



Vancouver Senate

**THE SEVENTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2012/2013 ACADEMIC YEAR**

WEDNESDAY, MARCH 20, 2013

6:00 P.M.

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

- 1. Tributes Committee – Dr Sally Thorne** (approval) (circulated)
 - a. Memorial Minute for Dr Margaret E. Prang
 - b. Memorial Minute for the Honourable Alfred J. Scow
- 2. Senate Membership – Ms Lisa M. Collins** (information)
 - a. New Senator: Dean Pro Tem. Wayne Riggs, Faculty of Pharmaceutical Sciences to replace Dean Robert Sindelar.
 - b. Vacancy: Pursuant to Rule 12 of the *Rules and Procedures of Senate* the seat of Dr Darrin Lehman is declared vacant
- 3. Minutes of the Meeting of February 13, 2012 – Mr Justin Yang**
(approval) (circulated)
- 4. Business Arising from the Minutes – Mr Justin Yang**
- 5. Certificates of Appreciation for Student Senators Completing their Terms on March 31, 2013 – Dr David Farrar** (information)
- 6. From the Board of Governors- Mr Justin Yang**

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 12 December 2012

- New program – Dual degree in Food, Nutrition & Health and Education.
- Curriculum proposals put forward by the Faculty of Graduate Studies (Faculties of Land and Food Systems and Medicine) and the Faculty of Science.
- Student Awards
- Changes to the Procedures for Full Faculty Meetings as Proposed by the Faculty of Medicine

.../continued

7. Candidates for Degrees

Lists as approved by the Faculty are available for advance inspection at Enrolment Services, and will also be available at the meeting.

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

That the candidates for the degree of Master of Digital Media, as recommended by the Faculty of Graduate Studies, be granted the degree for which they were recommended, effective March 2013, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (2/3 majority required); and

That the candidate for the degree of Doctor of Philosophy be granted the degree effective March 2013.

8. Academic Policy Committee – Dr Paul G. Harrison

(approval) (circulated)

Graduate program transfers from the College for Interdisciplinary Studies to Faculties and closure of the College for Interdisciplinary Studies

9. Joint Proposal from the Academic Policy and Admissions Committees for the new International College – Dr Paul G. Harrison and Dr Robert Sparks

(approval) (circulated)

- a. Establishment of the College
- b. Academic Governance and Administration of the College
- c. Calendar Entry for the College and the International Students Program
- d. New Classification of Students – International Students Program
- e. Admissions Requirements for the International Students Program

10. Admissions Committee – Dr Robert Sparks

(approval) (circulated)

- a. Enrolment Targets 2013/14
- b. Master of Science (Speech-Language Pathology and Audiology Majors) – Change in Prerequisites
- c. Master of Science in Nursing – Change in Admissions Requirements

11. Joint Proposal from the Admissions and Curriculum Committees – Dr Peter Marshall

(approval) (circulated)

New Degree Program, New Course Code and Associated Courses – Master of Urban Design

.../continued

12. Curriculum Committee – Dr Peter Marshall

(approval) (circulated)

Curriculum proposals from the Faculty of Graduate Studies (Applied Science)

13. Student Awards Committee- Dr Brian Stelck

(approval) (circulated)

New awards and proposed changes to existing awards from February 2013

14. Teaching and Learning Committee – Dr Kenneth Baimbridge

(approval) (circulated)

Student-led initiative: Central Examination Database

15. Tributes Committee – Dr Sally Thorne

(approval) (circulated)

Policy on Emeritus Status

16. Report from the Provost – Dr David Farrar

(approval) (circulated)

Name change for the Faculty of Graduate Studies

17. Report of the University Librarian – Ms Ingrid Parent

18. Report from the Registrar – Ms Lisa M. Collins

(information) (circulated)

Update to 2013/2014 Academic Year

19. Proposed Agenda Items

20. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m.

Regrets: Kristen Elder, telephone 604.822.5239 or e-mail: kristen.elder@ubc.ca

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

THE UNIVERSITY OF BRITISH COLUMBIA



a place of mind

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

8 March 2013

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

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

Dr. Margaret E. Prang

Motion: *That Senate approve the Memorial Minute for Dr. Margaret E. Prang, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. Margaret E. Prang

Dr. Margaret Prang was born in Stratford, Ontario, and spent her childhood in Edmonton and Brantford. She attended the University of Manitoba, graduating with a Bachelor of Arts in 1945, and went on to pursue graduate studies at the University of Toronto. In 1959, she joined UBC's History Department, where she quickly became a popular teacher. She served as department head from 1974-79, and again from 1982-83.

Though her early interest was in political and constitutional history, Dr. Prang's attention turned increasingly to social and intellectual history, as indicated in numerous articles and reviews. Her book, *N.W. Rowell: Ontario Nationalist*, won the UBC medal for popular biography in 1975. Dr. Prang was President of The Canadian Historical Association in 1976-77, and a member of the Historic Sites and Monuments Board of Canada from 1973 to 1979. With the late Walter Young, she founded, and for some years edited, the journal "BC Studies".

A promoter of Arts I, Dr. Prang chaired the coordinating committee and taught in the program in its early years. She was also an active member of the wider University community, chairing the President's Committee on the Norman McKenzie biography, and serving on the Executive of the Faculty Association. Dr. Prang served as a joint faculties representative to Senate from 1975 to 1978. She was awarded an honorary doctorate from UBC in 1990.

Dr. Prang was deeply involved in community, United Church and ecumenical committees, both locally and nationally, and she received the Queen's Diamond Jubilee Medal in 2012. She enjoyed spending time in her two favourite places: Georgian Bay, Ontario, and Galiano Island, B.C.

The Senate offers its deepest condolences to Dr. Prang's family and friends.

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8 March 2013

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

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

The Honourable Alfred John Scow

Motion: *That Senate approve the Memorial Minute for the Honourable Alfred John Scow, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

The Honourable Alfred John Scow

The Honourable Alfred Scow was considered a trailblazer by many. A member of the Kwicksutaineuk-ah-kwa-mish First Nation on Vancouver Island, Scow was the first person of aboriginal descent to graduate from a BC law school and to be called to the British Columbia bar. He completed his Bachelor of Laws from UBC in 1961 and was called to the bar the following year. In 1971, he became a Provincial Court Justice, serving in this capacity until 1992. After leaving the Provincial Court, Mr. Scow worked on behalf of the Musqueam, Fraser Valley and Penticton Indian bands.

He was a tireless supporter of UBC and was instrumental in establishing the University's First Nations Studies program. His commitment and dedication to the University was evident in his service in many capacities, including service to Senate as a Convocation senator (1990-1993), membership on the President's Advisory Committee, the Faculty of Law First Nations Advisory Committee and the Alumni Association Board. He was a founding member of the Elders Committee for the First Nations House of Learning, served on the management council for First Nations House of Learning and was the founder and lifetime member of the Vancouver Aboriginal Friendship Society. Mr. Scow received the University's Great Trekker Award in 1995 and was further recognized with an honorary Doctor of Laws in 1997.

Outside of the University, Mr. Scow's community service included work for the John Howard Society, the United Good Neighbour Fund and Credit Union, the BC Lions Society for Children with Disabilities, the Aboriginal Justice Centre, the Pacific Salmon Foundation, the YVR Art Foundation and the Institute of Indigenous Government.

Alfred Scow was an inspiring figure, both within and outside the Aboriginal community. In 2001, he founded the Scow Institute, which works to promote greater understanding between Aboriginal and non-Aboriginal people.

In addition to his many professional accomplishments and community service, Mr. Scow co-authored a children's book entitled 'Secret of the Dance.' Published in 2006, 'Secret of the Dance' tells the true story of then nine-year-old Scow, who unbeknownst to his parents, sneaked in to watch his father dance at a potlatch, an activity then prohibited under the Indian Act.

His professional and community efforts have been recognized with many awards, including the Canada 125 Medal, the Centennial Medal of Canada and the Canadian Indian Arts Foundation Aboriginal Achievement Award. Mr. Scow was made a member of the Order of Canada in 2000 and the Order of British Columbia in 2004.

Throughout his career, Alfred Scow demonstrated vision, integrity and a dedication to social justice. He was an inspirational figure and will be missed by many. The Senate offers its deepest condolences to his family and friends.



Vancouver Senate

Minutes of 13 February 2013

DRAFT

Attendance

Present: Prof. S.J. Toope (President and Chair), Ms L.M. Collins (Secretary), Mr T. Ahmed, Dean G. Averill, Dr K. Baimbridge, Dr J. Belanger, Dean M.A. Bobinski, Principal H. Brock, Mr B. Caracheo, Dr G. Chapman, Dr P. Choi, Prof. B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Ms V. Goyal, Dr S. Grayston, Mr S. Haffey, Rev. Dr M. Hagemoen, Dr P. Harrison, Mr M. Hunter, Dean J. Innes, Dr I. Ivanov, Dr U. Kumar, Dr B.S. Lalli, Mr P. Lee, Ms M. Leong, Dr P. Leung, Ms N. Liu, Dr P. Loewen, Ms K. Mahal, Dr P. Marshall, Mr W. McNulty, Principal L. Nasmith, Dr D. O'Donoghue, Dr K. Patterson, Dean S. Peacock, Dr N. Perry, Principal J. Plessis, Dean *pro tem.* S. Porter, Dr A. Riseman, Mr C Roach, Dr L. Rucker, Dr S. Singh, Dr R. Sparks, Dr S. Thorne, Ms K. Tyson, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr R. Winter, Dr D. Witt, Mr J. Yang, Ms L. Zhu.

