctor of Philosophy (Ph.D). Education is offered in the core areas of theoretical linguistics ( <del>phonetics, phonology, semantics, syntax</del> ); with the possibility of specializing in <del>the following areas</del> : First Nations languages, African languages, <del>and</del> first language acquisition.  Detailed information about both degree programs may be obtained from the Department.  ...  <b>Type of Action:</b> Introduction of new PhD stream in Cognitive Systems to be hosted by Linguistics.  <b>Rationale:</b> UBC has been at the forefront in providing undergraduate training in Cognitive Systems, attracting students to UBC from all over the world. At the graduate level,



however, UBC has been slow to offer polymath programs in cognitive systems, informatics, and the like. Linguistics departments in Canada and elsewhere, in particular, have become increasingly multidisciplinary in their approach to graduate training, intersecting with cognitive and brain sciences (McGill U, U Rochester, MIT), informatics (U Edinburgh, U Amsterdam, Stanford), speech technology (MIT, Johns Hopkins) society and health (Emory), and so on. Linguistics would like to broaden its scope as well, but without compromising the integrity of its well-established and highly regarded training program in formal theoretical linguistics.

The new COGS stream in Linguistics will be fully integrated with the current linguistics curriculum, whose primary foci continue to be training in linguistics theory and application to primary language data in both the laboratory and the field. COGS stream students will fulfill the same core course requirements of the Linguistics MA, which should take a little over a year. This will make it possible for students who have entered the linguistics MA Program to choose to pursue the COGS or Linguistics PhD. PhD students, who meet the criteria set out by the Faculty of Graduate Studies for admission to a PhD program, will be admitted to the COGS stream on the basis of their academic records, presentation of detailed research prospectuses, and identification of a cooperative research supervisor. The research supervisor and the student will then determine what additional training, curricular or otherwise, is required to insure the best training for the student and completion of a successful dissertation. The multidisciplinary nature of the training will usually require that the student establish both pedagogical and research ties with other disciplines.

An expected benefit of the new stream to



	<p>the Linguistics Department is better distributed research supervision. Specifically, five of the 13 linguistics department faculty members, whose areas of research expertise are peripheral to formal linguistic theory, will be able to attract students better-suited to their research interests.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1 )**

<p><b>Faculty:</b> Law  <b>Department:</b> n/a  <b>Faculty Approval Date:</b> 26 Mar. 09    <b>Effective Session</b> __W__ <b>Term</b> __2__  <b>Year</b> __2009/10__ <b>for Change</b></p>	<p><b>Date:</b> 14 April 2009 (revised 30 September 2009)  <b>Contact Person:</b> Joost Blom (Chair, Law Faculty Curriculum Committee)  <b>Phone:</b> 604 822 4564  <b>Email:</b> blom@law.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>    <b>Law 524 (2-4)d Methodologies in law and policy.</b></p>	<p><b>URL:</b>          (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p><b>Present Calendar Entry:</b>          (Cut and paste from the current web Calendar.)</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b>            To provide graduate students in law (LL.M. and Ph.D.) and senior J.D. students with a course that is specifically focused on methodologies for research in law and policy. Empirical and analytical methodologies possess growing importance within legal scholarship. The Faculty of Law should offer students the opportunity to study key methodologies and examine their strengths and weaknesses, so as to equip the students critically to assess work based on those methodologies and to inform students' own research. This seminar will provide a methodological complement to the theoretically-focused LL.M. and Ph.D. seminars already offered within the Faculty.</p> <p>When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p>





## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> Medicine <b>Department:</b> Anatomy, Cell Biology and Physiology <b>Faculty Approval Date:</b> June 13, 2008  <b>Effective Session</b> __winter__ <b>Term</b> _1__ <b>Year</b> 2009__ <b>for Change</b>	<b>Date:</b> Dec 8, 2008 <b>Contact Person:</b> Ed Moore <b>Phone:</b> <b>Email:</b> <a href="mailto:edwin.moore@ubc.ca">edwin.moore@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>The Physiology Graduate Program is not accepting applications for admission. Applicants interested in study of anatomy, cell biology and physiology are encouraged to apply to the Graduate Program in Cell and Developmental Biology, an Interdisciplinary Program in the College for Interdisciplinary Studies (CfIS).</b>	<b>Type of Action:</b> Suspend admission to Ph.D. and M.Sc. graduate programs <b>Rationale:</b> As part of the academic reorganization taking place within the Faculty of Medicine, new interdisciplinary graduate programs with impressive course offerings and multi-faculty membership have appeared. Our Department has been instrumental in developing these programs, in training their graduate students, and in developing and teaching their courses. These new programs are the destinations of choice for incoming graduate students, which is a testament to their success. In recognition of this evolution the Department of Cellular and Physiological Sciences, formerly the Departments of Physiology and Anatomy/Cell Biology, voted unanimously with two abstentions at the Faculty retreat of Friday, June 13, 2008, to place the PHYL graduate program into hibernation; the program is not accepting new students.

THE UNIVERSITY OF BRITISH COLUMBIA



2 December 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSAL FROM THE FACULTY OF SCIENCE**

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Attached please find submitted a category 1 curriculum proposal for your consideration.

*New Course*  
PHYS 490 (3)

PHYSICS	
<p><b>Effective Session:</b> 09W, Term 2 <b>Proposed Calendar Entry:</b></p> <p><b>PHYS 490 (3) Student Directed Seminar</b></p> <p><b>Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrolment and delivery methods will comply with the "Handbook for Student Directed Seminars". [3-0-0]</b></p>	<p><b>Present Calendar Entry:</b></p> <p>None</p> <p><b>Type of Action:</b> New Course for 09W. <b>Rationale:</b> The Student Directed Seminars Program is a student-driven program that offers students an opportunity to initiate and coordinate small, collaborative, group learning experiences. It is an expansion of the directed studies option offered by most departments. The proposed SDS course complies with the UBC "Handbook for Student Directed Seminars". <a href="http://leap.ubc.ca/files/2005/08/sdshandbook2009.doc">http://leap.ubc.ca/files/2005/08/sdshandbook2009.doc</a> which states that any course must be approved by the UBC SDS program administration prior to each offering. An SDS course, PHYSICS AND SOCIETY has been approved by the SDS and will be offered in January 2010 should PHYS 490 be approved. <b>Supporting Documents: SCI-09-1-PHYS 490</b></p>

# THE UNIVERSITY OF BRITISH COLUMBIA



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

December 1, 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (approval)

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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.*

**Robin Woodsworth Campbell Memorial Bursary:** Bursaries totalling \$2,100 have been endowed by the estate of Henry (Harry) C. Campbell in memory of his son, Robin Woodsworth Campbell (1949-2002), for undergraduate students who are family descendents of Interior Salish, Coast Salish, Northern Coast or Wakashan language groups. Born in France at Neuilly-sur-Seine, Robin Campbell made his career as an artist on Hornby Island, B.C., working mainly in bronze, stone and clay sculpture. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2010/11 Winter Session - \$60,000 endowed)