Regrets: Dr R. Anstee, Ms E. Biddlecombe, Dr L. Burr, Mr B. Caro, Mr B. Craig, Rev. Dr S. Farris, Dean B. Frank, Prof. B. Goold, Dean *pro tem.* E. Hall, Dr W. Hall, Dean R. Helsley, Dean M. Isman, Mr T. Jefferson, Dr S. Knight, Prof. B. MacDougall, Dr F. Marra, Dr W McKee, Ms M. McKenna, Ms S. Morgan-Silvester, Dr I. Parent, Dr R. Reid, Ms T. Rosseel, Dean C. Shuler, Mr A. Sihota, Dr D. Simunic, Dean R. Sindelar, Dr B. Stelck, Ms S. Sterling, Dean G. Stuart, Mr M. Thom, Dr R. Wilson, Mr E. Woo.

Guests: Mr A. Arida.

Recording Secretary: Mr C. Eaton.

Call to Order

The President called Senate to order and wished everyone a happy Lunar New Year.

Minutes of the Previous Meeting

Lance Rucker	}	That the Minutes of the Meeting of 12 December 2012 be adopted as presented.
Katharine Patterson		

Approved.

President's Remarks

The President noted that Start and Evolution has raised over \$1 billion to date and that UBC was well towards its further goal of having over 50 000 alumni participate.

With regards to new appointments, Professor Toope announced that James Ridge has been appointed Principal of the proposed international college and that that Dr Angela Towle, a professor in Medicine was now Director of the UBC Learning Exchange.

At the president's invitation, the Provost introduced Lisa Marie Collins as Associate Vice-President & Registrar *pro tempore* and as the registrar-select of the University of Alberta.

In terms of labour relations, the President informed Senate that the Board of Governors had ratified an agreement with the Association of Administrative and Professional Staff for 2012-2014. This agreement covers rough 3500 staff. Mediation and arbitration with the Faculty Association has been delayed due to an illness of the arbitrator. This arbitration has now been delayed to the first week of June.

Professor Toope advised Senate that UBC had recently launched an online searchable database designed to encompass aboriginal student programs in conjunction with the AUCC.

The President noted that the AUCC recently had a workshop on the role of the Senate with university governance. From that, he noted four key areas of discussion: mandate, orientation, annual planning, and opportunities for relationships with Board. He was delighted that over the last 18 months we have been working on all four of these elements at UBC.

The RUCBC has been working very hard on ensuring a public discourse and dialogue around the "Opportunity Agenda." We have relaunched this linking it to the government jobs agenda. He viewed this as an important collaborative effort.

Senator Harrison noted that in previous years he has taken this time to note declining NSERC support for undergraduate students; he noted that this had changed this year and NSERC, at least for UBC, had increased support this year.

From the Board of Governors

The President confirmed for Senate that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the University Act:

SENATE MEETING 19 SEPTEMBER 2012

Change of the designation of the Department of Economics to the Vancouver School of Economics

New Program and associated new courses – Bachelor in International Economics, to be offered by the Vancouver School of Economics in the Faculty of Arts

Curriculum Proposals from Continuing Studies and the Faculties of Education, Graduate Studies (Faculties of Applied Science, Education and Medicine), Land & Food Systems,

and Pharmaceutical Sciences

Student Awards

SENATE MEETING 17 OCTOBER 2012

Curriculum Proposal from the Faculty of Education

Student Awards

SENATE MEETING 14 NOVEMBER 2012

Faculty of Medicine Awarded Prize- Dr. Chew Wei Memorial Prize in Cancer Research

Student Awards

Establishment of BC Leadership Chair in Cultures and Ecosystems at Risk in the Faculty of Arts

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

PROFESSORS OF TEACHING AS GRADUATE STUDENT SUPERVISORS

<i>Paul Harrison</i>	}	<i>That the Senate amend its policy on the</i>
<i>Philip Loewen</i>		<i>Membership in the Faculty of Graduate Studies to</i>
		<i>allow faculty members with the rank of Professor of</i>
		<i>Teaching to supervise graduate students provided</i>
		<i>they meet the relevant criteria.</i>

Senator Harrison noted that this was a logical adjustment given the addition of this new rank last year. He suggested that these faculty members would certainly be interested and involved in research and thus the Faculty of Graduate Studies has made this request.

Senator Singh asked if Professors of Teaching could apply for tri-council funding.

Dean Porter agreed to determine if this would be the case and report back to Senate with this information.

Approved

PROFESSIONAL STANDARDS FOR LEARNERS AND FACULTY MEMBERS IN THE FACULTIES OF MEDICINE AND DENTISTRY

<i>Paul Harrison</i>	}	<i>That Senate approve the revised Professional</i>
<i>Lance Rucker</i>		<i>Standards for Learners and Faculty Members in the</i>
		<i>Faculties of Medicine and Dentistry at the</i>
		<i>University of British Columbia as set out in the</i>
		<i>attached document.</i>

Senator Harrison noted that this proposal was to update the policy approved in 2005, largely to take into account the growth in social media.

Approved

Joint Report from the Academic Policy, Admissions, & Curriculum Committees

See Appendix A: Science Po Dual Degree Program Option

The Chair of the Academic Policy Committee, Dr Paul Harrison, presented on behalf of the Committees.

<i>Paul Harrison</i>	}	<i>That Senate approve the proposed Dual Degree Program Option in the Bachelor of Arts, and its associated courses, to be offered in partnership by the University and L'Institut d'études politiques (IEP) (Sciences Po), and recommend the terms of affiliation to the Council of Senates for consideration.</i>
<i>Robert Sparks</i>		

Senator Harrison noted that this was an important step for the Senate to consider. Senator Harrison noted that UBC does not yet have a proper policy on what we need to constitute a dual degree; the APC will be bringing one forward shortly. This proposal has been worked on for some time by the Faculty of Arts. The Committee Chair noted that this proposal meets all of our current requirements to earn a Bachelor of Arts degree and would be the first of many such proposals Senate will likely be asked to consider.

Senator Belanger asked what “distance enabled” meant.

With permission of Senate, Dr Giltrow responded that as part of the Faculty of Arts’ strategic plan; distance learning opportunities will be considered to extend coursework.

Senator Baimbridge asked how the Council of Senates was involved in this process.

Dr Harrison explained the affiliation process.

Senator Mahal asked if/how Policy 72 and student aid would be applicable to these students.

Dr Giltrow replied that both the Policy 72 and our student aid programs would be available, provided the students were at our campus in a given session and if otherwise eligible.

Senator Vessey asked if the library implications had been considered and how many students would be enrolled in the program.

Dr Giltrow replied that yes, the Library was consulted as part of the usual curriculum review process. She noted that 20 students would be admitted to start.

Senator Sparks and Dean Averill added that these would not be net new students; they would be part of the Faculty of Arts enrolment targets.

Several senators spoke of the copyright and licensing issues around students moving between campuses; there was general agreement that this matter should be reviewed.

Approved

Admissions Committee

The Chair of the Senate Admissions Committee, Dr Robert Sparks, presented.

POLICY J-52.1: ADMISSION FOR SECONDARY SCHOOL APPLICANTS FOLLOWING THE BC/YUKON CURRICULUM

See Appendix B: Policy J-52.1

<i>Robert Sparks</i>	}	<i>That Senate approve Policy J-52.1: Admission for</i>
<i>Rhodri Windsor-Liscombe</i>		<i>Secondary School Applicants following the</i>
		<i>BC/Yukon Curriculum to replace Policy V-52 of the</i>
		<i>same title.</i>

Senator Sparks explained the history of Policy J-52. He noted that after consultation, a Vancouver-based policy was approved last year with the understanding that should Okanagan and Vancouver be able to come to agreement, the policy would be returned as a joint proposal. This policy was developed last month jointly between the Okanagan and Vancouver committees responsible for admission. He noted that J-52.1 was the chosen designation to avoid confusion with the previous policy J-52.

A student senator asked about grade inflation with the use of grade 11 grades for admission decisions.

With permission of Senate, Mr Andrew Arida, Director of Undergraduate Admissions, replied that grade 11 grades were historically slightly lower than grade 12 grades, but this may change as students become increasingly aware of our use of grade 11 grades in admissions decisions.

Approved

POLICY J-53: COURSE-SPECIFIC MINIMA FOR SECONDARY SCHOOL APPLICANTS

See Appendix C: Policy J-53

<i>Robert Sparks</i>	}	<i>That Senate approve Policy J-53: Course-specific</i>
<i>William McNulty</i>		<i>Minima for Secondary School Applicants.</i>

Senator Sparks noted that the consultative document distributed last September considered the option of introducing course-specific minima. He advised that UBC had received excellent feedback at the November Senate committed to bring forward a proposal to enact this change. The proposed policy would encompass all secondary school applicants. Senator Sparks then explained our current process of considering averages, noting that the only course specific minima we currently have are the University minimum in English of 70%, and Science's 67% in Math. As a result, it is entirely possible for a student to do very well in some subjects but poorly in one that may be crucial for their success in University. He suggested that UBC wanted to change applicant behavior to improve their skills in weaker core subjects; the idea of course specific minima is intended to ensure First-year success for our students.

The Committee Chair suggested that the proposed policy would allow minima to be used as competitive requirements in the same way we use overall averages and personal profile scores. Like Broader-Based Admission (BBA) scores and academic averages, the competitive minima could change each year. However, the course specific minima would have a floor below which we would not consider applicants. Those students who do not meet those minima would still be considered under BBA and could still be admitted at the dean's discretion. Finally, Dr Sparks noted that the course specific minima will generally be much lower than our competitive averages. This is a common practice across peer institutions, including Toronto and McGill. We have spoken with over 300 school counselors on this proposal. The policy will come into effect for 2014 to give students and counselors a chance to adjust.

Senator Loewen asked which faculties were considering using this new policy.

Dr Sparks noted that Science has already done so for Math 12.

Dr Harrison added that the Department of Mathematics had been asked to generate data on student performance to help evaluate any possible change to the current 67% minimum in pre-calculus.

Mr Arida noted that Sauder was considering using the policy.

Approved

BACHELOR OF ARTS: READMISSION REQUIREMENTS

BACHELOR OF SCIENCE IN NATURAL RESOURCES CONSERVATION: ADMISSION TO THE PROGRAM

DOCTOR OF MEDICINE: CHANGES IN THE ADMISSIONS PROCESS FOR ABORIGINAL APPLICANTS

BACHELOR OF SCIENCE IN NURSING: POST-ACCEPTANCE REQUIREMENTS

FACULTY OF GRADUATE STUDIES: ADMISSION CHANGES TO THE CALENDAR ENTRY FOR THE PH.D AND THE M.SC. IN ASTRONOMY

BACHELOR OF SCIENCE: CHANGES TO GENERAL INFORMATION ON ADMISSION AND TRANSFER

See Appendix D: Admission Summary

*Robert Sparks
Lance Rucker*

}

That Senate approve a change in the readmission requirements for applicants to the Bachelor of Arts program, effective for the 2013 Winter Session and thereafter; and

That Senate approve a change in the criteria for admission for applicants to the Bachelor of Science in Natural Resources Conservation, effective for the 2013 Winter Session and thereafter; and

That Senate approve a change in the admissions process for Aboriginal applicants to the M.D. Undergraduate program, and approve the new title “Aboriginal Student Initiatives Coordinator” to replace the current title “Aboriginal Programs Coordinator”, effective for the 2013 Winter Session and thereafter; and

That Senate approve a change in the admissions process for the Bachelor of Science in Nursing regarding post-acceptance requirements, effective for the 2013 Winter Session and thereafter; and

That Senate approve admission changes to the calendar entry for the Ph.D. and the M.Sc. in Astronomy, effective for the 2013 Summer Session and thereafter; and

That Senate approve changes to the general information on admission and transfer for applicants to the Bachelor of Science program, effective for the 2013 Summer Session and thereafter.

Dr Sparks briefly spoke to each of the proposed changes.

With consent of the Senate, the proposal for Astronomy was amended to add “And meet any other Faculty of Graduate Studies requirements” to the calendar statement.

Approved
As Amended

FACULTY OF GRADUATE STUDIES: ADMISSION CHANGE TO THE CALENDAR ENTRY FOR THE PH.D. AND THE M.ENG IN GEOLOGICAL ENGINEERING

Robert Sparks } *That Senate approve an admission change to the*
Porter *calendar entry for the Ph.D. and the M.Eng. in*
Geological Engineering, effective for the 2013
Summer Session and thereafter.

Approved

Joint Report from the Admissions and Curriculum Committees

The Chair of the Senate Curriculum Committees, Dr Peter Marshall, presented on behalf of the committees.

See Appendix E: Master of Laws in Taxation

NEW DEGREE PROGRAM: MASTER OF LAWS IN TAXATION

Peter Marshall } *That Senate approve the new Master of Laws in*
Des Verma *Taxation and its associated courses.*

Senator Bobinski, Dean of Law, expressed strong support for the program With permission of Senate, Professor David Duff to explained the proposal for this new degree program. He noted that there was both a demand for this program amongst students and business. This would be the first full-time English-taught program in Canada. The program is consistent with the strategic goals for both UBC and the Faculty. This program will be 30 credits; 16 of which are core with 8 tax electives and 6 other law courses. This program should not have significant resource implications for the Faculty of Law as much of the coursework is similar to that used by the JD program.

Senator Vessey asked if there would be any consequences for the University Library.

Senator Marshall replied that the Library had been consulted and had indicated that they could support the program.

Professor Duff replied that the program was to start with 8 students and grow to perhaps 16 per year.

Approved

Curriculum Committee

See Appendix F: Curriculum Summary

Dr Peter Marshall presented.

<i>Peter Marshall</i>	}	<i>That the new courses, changed courses, new course code, and program changes brought forward by the Faculties of Applied Science, Arts, Dentistry, Graduate Studies (Arts, Education, Forestry, Law, Medicine, Science), Land and Food Systems, and Law be approved.</i>
<i>Joseph Belanger</i>		

Dr Marshall briefly outlined the proposals from each of the faculties.

The President asked if the Committee inquired about the discontinuation of courses.

Dr Marshall advised on the editorial process for discontinuing courses.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Rhodri Windsor-Liscombe, presented.

APPOINTMENT OF FACULTY MEMBER TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF THE REGISTRAR

An election as held under this item to select the Senate's appointee to the President's Advisory Committee. A plurality of senators selected Dr Baimbridge and he was thus deemed to be elected.

ADJUSTMENT TO SENATE COMMITTEE MEMBERSHIP: SENATE LIBRARY COMMITTEE

ADJUSTMENT TO SENATE COMMITTEE MEMBERSHIP: STUDENT AWARDS COMMITTEE

ADJUSTMENT TO COMMITTEE COMPOSITIONS: STUDENT SENATORS

ADJUSTMENT TO SENATE COMMITTEE MEMBERSHIP: SENATE CURRICULUM COMMITTEE

<i>Rhodri Windsor-Liscombe</i>	}	<i>That Senate appoint Dr Ujendra Kumar to the Senate Library Committee until 31 August 2014 and thereafter until replaced; and</i>
<i>Lance Rucker</i>		

*That the Membership of the Student Awards Committee be adjusted to replace the title, "Director, Student Awards & Financial Aid", with the title, "Director, Student Financial Services;" and,
That the Membership of the Student Awards Committee be adjusted to replace the title,*

“Manager, Financial Support Initiatives, Student Financial Assistance and Awards”, with the title, “Manager, Student Financial Support”; and

That Senate approve the following revisions to the membership of the Committees of Senate.

Admissions: Mr. Barnabas Caro to replace Mr. Enzo Woo

Agenda: Mr. Enzo Woo to fill vacancy

Teaching and Learning: Ms. Melanie McKenna to replace Ms. Natalie Liu and Mr. Barak Caracheo to replace Mr. Aaron Sihota; and

That the Membership of the Senate Curriculum Committee be adjusted to replace the title, “Associate Vice-President, Continuing Studies”, with the title “Director of Continuing Education

Senator Baimbridge asked if there was an easier way of doing title changes.

Mr Eaton replied that they were looking at a way of expediting these changes.

Approved

Student Awards Committee

See Appendix G: Awards Summary

Dr Susan Grayston presented on behalf of the Committee Chair, Dr Brian Stelck.

<i>Susan Grayston</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>Lance Rucker</i>		

Dr Grayston noted that these proposals represented over \$100 000 in new student funding.

Senator Belanger asked what “courage and determination” meant for the Arts Aboriginal Valour Awards.

Amendment:

*Joseph Belanger
Philip Edgcumbe*

} *That the Arts Aboriginal Valour Award be
divided out from the proposal; and*

*That the Arts Aboriginal Valour Award be
referred back to the Student Awards Committee
for further clarification of the proposed award's
terms.*

Amendment
Approved

Main Motion
Approved
As Amended

Reports from the Registrar

2013/14 ACADEMIC YEAR

The Registrar *Pro tem* reminded Senate that the detailed academic year linked in this report included both campus-wide and program specific dates. Senators were asked to provide feedback to the Senate office

Senator Peacock asked about the impact of the new Family Day holiday on the term 2 schedule.

Mr Eaton briefly replied that the new holiday did pose a problem in terms of the number of teaching days in term 2 and occasionally forcing a very early start to the term, such as this year's January 2nd. He noted that the Academic Policy Committee was presently considering the matter.

A senator raised a question as to why a reading break was scheduled in term 2 and suggested that it might make more sense to extend the winter holiday break instead of the mid-term break.

It was agreed that the Senate Secretariat would bring this to the attention of the appropriate committee.

UBC ANNUAL REPORT ON ENROLMENT 2012/2013, VANCOUVER CAMPUS

The Provost briefly presented. He noted that as it had in previous years, UBC was proposing to enrol more students – specifically graduate students – than were funded by our government grant.