**Dr Morton Dodek Award in Family Practice:** A \$1,000 award is offered to a resident in the Department of Family Practice who demonstrates care, compassion, and competency. The award was created by Dr Arthur and Judith Dodek in honour of Dr Morton Dodek, a graduate of UBC's first medical class in 1954 who spent many years as a full service family physician and exemplified commitment to family medicine. The award is made on the recommendation of the Director of the Family Practice Residency Program in the Faculty of Medicine. (First award available for the 2009/10 Winter Session)

**Bhagwan Kaur wife of Gokal Singh of Halwara Award in Arts:** Awards totalling \$1000 have been endowed by Ranjit Hall in honour of his mother, Bhagwan Kaur, loving wife of Gokal Singh of Halwara Punjab India for students in the Faculty of Arts who have made a significant contribution to the community or student body. Recommendation is made by the Faculty. (First award available for the 2010/11 Winter Session - \$30,000 endowed)

**Gayle Stewart-Philip Thunderbird Memorial Award:** One or more awards, ranging from a minimum value of \$500 to the maximum allowable under athletic association regulations, are offered in memory of Gayle Stewart-Philip in honour of her love for UBC and for the UBC Thunderbirds. The awards are offered to outstanding members of Thunderbird teams, with a preference to members of the UBC Varsity Basketball teams, in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First award available for the 2009/10 Winter Session - \$50,000 endowed and \$25,000 pledged for top up)



**Wastewater Treatment Graduate Research Scholarship:** Scholarships totalling \$1,200 have been endowed by the Environmental Engineering Group as a result of an international conference, held in Vancouver in May 2009. The awards are offered to support students in either the Ph.D. or M.A.Sc. Programs in Environmental Engineering, within the Department of Civil Engineering specifically, to students involved in research related to nutrient removal, nutrient recovery and wastewater treatment. If there is no suitable recipient in any given year, the income from the endowment may be re-capitalized to increase the scholarship value in future years or carried forward in the spending budget at the discretion of the Pollution Control and Waste Management Sub-Group of the Department of Civil Engineering in consultation with the Faculty of Graduate Studies. The awards are made on the recommendation of the Pollution Control and Waste Management Sub-Group in the Department of Civil Engineering, in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session - \$45000 donated: \$43,800 endowed and \$1200 in this year's budget as per donor's request)

**Shirley M. Wong Entrance Bursary in Education:** Bursaries totaling \$2400 have been endowed by Dr. Shirley M. Wong, Associate Professor Emerita in Curriculum Studies. The bursaries are offered to students entering the Bachelor of Education Program on the basis of academic standing and financial need. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2010/11 Winter Session - \$70,858 endowed)

**Jerome Ziskrout Prize in Professional Responsibility and Ethics:** A \$500 prize is offered by colleagues and friends to celebrate the achievements of Jerome (Jerry) D. Ziskrout on his retirement. Jerry championed the creation of the Professional Responsibility and Ethics course at UBC Law and is esteemed by students and faculty for his commitment to excellence in his teaching. The award is made on the recommendation of the Faculty of Law to a student completing the course in Professional Responsibility and Ethics within the J.D. program, with high academic standing. (First award available for the 2009/10 Winter Session - \$5000 donated up front)

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

**Award 1749 – University of BC Dental Alumni Association Award -** A \$1200 award is offered to a fourth year dental student who demonstrates leadership and service to the alumni affairs office in the Faculty of Dentistry over the four year D.M.D program. The award recommendation is made by the Faculty in consultation with the office of alumni affairs.

How amended: award was updated to better reflect the spirit of the title of the award. The Dental Alumni Association wanted to focus their support to student service and not academic standing in oral biology.

**Award 08155 – John K WEGLO Bursary in Materials Engineering -** A \$550 bursary has been endowed by John K. Weglo. The award is offered to an undergraduate or graduate student in Materials Engineering.

How amended: The original award description offered a bursary to a student in Materials and has been changed to offer a bursary to a student in Materials Engineering which is the new name replacing Metals (Metallurgy) and Materials Engineering.

#### **4634 Outstanding International Student Award**



Several entrance merit awards are offered to outstanding international students entering undergraduate programs at the University of British Columbia. These awards may be used in conjunction with President's Entrance Scholarships. The awards are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

How amended: The award description now specifies that these awards are only open to undergraduate students and are awarded on the recommendation of ISI. Since the international PES has changed to a flat \$500, reference to \$10,000 limit indicated in the original description has been removed.

### **693 International Leader of Tomorrow Award**

Awards ranging in value up to the full cost of the student's program and living costs are offered to outstanding international students who demonstrate financial need. The value of each award will depend on the applicant's financial circumstances. The awards are made to students entering the University directly from secondary school or from a post secondary institution to an undergraduate program of study. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs or contribution to community service, to recognized achievement in fields of endeavor such as performing arts, athletics, debating or creative writing, and to achievement on external math or science competitions or examinations such as the International Chemistry and Physics Olympiads. Consideration is restricted to students nominated by the educational institution they are attending. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient stands in the top quartile of his or her program of study and maintains his/her status on a student authorization to study in Canada. Award winners will have their situations reviewed annually regarding both academic progress and financial need.

How amended: The award ranges have been removed from the amended description to allow outstanding students with varying levels of need to be nominated for the ILOT Award. Allows the award to cover up to the full cost of attending UBC, depending on the student's financial circumstances. Amended description retains reference to award winners having their situations reviewed annually regarding academic progress and financial need, without implying award levels will be adjusted each year.

# THE UNIVERSITY OF BRITISH COLUMBIA



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

December 4, 2009

To: Vancouver Senate

From: Tributes Committee

Re: **Candidates for Emerita/Emeritus Status (approval)**

---

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. Sally Thorne  
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
Retirements or Resignations, August 31 to December 31, 2009				
Last Name	First Name	Rank	Faculty	Title
Atkins	Derek R.	Professor	Commerce & Business Administration	Professor Emeritus of Commerce and Business Administration
Bowen	Bruce D.	Professor	Applied Science	Professor Emeritus of Chemical and Biological Engineering
Buck	William	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Dermatology and Skin Science
Coupe	Robert	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Dermatology and Skin Science
Hoffman	Geoffrey W.	Associate Professor	Science	Associate Professor Emeritus of Physics and Astronomy
Quamme	Gary A.	Professor	Medicine	Professor Emeritus of Medicine
Rhodes	Edward C.	Professor	Education	Professor Emeritus of Human Kinetics
Ricou	Laurence R.	Professor	Arts	Professor Emeritus of English
Riding	Keith	Clinical Professor	Medicine	Clinical Professor Emeritus of Surgery
Segal	Cecil	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Dermatology and Skin Science





**Provost and Vice President Academic**  
6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2  
Tel: 604-822-4948  
Fax: 604-822-3134

## MEMORANDUM

December 2, 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 'D. H. Farrar', followed by a horizontal line.