Adjournment

There being no further business, the meeting was adjourned at 7:20 pm.

Appendix A: Science Po Dual Degree Program Option

Faculty of Arts

New Courses:

ASTU 160 (3) International Perspectives on Writing in the Social Sciences and Humanities

ASTU 190 (0) Dual Degree year 1 at Sciences Po

ASTU 260 (3) Knowledge Dissemination: Communicating Research to Public Audiences

ASTU 290 (0) Dual Degree Year 2 at Sciences Po

ASTU 360 (3) Community-Based Research and Knowledge Creation

Appendix B: Policy J-52.1

Please see the Secretary for the formal version of Policy J-52.1. The following is an excerpt of the key text:

1. Academic criteria, generally as indicated by a calculated admission average and the completion of prerequisite courses, are the primary basis for determining admissibility to direct-entry undergraduate programs. However, with the approval of Senate, faculties and programs may elect to use Broad-Based Admission or other criteria to select from applicants whose admission average meets or exceeds faculty or program thresholds for admission which may vary from year to year.
2. An admission average or interim admission average will be calculated where all Grade 12 courses required for admission have been completed or are in-progress and all required verifiable or official final or interim course grades are available to the University.
3. Admissions averages or interim admission averages shall be based on at least four (4) Grade 12 courses (or the Grade 11 course equivalents under this policy) as specified for the program.
4. Where available, final or interim course grades for Grade 12 courses shall be used in calculating an admission average or an interim admission average; however, notwithstanding point 2. above, should one or more of the required Grade 12 courses not have a final or interim course grade at the time of academic assessment, the final course grade for one or more appropriate Grade 11 courses will be substituted into the calculation of the interim admission average as follows:
 - a. for specified Grade 12 courses (English 12/English 12 First Peoples for all programs, or prerequisite Mathematics or Science courses for some programs), a final course grade for a Grade 11 course in the same subject-area shall be substituted; and,
 - b. for other Grade 12 courses, a final course grade for a Grade 11 course may be substituted so long as the course meets the criteria for inclusion as a secondary school course in an admission average but is at the Grade 11 level, and is not in a subject area that is already being used in the calculation of the admissions average.
5. Grade 11 courses that may be substituted for Grade 12 courses shall be set out in the procedures to this policy by the Responsible Committees.
6. Offers of admission based on interim admission averages that include one or more final course grades for Grade 11 courses and/or interim course grades for Grade 12 courses are conditional subject to the satisfactory completion of all required courses

and the meeting of any requirements referenced in the letter of admission. Failure to meet any of the requirements referenced in the letter of admission may result in the withdrawal of the offer of admission.

7. Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis, and faculty thresholds may be higher than the published University minima.
8. Offers of admission for applicants who fail to meet the referenced conditions will be reviewed by the admitting faculty on a case-by-case basis.
9. When English 12/English 12 First Peoples is in progress at the point of evaluation, an interim course grade shall be used in the calculation of the interim admission average.
10. When English 12/English 12 First Peoples has been completed at point of evaluation, the admission average or interim admission average is calculated on whichever is the higher of the English 12/English 12 First Peoples final grade (weighted 60% course grade and 40% examination grade) or course grade alone.
11. In cases where a significant discrepancy exists between the English 12/English 12 First Peoples course grade and the examination grade, the University reserves the right to use the examination grade only. A significant discrepancy is determined by a difference of no less than 20% between the English 12/English 12 First Peoples course grade and the examination grade.
12. The Responsible Committees shall set out the timing for admission decisions for admission to direct-entry undergraduate programs as a procedure to this policy.

Appendix C: Policy J-53

Please see the Secretary for the formal version of Policy J-53. The following is an excerpt of the key text:

1. The admission average is normally determined by the mean grade achieved over Grade 12 courses (or equivalents) required for admission, calculated by the University, including prerequisite Grade 12 courses, to determine relative academic competitiveness. For some international curricula, the University shall consider the assessment of the applicant's entire credential as the admission average used to determine relative academic competitiveness.
2. In addition to considering the admission average, the University may also consider the grades in individual prerequisite Grade 12 courses as specified by the admission requirements of – and thresholds set by – the particular faculty to determine an applicant's relative academic competitiveness. Applicants with prerequisite Grade 12 course grades that fall below the faculty-set thresholds may not be deemed competitive for admission.
3. Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis and may include thresholds for the applicant's final admission average and/or their final grades on prerequisite Grade 12 courses.
4. Students admitted based upon an interim admission average who fail to meet the faculty-set competitive thresholds for either the final admission average or the final prerequisite Grade 12 course grades will be reviewed by the admitting faculty on a case-by-case basis and may have their offer of admission revoked.

Appendix D: Admissions Summary

Changes to admission requirements:

Bachelor of Arts – Readmission Requirements

Specification that students who are required to withdraw before completing 54 or fewer Arts-eligible credits can qualify for readmission by completing a detailed amount of work at a BC college or similar institution and attaining an overall G.P.A. of 3.0 or 73%.

Bachelor of Science in Natural Resources Conservation – Admission to the Program

Change to alerts applicants who follow programs covered by affiliation agreements between the Faculty of Forestry and other academic institutions, and who otherwise meet the Natural Resources Conservation program's requirements for admission, that they are eligible for registration in third year of the program and will receive a block transfer of credits.

Doctor of Medicine – Changes in the Admissions Process for Aboriginal applicants

Change to numbers of reference letters required; aboriginal applicants invited for interview already provide three letters of reference, as do all interviewed applicants to the M.D. Undergraduate program, and it is often difficult for them to obtain two additional letters. Therefore, this requirement is being removed. In addition, the "Aboriginal Programs Coordinator" is being renamed the "Aboriginal Student Initiatives Coordinator" to better reflect the work that the incumbent performs.

Bachelor of Science in Nursing – Post-Acceptance Requirements

Change to note that Health Authorities have implemented new policies related to vaccine-preventable communicable diseases and may ask for proof of immunization status. Therefore, UBC School of Nursing students must now make available proof of immunization status upon request. In addition, newly admitted students will be required to complete a Criminal Record Check, Cardio-Pulmonary Resuscitation – Health Care Provider certification and N95 mask fitting test.

Faculty of Graduate Studies – Admission changes to the calendar entry for the Ph.D and the M.Sc. in Astronomy

Correction to the direct transfer credit requirements

Bachelor of Science – Changes to General Information on Admission and Transfer

Reorganization of the admissions section to help clarify the requirements as well as changes to the statement of the minimum number of credits required while registered in the program and the limits on credits that can be transferred into the B.Sc. degree. In addition,

the section on applying to pursue a second bachelor's degree in a discipline distinct from that of applicants' first degree has been added for greater clarity.

Faculty of Graduate Studies – Admission change to the calendar entry for the Ph.D. and the M.A.Sc. in Geological Engineering

Change relates to applicants having to meet the requirements set by the Faculty of Applied Science.

Appendix E: Master of Laws in Taxation

New Degree:

Master of Laws in Taxation (LL.M. in Taxation)

New Courses:

LAW 561 (2) d Fundamental Concepts in Tax Law
LAW 562 (3) d Taxation of Corporations and Shareholders
LAW 563 (3) d Taxation of Partnerships and Other Flow-Through Entities
LAW 564 (3) Taxation of Trusts and Estates
LAW 565 (4) d International Taxation
LAW 566 (4) d Tax Law and Policy Workshop
LAW 567 (3) Tax Administration and Dispute Resolution
LAW 568 (1-4) d Topics in Taxation
LAW 569 (1-4) d Topics in International Taxation

Appendix F: Curriculum Summary

Faculty of Applied Science

New Courses:

APSC 461 (3)
APSC 462 (3)
CIVL 492 (1-6)c
CPEN (new course code)
EECE 409 (10)
EECE 429 (10)
EECE 439 (10)
EECE 469 (10)
IGEN 340 (3)
MECH 454 (6)

Program Changes:

Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer Engineering > Computer Engineering > Fourth Year
Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer Engineering > Electrical Engineering > Fourth Year
Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer Engineering > Biomedical Engineering Option > Fourth Year
Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer Engineering > Electrical Energy Systems Option > Fourth Year

Faculty of Arts

New Courses:

ANTH 307 (3/6)d
ANTH 308 (3/6)d
ANTH 421 (3/6)d
ANTH 472 (3)
ASIA 326 (3)
ASIA 396 (3)
ASIA 408 (3)
JAPN 419 (3)
JAPN 452 (3)
HIST 202 (6)
HIST 259 (3)
HIST 391 (3)
HIST 394 (3)
HIST 395 (3)

HIST 398 (3)
HIST 491 (3)
PHIL 364 (3)
GRSJ (new course code)

Program Changes:

Faculties, Colleges, and Schools > Vancouver School of Economics
Gender, Race, Sexuality, and Social Justice Undergraduate Program

Faculty of Dentistry

New Course:

DHYG 325 (3)

Faculty of Graduate Studies:

Arts:

New courses:

ARST 565 (3)
ARST 580 (3)
JRNL 548 (6)
VISA 583 (3/6)d

Program name change:

Gender, Race, Sexuality, and Social Justice Graduate Program

Education:

New course:

LLED 523 (3)

Forestry:

Changed course:

FRST 557 (6)

Program change:

Faculty of Graduate Studies > Master of Sustainable Forest Management

> Program Requirements

Law:

New courses:

LAW 506 (3)
LAW 507 (4)
LAW 508 (3-4)d
LAW 509 (3)

Medicine:

New courses:

RHSC 512 (3)
SPPH 556 (3)

Science:

New courses:

ASTR 509 (3)
ATSC 507 (3)
BIOF 540 (1-3)d
GSAT 540 (1-3)d

Changed course:

PHYS 536 (3)

Land and Food Systems:

New Courses:

APBI 265 (3)
APBI 365 (6)
APBI 465 (3)

Parchment Changes:

Applied Biology
Food, Nutrition and Health
Global Resource Systems

Faculty of Law

Program Changes:

Faculty of Law > Juris Doctor > Degree Requirements

Faculty of Law > Juris Doctor > Combined Juris Doctor with Master of Arts in Asia
Pacific Policy Studies

Appendix G: Awards Summary

New Awards:

Harvey CRUTE Memorial Bursary – Bursaries totalling \$7,200 have been endowed by the Estate of Gladys Andree Crute in memory of her husband, Harvey Crute. Both Gladys and Harvey Crute loved to learn and took courses when they were well into their eighties. The awards are adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

Dave CURREY Award in Applied Biology – Awards totalling \$12,500 are offered by H. David Currey, BAsC (Agricultural Engineering) 1950, for students in their second, third, or fourth year pursuing an undergraduate degree in Applied Biology in the Faculty of Land and Food Systems. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, extracurricular activities or community service. Preference will be given to students demonstrating financial need. No individual award shall exceed \$4,000. Awards are made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2012/2013 Winter Session)

Scott DICKENS RBC Thunderbird Swimming Award – One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Swim Team 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 in the 2013/2014 Winter Session)

Sean GILBERT - MacKay LLP Memorial Award - In honour of Sean Gilbert, BCom 1988, a Chartered Accountant at MacKay LLP for 25 years, a \$2,000 award has been endowed by family, friends and colleagues, and supported by the Chartered Accountants' Education Foundation of BC. The award is a tribute to Sean and recognizes his legacy of selflessness, mentorship, and commitment to excellence in professional practice and education. To be considered, candidates must be in either the third or fourth year of study in the accounting option of the Sauder School of Business with plans to pursue the Chartered Accountant designation. Students must exhibit strong academic standing, leadership amongst his or her peers, and proven athletic and/or artistic capabilities. The award is made on the recommendation of the Sauder School of Business. (Award Available in the 2013/14 Academic Session)

GLOBAL Health Travel Award – Awards totalling \$1,500 have been endowed to provide financial support to one or more fourth-year MD undergraduate students to offset the travel costs of participation in a global health elective. Recipients will demonstrate a commitment to global health across the four years of the MD undergraduate program and must participate in an elective site where there is mutual benefit for the student and the host community. Applications must include a CV and a personal letter describing the applicants' global health involvement and reasons for selecting the elective site. Awards will be made on the recommendation of the Head, Division of Global Health. (First Award Available in the 2013/14 Winter Session)

Eleanor GRAY Memorial Scholarship in Music – A \$1,050 scholarship for an outstanding undergraduate or graduate student in the School of Music studying voice, piano or stringed instruments has been endowed by UBC alumnus Douglas A. Gray (BA'67, LLB'77) in loving

memory of his mother. Eleanor Gray (1900-2001) was a pianist and singer who actively pursued her joy in music throughout her life – from her first piano lesson at age six to the age of 101 – and inspired a love for music in those around her. Eleanor graduated from the University of Toronto and attained her ATCM in piano from the Toronto Conservatory of Music (now the Royal Conservatory of Music). Her joy of life, keen intellect, inquiring mind, positive and encouraging attitude, and infectious enthusiasm made her a warm and loyal friend to all who knew her. The award is made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/14 Winter Session)

Douglas H JOHNSTON Bursary in Dentistry - A \$1,000 bursary is offered by UBC Dentistry to a dental student who demonstrates financial need, with preference that the student be enrolled in the Pediatric Dental Program. The bursary is in honour of Professor Emeriti Dr. Doug Johnston, whose extraordinary dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. The award is adjudicated by Enrolment Services. (First Award Available in the 2012/2013 Winter Session)

Prem KALIA Memorial Bursary – A \$1,000 bursary is offered by Ramni Daisy Kalia in memory of her father, Prem Kalia. Born in India in 1935, Mr. Kalia dedicated his life to giving back to the community. After receiving advanced education in science, he pursued a career in health education through the World Health Organization. He and his wife, Ramesh, had three children. They immigrated to Canada in 1994. Mr. Kalia spent his retirement in Vancouver, and passed away in 2011. The family always supported those who were less fortunate and made charitable donations to health and education. The bursary is awarded to a deserving student in any discipline, faculty or year of study, who is in financial need. The award is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

Norah MANSELL Music Scholarship – Scholarships totalling \$16,450 have been endowed by the Estate of Norah Mansell. The scholarships are available to deserving students enrolled in the School of Music. Music was an important part of Ms. Mansell's life as she was a member of the Bach Choir and Cantata Singers during her lifetime. The awards are made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

MILLER Thomson Foundation Entrance Scholarship - Eight entrance scholarships of \$3,000 each are offered by the Miller Thomson Foundation to an outstanding student entering the University directly from high school with high academic standing who demonstrates leadership or a commitment to service. To be considered, candidates must be either Canadian citizens or permanent residents and may be entering any undergraduate program within the University. Awards are adjudicated by Enrolment Services. (First Award Available in the 2013/14 Winter Session)

Ronnie MILLER Graduate Scholarship in Personalized Medicine – A \$10,000 scholarship is offered jointly by Rx&D and Roche to an outstanding graduate student in the Department of Biochemistry and Molecular Biology who excels in the field of personalized medicine. This award has been established in honour of Mr. Ronnie Miller, past Chairman of the Rx&D Board of Directors (2010) and President & CEO, Hoffmann-La Roche Limited. The award is made on the recommendation of the Department of Biochemistry and Molecular Biology, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Charles NESBITT Memorial Bursary in Mechanical Engineering – Bursaries totalling \$5,000 have been funded by the Charles Frederick Nesbitt Trust for students in the Department of Mechanical Engineering. Charles Frederick Nesbitt graduated from UBC in 1950 with a degree in Mechanical Engineering. Mr. Nesbitt passed away on April 1, 2010 in Long Beach, California. Awards are adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

RANDOM House/Hazlitt Award in Creative Writing – Awards totalling \$10,000 are offered by Random House of Canada for students in any year of study pursuing a Bachelor of Fine Arts or Master of Fine Arts degree in the Creative Writing Program. The awards are made on the recommendation of Creative Writing Program faculty members in the Faculty of Arts and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/2013 Winter Session)

SANDERSON Family Service Award in Arts - A \$1,000 service award is offered by UBC alumnus Aaron Sanderson (BA '09, MA '12) for a student in the Faculty of Arts of the UBC Point Grey Campus who demonstrates academic achievement, leadership and service to create a better community. Recommendations are made by the Faculty of Arts. (First Award Available in the 2013/14 Winter Session)

Dr. John Leonard SNYDER Memorial Chemistry Bursary – Bursaries totalling \$1,000 have been endowed by the Estate of Dr. John Leonard Snyder. The bursaries are offered to students in the Department of Chemistry. Dr. Snyder was born in Vancouver and obtained both his Bachelor of Arts (Chemistry) and his Master of Science (Chemistry) at UBC. Awards are adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

Brian TSUJI Graduating Award in Law – A \$1,000 academic award is offered to the student who has contributed the most to student affairs during their three years at law school. Recommendation is made by the Faculty of Law. (First Award Available in the 2012/2013 Winter Session)

UBC Law Student Emergency Award - The UBC Law Student Emergency Award has been established to assist students in the J.D. program who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services. (First Award Available in the 2012/2013 Winter Session)

John Douglas WATERFIELD Bursary in Dentistry - A \$1,000 bursary is offered by UBC Dentistry to a DMD candidate who demonstrates financial need. The bursary is in honour of Professor Emeriti Dr. Doug Waterfield, whose extraordinary dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. The award is adjudicated by Enrolment Services. (First Award Available in the 2012/2013 Winter Session)

Elliot WEISGARBER Memorial Scholarship in Music – Scholarships totaling \$1,000 are offered by the Estate of Bethiah Caroline Weisgarber. Mrs. Weisgarber was the widow of Elliot Weisgarber, UBC music professor from 1960 to 1984 well-known as a composer and as the founder of the School of Music's ethnomusicology program. The Weisgarbers were active members of the Vancouver classical music community for 40 years. The scholarships are available to deserving School of Music

students with preference first to those studying clarinet (Mr. Weisgarber's principal instrument), and secondly to those studying other woodwind instruments. The awards are made on the recommendation of the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

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

#150 – Malcolm T. McEachern Vancouver Coastal Health Prize: Two prizes of \$1,000 each are awarded by the Vancouver Coastal Health Prize to honour Malcolm T McEachern and to encourage leadership in health administration. As a physician, administrator and public health official, Dr. McEachern had one major goal: to provide better quality care for the patient through increased efficiency of hospital administration. The prizes are awarded to full-time students in the Health Administration program who demonstrate the best management skills and innovation in hospital efficiency. The awards are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate Studies.