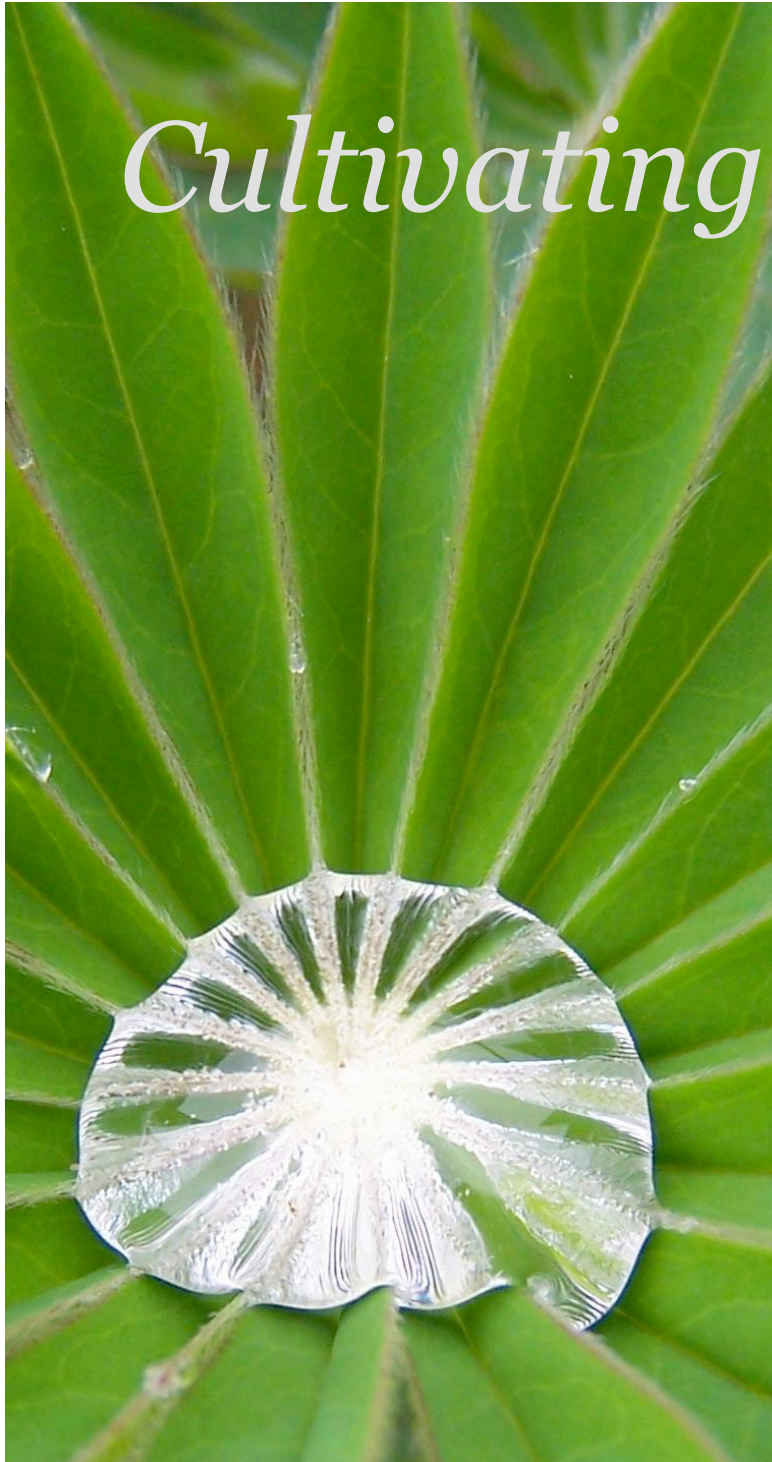
Re: **South Campus Academic Plan, *Cultivating Place***

I am pleased to forward for the information and input of the Vancouver Senate the draft South Campus Academic Plan, *Cultivating Place*.

*Cultivating Place* arises from the directive of UBC's Board of Governors to develop an "academically rigorous and globally significant" sustainability plan for South Campus. By leveraging the one-of-a-kind qualities of South Campus, the Plan offers a clear beacon to attract and inspire students, faculty, and partners in government, business, and the wider community. The Plan envisions South Campus as a living laboratory and world-class academic resource enabling UBC to uniquely explore and exemplify new globally significant paradigms for the design and function of sustainable communities and their ecological support systems.

In the short term, *Cultivating Place* describes a five-year work plan to achieve this vision through exemplary, academically rigorous research, through transformative learning, through innovative cross-faculty and interdisciplinary collaboration, through socially responsible community engagement, and through international dialogue and knowledge dissemination. The Plan's recommendations for teaching, learning, research, partnerships, and application support and enhance UBC's Sustainability Academic Strategy, its Aboriginal Strategic Plan and the strategic commitments of the UBC Strategic Plan, *Place and Promise*.

Attachment: *Cultivating Place*, An Academic Plan for Applied Sustainability on South Campus and Beyond, Draft, prepared by the South Campus Academic Planning Committee, November 2009



# *Cultivating* **Place**

An Academic Plan for  
Applied Sustainability on  
South Campus and Beyond

DRAFT

Prepared by the  
South Campus  
Academic Planning Committee

November 2009

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## Introduction

In a world straining under the weight of human development, UBC has a unique opportunity and a responsibility to model the kind of sustainable communities that we all must urgently adopt. UBC has the resources, both physical and intellectual, to find ways for people and nature to thrive together – indefinitely. If humans on the global scale are to reduce our footprint, support the ecosystems that nourish us, and make room for that which is wild, good and sustaining in the natural world, we first have to learn how to do so in microcosm. That microcosm is rooted in the UBC Farm<sup>1</sup>.

## An Academic Plan

This Academic Plan is a visionary document. It is not simply a word map to enhance a particular patch of land, but rather, an ambitious plan to weave a culture of sustainability, rooted in stewardship of place, into the intellectual and physical fabric of the University. The idea is not merely to bring more of UBC's intellectual resources to the productive fields and forests of South Campus. It is to cultivate a *Place of Mind*: to plant, nurture and harvest the elements of integrated social, economic and ecological sustainability in every aspect of what we do, in our fields, our labs, our classrooms, and our extended communities<sup>2</sup>.

The plan rises naturally from the year 2000 initiative to reinvent the UBC Farm, a living laboratory that we are fortunate to have retained from the days when agriculture, one of UBC's first faculties, was also one of its principal pursuits. This document, from the South Campus Academic Planning Committee, updates and expands that vision. It also integrates with UBC's Sustainability Academic Strategy and, honouring our place on traditional Musqueam territory, UBC's Aboriginal Strategic Plan. Finally, *Cultivating Place* arises from the UBC Board of Governors' December 2008 directive to develop an "academically rigorous and globally significant" plan for the 24-ha area on South Campus addressing issues of sustainability. This document aims to provide a vision for academic programming that uses this 24-ha site to its fullest. There is no better time to be shaping the future of this unique asset. The UBC Farm and its surrounding areas on South Campus provide UBC with both a head start and a distinct advantage in meeting its commitments and aspirations to be a world leader in sustainability.

In the short term, this is a five-year work plan that will ensure that our land-based assets have the academic, social, and cultural integration – and the high-level support – necessary to reach their full potential. In the longer term, this plan will serve as a sustainability guarantee embedded in the integration of land, laboratories, and life at UBC. As academic and social needs continue to drive development in and around the physical Farm, this document will serve as a touchstone that ensures development always occurs in a way that preserves and improves the quality and capacity

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<sup>1</sup> "UBC Farm" and the "Farm" (uppercase) are used throughout this plan to refer both to (i) a place, bounded by the 24-ha designated academic reserve land on South Campus and (ii) the Centre for Sustainable Food Systems, an academic centre within the Faculty of Land and Food Systems that has been primarily responsible for the delivery of academic programming that is directly linked to activities at the physical UBC Farm. The "Centre for Sustainable Food Systems" name has not been used extensively in this document, as there is recognition from the committee that the Centre's name could be expanded to encompass the breadth of activity associated with the Farm.

<sup>2</sup> This explicit aim to expand the scope of South Campus' academic programs is captured in the term "Cultivating Place." This plan, its call to action, and the initiatives that stem from its recommendations will be referred to throughout this document as *Cultivating Place* (italics).



of the land, and the integrity and viability of the ecological systems and social networks embedded within and around it. This will provide ongoing and far-reaching opportunities for cutting-edge sustainability learning, research, and innovation.

## **Committee, Consultation, and Process**

*Cultivating Place* was prepared by a 12-member south campus academic planning (SCAP) committee, established at the direction of UBC Provost David Farrar in April 2009. Representing eight UBC Faculties, the committee met every 2 weeks through the summer of 2009 to develop this plan. In a parallel process, a committee co-chair sat as a member of the sustainability academic strategy working group (SAS-WG) to maintain strong links between the two planning processes. The SCAP co-chairs collected and reviewed nearly a decade of formal and informal planning and consultation work focused on the UBC Farm, including student theses, internal vision documents and program strategic plans, external academic reviews, public feedback from consultation during the various campus planning processes, technical studies, and the substantial body of work created as part of a large public design and visioning workshop held in November 2008. Once the committee began meeting in April, further feedback was collected and reflected through the SAS community consultations, comment boards at public and student events, and through online comments on specific sections of the draft plan. During the month of August 2009, a draft version of the plan was shared with selected stakeholders for further comment. The committee aimed to ensure that the plan reflected the academic goals of their particular Faculties as well as the university as a whole.

The Terms of Reference and membership for the south campus academic planning committee is included in the appendix of this document.

## **Next Steps**

*Cultivating Place* was developed by the south campus academic planning committee as a visionary document that portrays, in broad strokes, future academic activity centered on south campus. As described in the their terms of reference, the committee will continue to function to develop specific implementation strategies for this over-arching plan.

## **Vision**

The UBC Farm and surrounding areas on South Campus will be a world-class academic resource and a central part of UBC's sustainability aspirations, enabling UBC to explore and exemplify new globally significant paradigms for the design and function of sustainable communities and their ecological support systems.

## **Mission**

To enable UBC to be a global leader in the creation of new patterns for sustainable and healthy communities integrated with their surrounding ecology, through exemplary, academically rigorous research, through transformative learning, through innovative cross-faculty and interdisciplinary collaboration, through socially responsible community engagement, and through international dialogue and knowledge-dissemination.

## **Guiding Principles**

To implement this vision and mission, *Cultivating Place* is committed to creating an innovative living laboratory and a crucible for social change on South Campus. Within these cross-cutting themes, this initiative will:

### **A Living Laboratory**

---

- Strive to demonstrate ways of understanding society's reliance on ecological systems as well as ways of enhancing this relationship while promoting cultural and biological diversity, regeneration and resilience, and improving land productivity and stewardship practices;
- Develop global best practices in the full range of ecosystem services, from provision (food, fibre, fuel, habitat, etc.) through end-product (waste, greenhouse gas) transformation and storage;

### **An Agent of Social Change**

---

- Cultivate knowledge in every aspect of sustainable practice and use that knowledge to enrich the UBC academic experience and to build sustainability literacy, locally, regionally and globally;
- Provide an academically rigorous and environmentally healthy venue for inquiry and the intellectual space to share different ways of knowing, and, through activities physically rooted on South Campus, create and disseminate models for social engagement that generate innovation and that build bridges across perspectives, generations, and cultures;
- Collaborate with community partners, governments, and other institutions in exploring and defining global best practices to support healthy and sustainable living.

## Goal Area 1: Integration

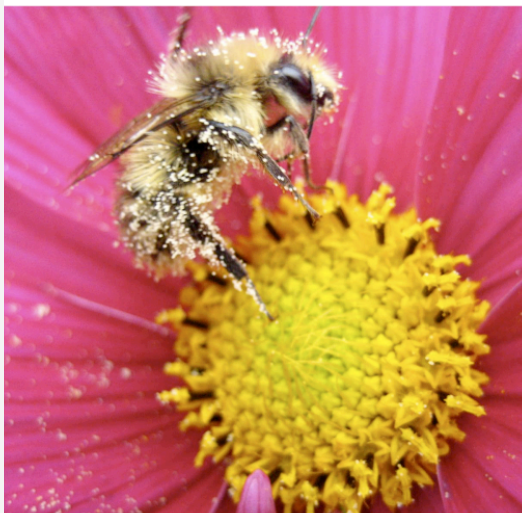
Holding to the motto, “no one thing does just one thing,” *Cultivating Place* aims to model system integration across all South Campus’ components and functions. In the course of discovering new or different forms of knowledge or technology, and communicating their relevance, *Cultivating Place* will:

- Promote interdisciplinary and trans-academic activities that create and disseminate new knowledge and understanding of the connections between ecosystems and human health;
- Engage and integrate multiple disciplines (basic, applied, and social sciences, arts and humanities, etc.), domains of knowledge (Indigenous, Western, etc.), and community experiences (faculty, student, staff, residents, etc.);
- Bring together diverse perspectives, histories and interests in a safe, respectful, and empowering environment, serving as a centre for sustainability dialogue.

As a cross-cutting theme which is fundamental to this plan, this over-arching goal of **integration** is supported by the specific recommendations associated with the three academic goal areas that follow.