How amended: Increase in award value, change in donor name, change in criteria by removing summer clerkship requirement, and change in adjudicating department/school.

#4416 – Arthur Whitehead Memorial Science One Achievement Scholarship: A \$1,000 scholarship has been endowed in memory of Arthur Whitehead for outstanding students entering the Science One Program. The award is made on the recommendation of the Science One teaching team in consultation with the Director of the Science One Program.

How Amended: Included the word "Achievement" in the title.

#1270 - Chinese Railroad Workers Commemorative Scholarship in Chinese Canadian History: A \$1,500 scholarship is provided by the Foundation to Commemorate the Chinese Railroad Workers in Canada to a graduate student in the Department of History. Students must be either Canadian Citizens or Permanent Residents of Canada. Preference will be given to students who are focusing their research on the contributions of the Chinese community in building the Canadian railroad. The scholarship is made on the recommendation of the Department of History in consultation with the Faculty of Graduate Studies.

How amended: inserted "Chinese Canadian" in the title, and included the preference that the award goes to students who are focusing their research on the contributions of the Chinese community in building the Canadian railroad.



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8 March 2013

From: Senate Academic Policy Committee

To: Senate

RE: The transfer of graduate programs from the College for Interdisciplinary Studies to Faculties, and the closure of the College

Motion:

The Senate Academic Policy Committee recommends the following:

“That Senate approve and recommend to the Board of Governors the following effective September 1, 2013:

- 1. That administration of the Bioinformatics Graduate Program be transferred from the College of Interdisciplinary Studies to the Faculty of Science*
- 2. That administration of the Cell and Developmental Biology Graduate Program be transferred from the College of Interdisciplinary Studies to the Faculty of Medicine*
- 3. That administration of the Genetics Graduate Program be transferred from the College of Interdisciplinary Studies to the Faculty of Medicine*
- 4. That administration of the Genome Science and Technology Program be transferred from the College of Interdisciplinary Studies to the Faculty of Science*
- 5. That administration of the Interdisciplinary Oncology Graduate Program be transferred from the College of Interdisciplinary Studies to the Faculty of Medicine*
- 6. That administration of the Neuroscience Graduate Program be transferred from the College of Interdisciplinary Studies to the Faculty of Medicine; and,*
- 7. That administration of the Master Software Systems Program be transferred from the College of Interdisciplinary Studies to the Faculty of Applied Science*

and,

That the College for Interdisciplinary Studies be disestablished effective October 01, 2013”

Background:

The College for Interdisciplinary Studies (CfIS) was established by Senate in 2006. Senate mandated an external review of CfIS that was completed in December 2010. After extensive consultation the Provost decided to change the structure and mandate of CfIS. On February 15, 2012, the Senate approved these changes. The new mandate of CfIS was to encourage, enable, and support interdisciplinarity campus-wide in collaboration with Faculties, but not to contain units holding faculty appointments. This motion, and subsequent motions dated March 14, 2012 and May 16, 2012 transferred 11 CfIS units to Faculties. CfIS continued to hold interdisciplinary graduate programs.

The transfer of CfIS research units to Faculties has been very successful. Faculties benefit from the additional teaching and research opportunities provided by the presence of embedded interdisciplinary research units. In Faculties, the former CfIS units retain autonomy, and are better integrated with interdisciplinary units within and among Faculties. The units benefit from the wider and deeper administrative and operations support in Faculties. After extensive consultation, it was agreed that the interdisciplinary graduate programs in CfIS should also be transferred to Faculties as a way to better support graduate students.

Following the successful transfer of these programs to Faculties, there is no strong rationale for the continued existence of CfIS. The Provost has appointed an Associate-Provost Academic Innovation, whose joint roles are to support interdisciplinary units campus-wide including the graduate Colleges (Green and St. John's), and to take innovative academic projects from vision to implementation.

In response to the external reviews of CfIS and Faculty of Graduate Studies, and the consultations that followed with the Deans of Applied Science, Arts, Medicine, and Science, the Committee concurs with the Provost's recommendations that graduate programs be transferred to Faculties and CfIS closed.

We acknowledge that the closure of CfIS has implications for the composition of the Senate in that currently, the Principal, two faculty representatives and one student from CfIS are represented. Furthermore, when the CfIS representatives were added to the Senate, additional seats were added for convocation Senators were added to balance the Senate constituencies. The Senate Nominating Committee is aware of these issues and will be considering any requisite changes the composition of Senate prior to the close of this triennium.

Attached please find the following documents in support of this proposal:

Appendix A	Proposal to close the College for Interdisciplinary Studies
Appendix B	Review of the Consultative Process
Appendix C	Proposal to transfer administrative oversight of the Bioinformatics Graduate Program to the Faculty of Science
Appendix D	Proposal to transfer administrative oversight of the Cell and Developmental Biology Graduate Program to the Faculty of Medicine
Appendix E	Proposal to transfer administrative oversight of the Genetics Graduate Program to the Faculty of Medicine
Appendix F	Proposal to transfer administrative oversight of the Genome Sciences and Technology Graduate Program to the Faculty of Science
Appendix G	Proposal to transfer administrative oversight of the Interdisciplinary Oncology Program to the Faculty of Medicine
Appendix H	Proposal to transfer administrative oversight of the Neuroscience Graduate Program to the Faculty of Medicine
Appendix I	Proposal to transfer administrative oversight of the Master of Software Systems Program to the Faculty of Applied Science

Appendix A:

Proposal to transfer graduate programs to Faculties and to close the College for Interdisciplinary Studies (CfIS)

Executive Summary

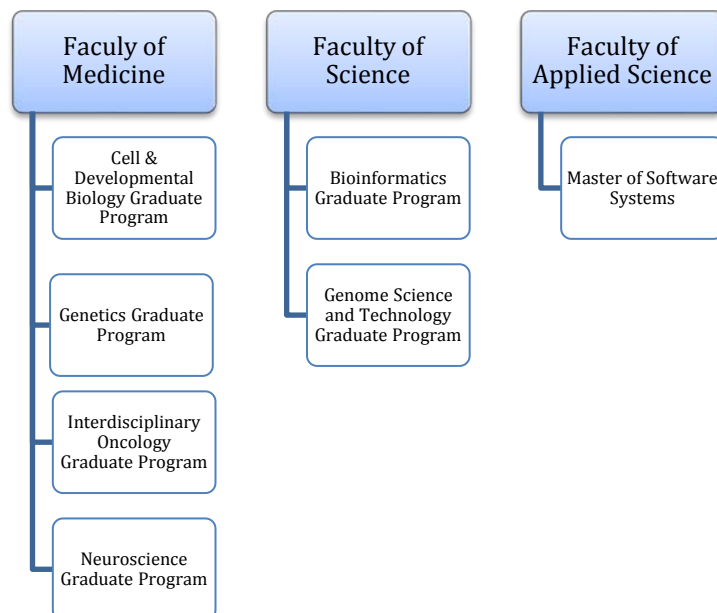
In the spring of 2012, Senate approved changes to the mandate and structure of CfIS, including the transfer of 11 research units to Faculties. The transfers were complete by July 1, 2012. These transfers have benefitted both the units and receiving Faculties. Following the transfer of research units, CfIS had two remaining mandates: 1) to serve as an administrative home for several interdisciplinary graduate programs that were not attached to a specific department; and 2) campus-wide support of interdisciplinary initiatives.

Seven graduate programs remained in CfIS (Bioinformatics, Cell and Developmental Biology, Genetics, Genome Sciences and Technology, Interdisciplinary Oncology, Neuroscience, and Software Systems). The Provost asked the Principal of CfIS to consider whether the independent graduate programs could be transferred to new administrative homes. Discussions ensued with students, graduate program directors, and Deans. There was general support for transferring CfIS graduate programs to Faculties with strong academic and research ties to the individual graduate programs.

The Provost, in consultation with Deans, has explored how best to support interdisciplinarity at UBC going forward. On July 1, 2012, the Principal of CfIS, Hugh Brock, took on the additional role, of Associate-Provost Academic Innovation. Dr. Brock is responsible for supporting existing interdisciplinary units and initiatives at UBC, and for the implementation of high priority interdisciplinary ideas that have broad support at UBC.

We propose transferring administrative oversight of the graduate programs from CfIS to the allied Faculties effective September 1, 2013. We also propose that CfIS be closed, its roles in supporting interdisciplinarity be assumed by the Associate-Provost Academic Innovation, and the position of Principal of CfIS be terminated effective October 1, 2013.

Proposed Transfers of Administrative Responsibility of CfIS Graduate Programs



Rationale

1. Benefits to the University

The University is committed to supporting interdisciplinary approaches across UBC Vancouver to achieve its goal of being a global leader in interdisciplinary research and learning. Interdisciplinary research grapples with complex issues, makes new connections, and solves important societal problems that affect local, national, and international communities that lie at the core of the commitments in *Place and Promise*, including student learning, research excellence, and community and international engagement.