### ***No One Thing Does Just One Thing***

*The hum of a honeybee connects the molecule to the ecosystem through cutting-edge research.* Honeybees pollinate approximately one third of the food crops that we eat, so their health is inextricably linked to ours. Researchers from UBC’s Centre for High-Throughput Biology study the immune systems of the UBC Farm’s honeybee colonies and work to breed resistance to pathogens that are implicated in devastating losses of honeybee colonies in North America. In addition to their research function, the honeybees provide a critical ecosystem service on the Farm, pollinating hundreds of cultivars in the fields and in orchards, the produce from which supports dozens of other research projects. These include trials on innovative biofertilizers developed through the Faculty of Applied Science, and sunflower landraces grown for evolutionary biology study and next-generation biofuel research in the Faculty of Science. Farm-based research projects are typically prolific producers of fresh food, which enters the campus food system and becomes the subject of study in the areas of food, nutrition, health, and economics. A bite of butternut squash pizza in the Student Union Building can be connected back to the Farm’s honeybees on a multi-disciplinary path that engaged business students in a marketing plan, food science students in a nutritional analysis, food and environment students in a cultivation plan, Applied Science faculty researchers in a field trial, and Faculty of Medicine researchers studying the bees themselves. This inter-connection of different components at the UBC Farm provides a level of multi-functionality that bridges disciplines and scales.



## Goal Area 2: Teaching and Learning

*Cultivating Place* will promote an academically rigorous approach that will develop and communicate new understandings and insights on issues of global significance, develop and refine innovative teaching content and methods, and foster lifelong learning and teaching among generations. To that end, *Cultivating Place* will:

- Be responsive to the needs of learners, emphasize integrative, interactive, and experiential learning, and build on UBC's best disciplinary, interdisciplinary, and trans-disciplinary programs;
- Integrate multiple forms of knowing, learning, teaching and understanding into the student experience, preparing global citizens with a broad knowledge base, a sense of responsibility for a sustainable future, and strong leadership skills;
- Facilitate 'complete projects' in which students have stewardship responsibility for the entire life-cycle of an activity including conception, design, implementation, analysis, and evaluation;
- Highlight, vivify, and exemplify the relationship between theory and practice;
- Manage dynamic physical landscapes as living outdoor classrooms, offering innovative learning experiences that explore the connections between cultivated, forested, and urban areas, reveal the ecosystem services these landscapes provide, and explore techniques and technologies for sustainable management of these systems;
- Facilitate and advance the scholarship of teaching sustainability and the transmission of knowledge, encouraging new pedagogies in this area and research into those pedagogies.

### Teaching and Learning: Current Successes

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Innovative sustainability learning is currently at the heart of the UBC Farm's academic programming. The Farm provides a unique "outdoor classroom," where learners of all ages can immerse themselves in the stewardship of a working, productive landscape, linking society's most pressing global challenges to relevant, practical solutions that are achievable through a better understanding of the role that managed ecosystems play in supporting societies. This programming keeps a highly student-centred approach, and students take a leading role in their learning, and in the ongoing operations and strategic direction for the farm. Through curricular and co-curricular teaching and learning, more than 2,500 students currently participate in on-farm activities annually. Students in 50 courses representing eight faculties as well as four UBC schools and both colleges actively used the Farm in 2008. On-farm learning is integrative – bridging multiple disciplines and traditions – and inherently applied, providing community service, participation in research projects, and active stewardship of the landscape. Students have the opportunity to actively change the landscape of the farm, in turn, are changing the landscape of applied sustainability learning at UBC and beyond.

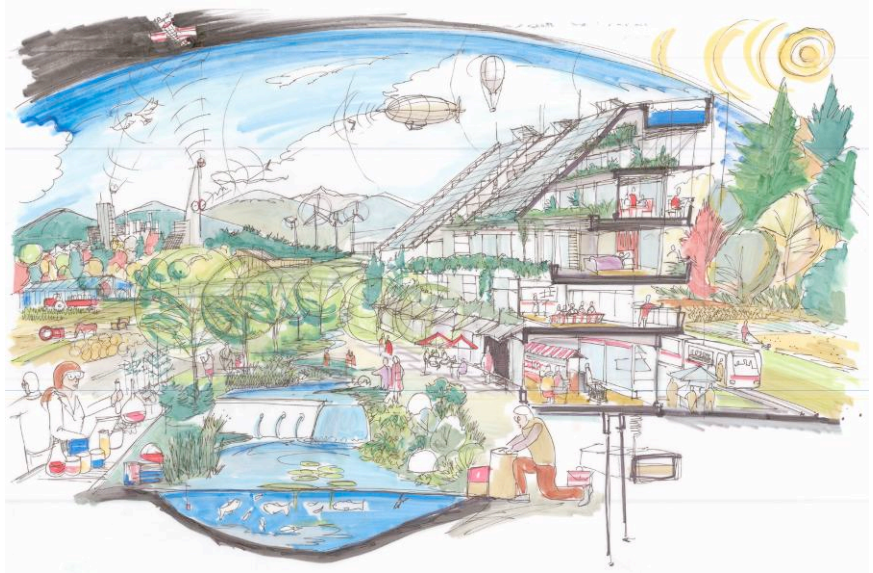
#### ***A Garden for Teaching and Learning***

A cascade of learning across generations begins with the planting of a single seed. UBC's Faculty of Education brings children to the UBC Farm for immersive and transformative learning experiences in the Children's Learning Garden. Under direct mentorship from faculty, seniors and UBC students, the children learn the practices of ecosystem stewardship, agriculture, health and nutrition, and gain fundamental math and science skills. Research elements of the project push the boundaries of pedagogical knowledge and have been widely disseminated in academic literature. The project has sprouted a suite of on-farm children's programs, some working with aboriginal students and elders, others running through the summer for seamless continuity through the seasons. This model is being spread through the province in work with regional school districts, providing UBC students and faculty the opportunity to use innovative pedagogy to build environmental literacy in the next generation.



## Teaching and Learning: A Future Direction

**Immersive Sustainability in a Farm-integrated Residential College:** One component of the *Cultivating Place* vision is to develop a world-class facility that will bring students, faculty, staff, and visiting “sustainability laureates” together in a residential college that is built to physically integrate with, and mimic the flows and cycles of, its surrounding ecosystem. Providing multi-functional services, the college will model a system that is net zero waste, net positive clean water, and net carbon negative. South Campus would sustain college residents, literally and academically, through a fully immersive set of programs that would make the residence a hub and a conduit for innovative, globally significant applied research on key sustainability issues.



## Teaching and Learning: Recommendations

- **TL1 Expanded Student Opportunities and Curricular Development:** Work with the proposed University Sustainability Institute (USI) to connect to existing curricular and co-curricular learning opportunities on South Campus and to develop new opportunities.

The proximity of the farm system to the main campus offers accessible experiential and transformational learning for students who are able to directly link sustainability theory with practical applications through field studies on site. The curricular and co-curricular learning on South Campus will be expanded to provide students in the natural and physical sciences as well as the arts, social sciences, and humanities the opportunity to immerse themselves in the processes and practices of sustainability that come into focus at the intersection of land, food, and community. Student opportunities range from general exploration and analysis of the farm-forest-community system to specific active research projects on site. Student-directed projects at both the undergraduate and graduate level will actively contribute to the evolution of South Campus. Working with the proposed University Sustainability Initiative (USI), opportunities for expanded sustainability-related courses will be identified and connections formalized with existing UBC Farm-related courses. Farm staff and USI staff will work collaboratively with Faculty to develop new courses and modules that incorporate experiential learning, and diversify and develop curricular requirements to offer flexible and integrated learning experiences.

- **TL2 Associate memberships for Faculty:** Formalize a process for existing UBC Faculty members and adjuncts to become Associates of the UBC Farm.

Associate membership will have clearly defined benefits, including facility use, the potential for collaborative opportunities with fellow associates through symposia and dialogue sessions, and connections to a diverse community of outstanding students, sustainability-oriented faculty members, and community leaders. Responsibilities of associate membership will include contributions to UBC Farm governance, facilitating on-site learning at the undergraduate and graduate level, disseminating research, and acting as ‘ambassadors’ for the Centre in home faculties. Opportunities to link new research chairs and post-doctoral fellowships specifically to landbase will be explored. Faculty members who become Associates of the South Campus centre will work in partnership with the “Sustainability Teaching Fellows” proposed in the Sustainability Academic Strategy (SAS) to ensure that South Campus opportunities are clearly embedded in appropriate curricula.

- **TL3 Farm-Integrated Residential College:** Develop a vision for residential undergraduate and graduate colleges offering immersive experiential learning.

Situated in close proximity to the Farm, residents would be selected for their commitment to sustainability and their likely contributions to the college community. Scholarship opportunities would bring learners of all backgrounds to contribute.

- **TL4 Innovation Grants and International Sustainability Laureates:** Offer grants to assist new projects that exemplify priority goals of this plan and create opportunities for international “sustainability laureates” to visit and enhance on-site learning and research.
- **TL5 Practicum Courses:** Develop the UBC Farm’s existing practicum program to offer certification for non-degree program students, and offer modular integration for students registered in degree programs. Link co-op opportunities to existing support network of professionals.



## Goal Area 3: Research, Discovery and Partnerships

In an effort to generate and communicate innovative, globally significant knowledge and understanding, while also developing and refining new methods of research and practice, *Cultivating Place* will:

- Enable and strengthen UBC's commitment to research excellence by providing infrastructure, space, expertise, supportive land management policies, and direct research project assistance;
- Link on-site research to contribute to issues of pressing regional and global significance, including in the areas of climate change, energy use, food security, preservation and enhancement of ecosystem services, green technology development, nutrition and health, aboriginal health, and fundamental sustainability literacy;
- Manage the 24-ha site to maximize opportunities for research with both regional and global relevance, particularly in the fields of sustainable land use and community design, individual and community health, ecosystem services and biodiversity, material cycling, carbon management including capture and sequestration, clean energy research, and energy flows in managed landscapes, and pedagogy and community-based action research;
- Partner with academic, professional, private-sector, civil society, cultural, and government organizations in shared exploration and delivery of sustainability applications;
- Engage the wider community in shared interests with mutual respect through Community Service Learning and Community-Based Action Research activities.

### Research, Discovery, and Partnerships: Current Successes

UBC Farm activities encompassed more than 100 academic initiatives in 2009, including research projects in six UBC faculties. These initiatives represent research on globally critical topics including climate change, community health, and preservation of biodiversity worldwide. Some of the initiatives on-site included next-generation biofuel development and basic research in evolutionary biology (Science), behavioural neuroscience (Arts), mass spectrometry-based proteomics (Medicine), bio-fertilizer development (Applied Science), animal welfare, avian genetics, and soil conservation (Land and Food Systems).

Unique among on-campus facilities, the UBC Farm and its surrounding areas allow for field-scale production of food, fibre, and fuel, and provide a range of ecosystem services to the campus. In close proximity and fully integrated with a world-class community of researchers, South Campus affords an opportunity to better understand and manage the characteristics of the ecosystems that support urbanizing societies. The interface with the city enhances research opportunities that also address community, ecosystem, and global health.

In its interface and partnership with local and global communities, the Farm serves as an important point of

#### ***The Respiration of a City***

Micrometeorology researchers in the UBC's Department of Geography are developing an understanding of how urban vegetation affects a city's overall carbon cycle, and how it can be managed to promote urban carbon sequestration. The UBC farm provides an on-campus control site to compare with a network of managed urban sites in Vancouver. The farm's diverse landscape serves as a site for numerous projects aiming to better understand the dynamic carbon cycle that underpins global climate change.

#### ***A Food-Based Approach to Aboriginal Health***

Graduate student researchers worked with over 700 visitors from Vancouver's Downtown Eastside and from coastal Aboriginal communities at the UBC Farm in 2009. Through the *Urban Aboriginal Community Kitchen Garden Project*, participants cultivated and gathered foods in the fields and the forest and prepared feasts linked with cultural traditions as a strategy to address a number of health challenges, including diabetes and addictions. This program is now being explored and replicated in other coastal BC Aboriginal communities.

connection and engagement for UBC. With farm visits reaching 40,000 in 2009, faculty and students joined international visitors and the wider community to participate in courses and workshops, contribute to public events and festivals, support student-led enterprises, and build important partnerships with non-profit, private-sector, and government organizations.

## Research, Discovery, and Partnerships: A Future Direction

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**The Living Laboratory, Quantified:** The confluence of the academy, a dense urban residential community, and a managed rural landscape provides the opportunity for a globally distinctive and ground-breaking experiment: to detail and measure the network of interconnecting systems that underpin sustainable communities. Our understanding of what makes a sustainable ecosystem, community, or economy is only as good as the underlying data that describes how the different components and functions of these systems are related. Advances in wireless and non-invasive instrumentation provide an opportunity for a mesh of data collection points through the fields, forests, and human habitats across South Campus. These instruments could capture a stream of information from the soil, air, water, plants, animals, and people, recording fluxes in real-time. Linking these data to key indicators of ecosystem, human, and community health will realize the Farm's role as a living laboratory, continuously deepening our understanding of both the microcosm and, more importantly, the world it represents. This project links to the building-scale study proposed for CIRS, offering a complementary and expanded community-scale study.

## Research, Discovery, and Partnerships: Recommendations

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- **RP1 Enhanced on-campus land-based research:** Work with the proposed University Sustainability Institute (USI) to build upon the UBC Farm's extensive field research programming to a broadened network of interest and expertise.  
  