The Provost and Deans recognize the benefits that have accrued to the research units formerly in CfIS following transfer of the units to the Faculties. The former CfIS units receive better administrative and operations support, are not separated from interdisciplinary initiatives within Faculties, and have higher visibility inside and outside the university. Interdisciplinary research is inherently engaged with the community, is team-based and collaborative, and deals with important problems, and thus augments the existing strength of Faculties.

Building on these positive steps, it is reasonable to transfer CfIS graduate programs to Faculties so that they can receive similar benefits. Decisions on which Faculty represented the best home for each program were discussed by Deans and Directors and were based on recognition of existing relationships between the programs, and Faculties.

Closure of CfIS recognizes the role of Faculties in supporting innovation and interdisciplinarity at UBC, and addresses the perception that Faculties are not innovative. Moving support and oversight for interdisciplinarity from the College to the Provost's Office

provides more effective, unified, practical and visible ways to implement innovative ideas at the University. Placing responsibility for interdisciplinarity and innovation in the Provost's Office allows full-time support and consistent, unified coordination of university initiatives in partnership with the Faculties. The University will be better positioned to support interdisciplinary teaching and research, and increase opportunities and connections across campus, and with the community. Thus, closure of CfIS will increase UBC's current strength in interdisciplinarity and innovation.

2. Benefits to Students

The Faculties of Science, Medicine and Applied Science all have an Associate Dean responsible for Graduate Studies who looks after interests of graduate students, compliance with internal and external policies, how to improve the student experience, and provide support and training for graduate assistants and teaching assistants. Students will benefit from this additional level of support.

The Faculty of Graduate Studies provides academic oversight of graduate programs. Thus the graduate program name, awarding faculty, and program requirements are unchanged.

The path via which students resolve general issues remains essentially unchanged as well except that the Principal's Office in CfIS is replaced by the Dean's Office in the new Faculty home.

The pathway for resolution of general student issues remains unchanged:



For Grade Appeals, the pathway for resolution of grades issues remains unchanged:



Similarly, the pathway for both Category 1 and Category 2 curriculum changes remains the same except that the CfIS Curriculum Committee is replaced by the Curriculum Committee in the new Faculty home.

The pathway for Category 1 curriculum changes:



The pathway for Category 2 curriculum changes:



Ongoing funding will be transferred from CfIS to the Faculties to ensure the continuation of graduate program assistant positions, student activities and teaching assistantships. In addition to the resources transferred with the graduate program, for students there will be increased opportunities for teaching assistantships, financial support administered by the Faculty. Graduate students in former CfIS programs, and currently in the Faculties will gain from the increasing focus on interdisciplinary approaches to learning that will increase research and funding opportunities for students. Graduate students from interdisciplinary graduate programs can provide a wealth of opportunities for undergraduate students to experience interdisciplinary studies, and gain access to community service learning.

The CfIS Graduate Student Association (GSA) is an active student association that has made great strides in enhancing the experience of interdisciplinary students. The GSA advocates on behalf of interdisciplinary graduate students to the greater UBC community and facilitating matching of students who wish teaching assistantships with opportunities. The GSA is a voice for interdisciplinary graduate students in Senate and publishes a high-quality student-run interdisciplinary journal. The CfIS GSA is proactively exploring options for extending their ability to support all interdisciplinary students on campus. The most likely outcome is that the CfIS GSA will form an Interdisciplinary GSA as a subsidiary the Graduate Student Society.

3. Strategic Opportunities

The Associate-Provost Academic Innovation will provide effective, practical academic leadership, and will support and coordinate implementation of high priority academic projects at UBC, to enhance the University's reputation for innovation and interdisciplinarity. The Associate-Provost Academic Innovation will play a key role in consulting with the University community, discovering the issues, and building consensus for effective solutions. The University has no effective mechanism for supporting new academic ideas that arise from individuals or small groups. Having a single point of contact, and a strategy to support startup innovation projects will increase the University's ability to innovate.

4. Resource management and efficiency

The Provost's office has highly skilled staff that will support all aspects of the role of the Associate-Provost Academic Innovation. The Associate-Provost can draw on resources found in all university offices, and can liaise with the Strategic Decision Support team which will increase the operational effectiveness of this position relative to the Principal of CfIS.

Physical context

With the closure of CfIS, and migration of the Office of the Associate-Provost Academic Innovation to the Provost's Office in Koerner, there will be space freed in the C.K. Choi building for others to use.

Appendix B:

Review of Consultative Process

The proposals under consideration transfer the administrative homes of graduate programs currently administered by CfIS to Faculties. In every case, students and program directors were consulted. There were several meetings and many e-mail exchanges with the Deans of possible receiving Faculties and Directors of potential receiving interdisciplinary units. Details of these follow.

Consultations with Students:

CfIS has an active and engaged Graduate Student Association (CfIS GSA) that served as an effective way to begin the student consultations. In Summer 2012, the Principal of CfIS advised the CfIS GSA Executive that moving the administration of the graduate programs to Faculties and closing CfIS would be under consideration in the coming months and asked for their input. The Principal first met with the CfIS GSA President in mid August and then broadened outreach to the student representatives of each CfIS graduate program, UBC Graduate Student Society (GSS) and the Alma Mater Society (AMS). Several productive and collegial meetings with these parties followed in the early fall. Throughout the process, the Principal kept students informed and sought their input, including sending multiple updates via e-mail; submitting a message to the CfIS GSA newsletter; and broadly distributed a question and answer memo addressing questions and concerns received from students. Further discussion of the transfer occurred at a forum of CfIS Directors and students in November 2012. In addition, Directors of graduate programs held town hall meetings with their students.

The students support a move of their programs to Faculties. The potential expanded opportunity for networks and collaborations along with greater access to teaching assistantships and other forms of financial support were widely appealing. The students voiced a wish to ensure that the advancements made by the CfIS Graduate Student Association were not diminished. Specifically, they wish to see the student-run journal they established continue.

Student consultations included the following specific events:

Individual/Group	Date	Form of Communication
GSA Executive	03-Aug-12	Memo
GSA President	16-Aug-12	Meeting: Hugh Brock, Alison Stuart-Crump & Chris Roach
GSS President, AMS President and Executive, Student Representatives from all CfIS Graduate Programs	30-Aug-12	Email with detailed information about possible changes and seeking input
Neuroscience Student Association	11-Sep-12	Meeting with Principal of CfIS
All Students	11-Sep-12	GSA electronic newsletter with updates
AMS, VP Students	12-Sep-12	Meeting with Principal of CfIS
GSS Executive	18-Sep-12	Meeting with Principal of CfIS

Individual/Group	Date	Form of Communication
GSA President	24-Sep-12	Email exchange
IOP Students	27-Sep-12	Meeting with Principal of CfIS
All Students	6-Nov-12	Email: memo on frequently asked questions and answers received from students
Graduate Program Directors and Student Representatives	8-Nov-12	Meeting: Open forum to discuss any concerns or questions
GSA President	10-Dec-12	Email exchange
GSA President	11-Dec-12	Email exchange
GSA President	21-Dec-12	Email exchange
MSS Students	21-Dec-12	Email from CfIS Principal and Director of MSS Program

Consultations with Deans, Program Directors, and Directors of the MSL, LSI, BRC, and BCCA

From the start of this process in July of 2012, the Principal and Program Directors communicated frequently. In early August, the Principal began meeting individually with the program directors of the following programs: Cell & Developmental Biology, Neuroscience, and Interdisciplinary Oncology. Where travel and other commitments made meetings with other Directors less feasible, conversations regularly took place by phone and e-mail during the period July 9, 2012 to February 6, 2013.

The Principal and Program Directors very carefully considered potential new homes for their programs and actively participated in discussions with CfIS, as well as Deans and others. In the late fall, Program Directors and students met in a town-hall meeting with the Principal of CfIS to jointly discuss transitions.

When considering potential new administrative homes, it made sense to consider the interdisciplinary centres or institutes most closely aligned with the program. Accordingly, the Directors of the Michael Smith Laboratories (MSL), the Life Sciences Institute (LSI), and the Brain Research Centre (BRC) were invited into the conversations early on and have been active and collaborative participants throughout the process. Several of the programs have very strong ties with the BC Cancer Agency, whose Vice-President Research has been involved in discussions from August onward.

The Deans of the receiving Faculties have also been engaged, helpful partners from the beginning of the process to identify the optimal administrative placement of the graduate programs. The Deans engaged in multiple discussions between the Principal, Program Directors, and the Directors of the MSL, LSI, BRC, and BCCA to facilitate agreement.

A recurring theme of all discussions was that wherever the programs were eventually situated, the strong and beneficial connections among these programs and between the programs and other interdisciplinary units should be maintained and enhanced. The proposed placement of these programs respects that shared goal.