The UBC Farm site will continue to enhance UBC's laboratory-based and theoretical research by offering complementary field research opportunities. The site will maintain a wide range of land-use types, ranging from intensive crop cultivation to natural forest, to respond to increasing demand from a range of disciplines to maximize opportunities for relevant field study. The farm site will continue to provide space for traditional controlled plot-based field study, and opportunities for landscape-scale and community-scale research.
- **RP2 Associate memberships for faculty:** Using the multi-disciplinary expertise brought by faculty Associates, create new research opportunities for students at both the undergraduate and graduate levels, and develop collaborative projects and research funding applications. Collaborate with proposed Sustainability Research Fellows at the USI to add relevant field study components into new sustainability research initiatives.
- **RP3 World-class Sustainability Dialogues:** Host field lectures, public seminars, symposia, discussions, debates, and performances by invited scholars, policy-makers and practitioners. Whenever possible, facilitate these events in an outdoor setting to provide a contextual focus for interdisciplinary dialogue. Utilize cutting-edge communications technology, including wireless high-definition videoconferencing, podcast delivery and real-time media broadcasts to facilitate global participation and dissemination.



- **RP4 Green Technology Innovation:** Leverage the farm's unique status as an accessible urban field research site to partner with academic, professional, private-sector, civil society, and government organizations. Pursue the responsible application and shared dissemination of innovative green technologies as components of larger strategies to reduce our individual and collective ecological footprints. Focus on knowledge-intensive land, clean energy, and material management strategies that can be disseminated to a wide range of biophysical and socioeconomic contexts, generating economic spin-off opportunities.
- **RP5 A Land-Based Aboriginal Engagement Strategy:** Expand and enhance the on-site programming for aboriginal participants, supporting specific research objectives of the Institute for Aboriginal Health and the recommendations contained in UBC's Aboriginal Strategic Plan. International indigenous links will include engagement with the existing Mayan garden project, with the goal of providing a suite of land-based Aboriginal community health programs.

Academic links to on-site aboriginal initiatives, including research projects and community service learning participation, can be expanded beyond the Faculty of Land and Food Systems to meet university-wide strategic goals for aboriginal engagement.

- **RP6 Engage Learners of All Ages:** Expand scope and support for K-12 and intergenerational educational programs as well as broad-based community engagement, with specific programs involving aboriginal communities, university residents including seniors, and international visitors. Activities will support the Department of Curriculum and Pedagogy's research objectives and enable other faculties expanded community service learning and community-based action research opportunities.
- **RP7 Leverage the UBC Farm's position as a point of community engagement to develop new Community-Based Research:** Focus on expanded opportunities for community-based action research (CBAR), community service learning (CSL), and research into the university's role as an agent of change at the intersection of land, food, and community.

Working with the proposed University Sustainability Initiative (USI), the farm will expand the scope and impact of its existing International, Aboriginal, and Community-Based Action Research (CBAR) programs and new community-based research initiatives. This expansion will be achieved by linking these programs with other UBC initiatives, faculty, and students seeking opportunities for community service and collaborative research. The strength of community connections at the Farm provide opportunities to attract funding for collaborative grants such as through the Community-University Research Alliance (CURA) program.

A range of public engagement and education initiatives, ranging from hosting public events, workshops, lectures, field dinners, concerts, celebrations, farmers' markets, and festivals will be pursued to maintain and enhance the farm's role in the wider community. Specific programs for Aboriginal groups, International visitors, UBC Alumni, and University residents aim to build a strong connection between the University and these groups, leveraging the intersection of food, health, and global sustainability. All strategies will be linked to academic programming to create innovative models of community-university partnerships and global citizenship.



## Goal Area 4: Application

In translating new knowledge into action, in developing and communicating about new technologies, materials or uses, in fostering inquiry and invention, and in developing and refining new methods, *Cultivating Place* aims to:

- Steward the existing 24-hectare site as an integrated, productive, land-based unit, using sound regenerative land management practices that promote globally significant models of environmental, social, and economic sustainability;
- Provide the tools and practices necessary to define what sustainability has meant, means today, and may mean in the future, facing the global challenges and opportunities sustainability offers, and being conversant about our interdependence with nature;
- Link academic goals to biophysical, social, and economic sustainability by exploring, developing, maintaining and enhancing on-site energy flows, material cycles and feedback loops relevant to climate change, long-term energy use and clean energy development, nutrient management, and building sustainable communities;
- Utilize architecture, landscape architecture, and urban and agro-ecological system design as pedagogical tools, with operations relying on sustainable energy flows throughout the built and natural environments.

### Application: A Future Direction

#### **A Living Design Laboratory and Test Site for Integrative Design:**

As a test bed for new ideas, South Campus is an ideal site for rapid prototype development due to its proximity to primary production of food, fibre, and fuel, a growing dense residential community, and a heterogeneous natural landscape. On-site facilities can develop new ways for transforming organic waste and water (composting, waste-to-energy, biofuel applications, carbon capture and sequestration, biofiltration, etc.) that can be used as models that address some of the key sustainability issues facing global communities. As a community design lab and site for applied sciences design-build projects, the UBC Farm is an ideal location to develop low-footprint habitat, structures, and green technology apparatus for a range of operational and experimental uses. The Farm can help to close the loop on many linear systems currently operating on UBC Campus, and in doing so provide unique academic opportunities for grounded sustainability scholarship, research and learning.

#### ***“Leave the land in better condition than you found it”***

In practice, this adage is a complex and multi-generational goal necessitating continuous discovery, communication, and integration of knowledge from the past and present for a sustainable future. For eight years, students, staff, and faculty have worked to develop a land management strategy at the UBC Farm geared towards providing perpetual academic opportunity, allowing the continued cultivation of every major crop family without depleting soil fertility, escalating pest pressures, undermining on-site biodiversity, or creating negative off-site impacts. Even with the continuous growth in research activity, increasing use by a variety of courses, and the addition of over 200 crops and 40 cultivated field areas on site, the Farm’s integrated land management strategies have continually improved soil quality and added new habitat and biological diversity. The addition of hedgerow, forest, water, nutrient, and carbon management strategies make the Farm a model of land-improving stewardship that can be used to educate about and foster sustainability innovation.

## Application: Recommendations

- **APP1 Living Laboratory Showcasing Sustainable Land Use Management:** Adopt site management principles that complement this plan, and link to academic opportunities. Principles will include metrics that can be quantitatively evaluated and include mandates to:
  - Maintain and increase both natural richness and diversity at the genetic, species, community, and structural levels;
  - Ensure that the Farm system is net energy positive/net carbon negative, contributing to a reduction in UBC's GHG emissions, and a net contributor of clean water to the campus;
  - Improve the quality and availability of soil suitable for crop cultivation, and strive to minimize reliance upon non-renewable energy and materials for operations;
  - Ensure that built development or infrastructure adheres to and positively impacts these site-wide management principles, and meets or exceeds standards such as those in the LEED Platinum framework;
  - Through active stewardship of the fields and forests, create opportunities for research and education on globally significant sustainability issues (i.e., carbon sequestration in soils, clean energy development using renewable biological feedstocks, environmental remediation through establishing plant communities, urban water and nutrient cycling.);
  - Use the design and implementation of activities at the Farm to provide 'complete' learning problems for students, building the skills and understanding to solve complex sustainability issues;
  - Ensure that the natural, cultivated and built environment inspires wellbeing, creativity and reflection within the University and broader community.
- **APP2 Community Sustainability Demonstration:** Link with adjacent and on-campus uses to create innovative models and research opportunities for sustainable community development. Identify opportunities where the provision, storage, and transfer of energy, water, carbon, nutrients, food, and amenities between different components of adjacent areas can contribute towards UBC's sustainability goals. Use the physical provision of food, fibre, or fuel (i.e., to CIRS cafeteria or UBC Food Services) as a conduit for learning and discovery.

Integrate plans for development of adjacent residential and academic facilities to ensure that these opportunities are realized whenever possible. This may include utilizing on-site community amenities that are compatible with the academic programming, revising the South Campus stormwater management plan to take advantage of water re-cycling for agricultural uses, identifying sources of waste heat and organic material from nearby residential and academic development, and updating area-wide plans for circulation and infrastructure to anticipate increases in academic activity on the Farm. In all cases, these activities should be reviewed for scholarly potential in their design, development, building and assessment.
- **APP3 Explore Opportunities to Assist in Meeting UBC's Operational Sustainability Commitments:** Assess and integrate the potential for on-site carbon sequestration and green infrastructure development that contribute towards UBC's carbon neutral mandates and other commitments. Through the study of effective processes for sequestering carbon in managed landscapes at the farm scale, UBC has the opportunity to apply these techniques at larger scales for significant offset potential.
- **APP4 Academic Facilities and Infrastructure:** Secure external capital investment to develop facilities and infrastructure that enable and enhance growing innovative academic programming on site.

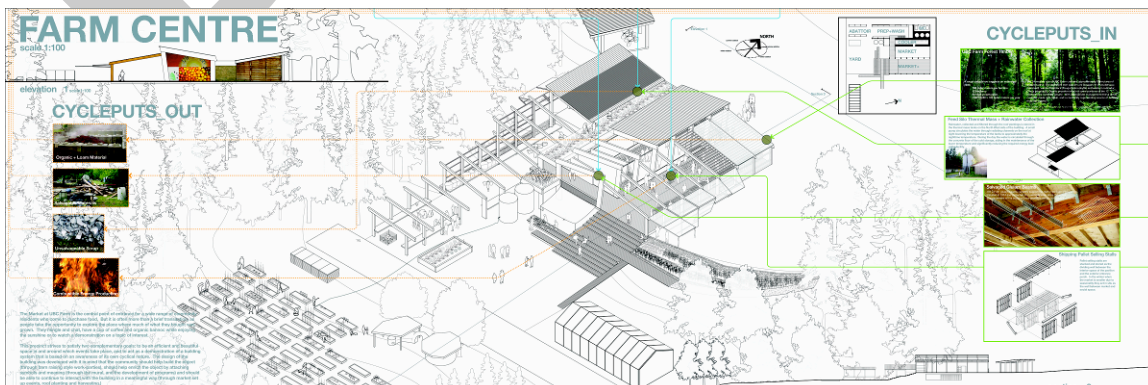
In the long-term, new facilities will support of the 24-ha core area and adjacent uses as a modern, interactive outdoor learning space. Built facilities may include dry and wet-labs, classroom, meeting, and office spaces, flexible learning spaces, and residential suites linked with a new college. Infrastructure may include a comprehensive access, circulation, wayfinding, and signage plan that will support multiple modes of transportation with a preference for energy-efficient options. New pathways, road connections, parking, and transit access points need to be considered. All built development will conform to site management principles, particularly in improving the quality and availability of arable soil.

- **APP5 Farm-Branded Innovative Revenue Generation:** Develop and diversify a range of academically-linked, on-site enterprises to help finance site programming. Recognize the value of a “UBC Farm” brand and enhance its capacity to increase the value of goods and services derived from the Farm.

Appropriate enterprises can help provide an academically useful microcosm, integrating economic dimensions of the system into learning objectives and research opportunities, while retaining a student-centred approach. The foundational and financially self-sustaining “working farm” will support overarching UBC Farm academic goals. Revenues from sales of goods and services assist in securing financing for the most promising ventures, particularly those with potential for spin-off development. The UBC Farm “brand” will also assist in student, alumni, and community engagement.

- **APP6 Development Support:** Use the opportunity granted by the official launch of this plan to launch specific, targeted fundraising campaigns.
- **APP7 Formalize Land Designation:** Formalize the current designation of the 24-ha contiguous area on South Campus as an integrated academic use area, named “UBC Farm.”
- **APP8 University-Wide Multi-Stakeholder Academic Governance:** Establish a dynamic governance system, housed in part within the proposed University Sustainability Initiative (USI) and led by faculty Associates, which will facilitate and maximize academic integration with UBC Farm.

The farm will be guided by an academic director and an advisory board with multi-faculty representation and expertise in academic programming, business development, stakeholder relations, and land management. Ongoing representation from proposed Faculty Associates and Sustainability Fellows would provide strong connections to larger sustainability strategies. An advisory board or boards would integrate broader knowledge and expertise, especially in the realm of sustainable land and building management, business development and fundraising, and multi-stakeholder relationship management.





## Conclusion

UBC is committed and positioned to be a leader in creating exceptional learning environments that foster global citizenship, advance sustainable societies, and support outstanding research. This academic plan is a critical component to realizing this vision. Its time is now. With UBC's far-reaching commitment to sustainability, the ground is fertile to allow this bold idea to grow and flourish into a truly unique and globally relevant resource.

As many respected universities scramble to find suitable land to address fundamental connections among land, community, and health, UBC is fortunate to already have this critical piece of the infrastructure puzzle in place. Through the enhancement of this true living laboratory, UBC will be able to create, test, and promote new paradigms of how we view and live within the ecosystems that support us. South Campus will serve as an effective agent of change to both local and distant communities through advancing sustainability agendas, increasing public literacy, and reconnecting people with place.

Within economic constraints, bold ideas are often lost due to the preconceived notion that bold equals expensive, however, this is not the case for this plan. This fiscally responsible plan builds on the many successful self-funded initiatives already established at the UBC Farm. In the longer term, targeted development campaigns will help to provide the resources for an economically sustainable future.

Integrating into themes articulated in the Sustainability Academic Strategy and the Aboriginal Strategic Plan, the recommendations of this plan encapsulate a unique and broad-reaching way for the university to showcase its innovation in sustainability research and learning and its commitment to community service. Creating opportunities for all disciplines to engage in hands-on, place-based learning on key sustainability issues, *Cultivating Place* will help to truly cultivate UBC as a *Place of Mind*.