Consultations included the following specific events:

Individual/Group	Date	Form of Communication
CFIS Graduate Program Directors	09-Jul-12	Email
Deans	09-Jul-12 & 24-Jul-12	Emails
Michael Smith Lab Director and Life Science Institute Directors	26-Jul-12	Email
Genome Science and Technology Graduate Program Directors	31-Jul-12	Phone conversation with Principal of CfIS
Michael Smith Labs Director	02-Aug-12	Meeting with Principal of CfIS
Cellular and Developmental Biology Graduate Program Director	02-Aug-12	Meeting with Principal of CfIS
Neuroscience Graduate Program Director	02-Aug-12	Meeting with Principal of CfIS
Life Science Institute Directors	03-Aug-12	Meeting with Principal of CfIS
Oncology Graduate Program Director	13-Aug-12	Meeting with Principal of CfIS
Dean of Faculty of Graduate Studies	15-Aug-12	Meeting with Principal of CfIS
Neuroscience Graduate Program Director and Director of Brain Research Centre	29-Aug-12	Meeting with Principal of CfIS
Dean of Medicine and Director of BCCA	29-Aug-12	Meeting with Principal of CfIS
Bioinformatics Graduate Program Director	19-Sept-12	Phone conversation with Principal of CfIS
Deans of Medicine, Science, and Graduate Studies; Associate Dean Graduate Education and Associate Dean Research (Medicine); Director, LSI; Head, Cellular and Physiological Sciences	02-Nov-12	Meeting with Principal of CfIS
Director of BCCA	05-Nov-12	Phone conversation with Principal of CfIS
Graduate Program Directors and Student Representatives	08-Nov-12	Meeting: Open forum to discuss any concerns or questions
CELL, GSAT & BIOF Graduate Program Directors	20-Nov-12	Email to each Directors
CfIS Directors	05-Dec-12	Email
Dean of Medicine and Science	07-Dec-12 & 10-Dec-12	Emails
CfIS Directors	11-Dec-12	Email
Neuroscience Graduate Program Director	14-Dec-12	Meeting with Principal of CfIS
Dean of Medicine, Director of BCCA	21-Jan-13	Meeting with Principal of CfIS and Denise Lauritano
Deans of Medicine & Science, Director of BCCA	29-Jan-13	Email
Sam Abraham	05-Feb-13	Meeting with Principal of CfIS

Appendix C

Proposal to transfer administrative oversight of the Bioinformatics Graduate Program to the Faculty of Science

Executive Summary

Bioinformatics Graduate Program (BIOF)

This interdisciplinary graduate program combines training in both biological and computational sciences with the objective of integrating bioinformatics with basic biology and health care.

The Faculty of Science oversees many interdisciplinary units on behalf of UBC, including the interdisciplinary Michael Smith Laboratories (MSL) and the Centre for High-Throughput Biology (CHiBi). The Bioinformatics program has significant ties to both the MSL and CHiBi as these units have many faculty members who teach and supervise students in the Bioinformatics graduate program. The Program also has strong links to Science's biological science departments (Botany, Microbiology & Immunology, Zoology) and the departments of Computer Science and Statistics.

We propose the following, effective September 01, 2013:

- Administrative oversight of the graduate program be transferred from CfIS to the Faculty of Science;
- All existing resources, including budget and staff and student appointments, be transferred with the program;
- The name of the program will remain unchanged and BIOF will remain autonomous with its own Director.

All elements are described below.

Rationale

1. The Faculty of Science is the natural fit for the BIOF program

The majority of faculty and students in the BIOF program are members of the MSL or CHiBi, and the departments of Computer Science and Statistics. The MSL focuses on molecular genetics, genomics and evolution, bioengineering. CHiBi combines investigators studying molecular biology, genomics, proteomics, and bioinformatics. Given the complementarity of research foci between BIOF, MSL and CHiBi, transferring the administrative oversight of the BIOF program to the Faculty of Science will be beneficial for all.

2. Benefits to the academic mission and organization of the BIOF program

Connections already exist between BIOF and the Faculty of Science, e.g. a number of faculty have affiliations with the Faculty of Science through their home departments and also through the MSL and CHiBi. This transfer will strengthen these relationships and provide both faculty members and students greater cross-disciplinary opportunities. The Faculty of Science has demonstrated exemplary leadership in stewarding interdisciplinary entities.

3. Benefits to the academic mission and organization of the Faculty of Science

BIOF is a growing graduate program and attracts high-quality students. Students share a common interest in the research of bioinformatics and bring with them experience, knowledge and skills from diverse backgrounds. Faculty members come from across the Faculties of Science, Medicine, Applied Science, and Land & Food Systems with established external relationships. The BIOF will strengthen external links to the Genome Sciences Centre at the BC Cancer Research Agency, and the Genome Science and Technology Graduate Program (GSAT).

4. Benefits to student and teaching experience

Faculty members in BIOF teach students from many other programs. Their students take courses and work with supervisors across UBC, many of who are associated with the Faculty of Science. Students will also have more opportunities to obtain teaching assistantships as they will be eligible to apply for positions in the Faculty pool.

5. Strategic Opportunities

Transferring BIOF to the Faculty of Science provides the opportunity to become a world leader in bioinformatics and computational biology, and further strengthen the departments of Botany, Computer Science, Microbiology and Immunology, Statistics, and Zoology by building on the beneficial relationship already established. With its strong linkages to the MSL and CHiBi, among others, we expect the BIOF program to continue to thrive in a new administrative home in the Faculty of Science.

Physical Context

BIOF is housed in the BC Cancer Agency at 100-570 West 7th Avenue, Vancouver and will remain there.

Appendix D

Proposal to transfer administrative oversight of the Cell and Developmental Biology Graduate Program to the Faculty of Medicine

Executive Summary

The Cell and Developmental Biology Graduate Program

The Cell and Developmental Biology Graduate Program (CELL) offers opportunities for advanced study and research in cell and developmental biology. The Program provides graduate students from diverse backgrounds with a critical understanding of the concepts, scientific fundamentals, and methodologies central to cell and developmental biology and provides opportunities for intensive training in specialized aspects of cell and developmental biology through thesis research.

The Faculty of Medicine is a natural fit for the CELL program as the faculty is already home to 19 departments, 2 schools, 6 research institutes, and 13 research centres. Among these research institutes is the Life Sciences Institute (LSI), a UBC Senate-recognized interdisciplinary Institute, which is jointly governed by both the Deans of Medicine and Science.

We propose the following, effective September 01, 2013:

- Administrative oversight of the graduate program be transferred from CfIS to the Faculty of Medicine;
- All existing resources, including budget, staff and student appointments, be transferred with the program;
- The name of the program will remain unchanged and CELL will remain autonomous with its own Director.

All elements are described below.

Rationale

1. The Faculty of Medicine is the natural fit for the CELL Program

Transferring the CELL program to the Faculty of Medicine is the most appropriate fit as it will enable the CELL program, its faculty and its students to be better integrated with the other interdisciplinary units within the Faculty. Because the CELL program is already physically housed within the Life Sciences Centre (LSC), the program is already integrated within the LSI environment, which provides a vibrant academic home that clearly articulates with the goals and objectives of the CELL program.

2. Benefits to the academic mission and organization of CELL

CELL is an interdisciplinary graduate program, with course instructors spanning the Faculties of Medicine, Science, and Dentistry. The majority of CELL faculty have their labs in the LSI; CELL is the graduate program for students within The Department of Cellular and

Physiological Sciences; and CELL students already actively participate in the LSI Student Association.

3. Benefits to the academic mission and organization of the Faculty of Medicine

Students and faculty currently associated with the CELL program are already great contributors to, and beneficiaries of, the vibrant environment in the LSC. With the many collaborations and strong ties, the transfer of the administration of the CELL program to the Faculty of Medicine will formalize a mutually beneficial relationship that has been healthy and growing for some time.

4. Strategic Opportunities

The reputation of the CELL program is growing, and thus it provides an important way to build closer ties with departments in Medicine, in hospitals, and Health Authority research institutes. In turn, this will increase the opportunity for new research partnerships, which will improve training opportunities for students.

Physical Context

CELL is currently housed in the Life Sciences Centre at 2350 Health Sciences Mall and will remain there after the transfer.

Appendix E

Proposal to transfer administrative oversight of the Genetics Graduate Program to the Faculty of Medicine and to close the program once all students have graduated

Executive Summary

The Genetics Graduate Program

First offered in 1983, the Genetics Graduate Program (GGP) is an interfaculty and interdepartmental graduate program bringing together students and around 100 professors from the faculties of Medicine, Science, Forestry, and Land and Food Systems.

However, with the exceptions of medical and evolutionary genetics, genetics is no longer a field of study and has become a tool used by all life sciences. Enrollment in the GGP began dropping precipitously around 2006 falling from 22 new incoming students in 2005 to 6 new incoming students by 2008. The last year of intake of new students was 2008 at which time there were 75 students in the program (52 PhD and 23 Masters). As of January 2013, there are 13 students (12 PhD and 1 Masters). We expect the last student to graduate by November 2014. Accordingly, we propose the transfer administrative oversight of this program to the Faculty of Medicine and recommend that the Faculty close the GGP after the last student graduates.

The Faculty of Medicine is home to a range of departments, schools, research institutes, and research centres with genetics embedded within most disciplines.

We propose the following, effective September 01, 2013:

- Administrative oversight for the graduate program be transferred from CflS to the Faculty of Medicine;
- All existing resources be transferred with the program;
- The name of the program will remain unchanged and that the GGP will remain autonomous with its own Director;
- The program will be closed once the last student has graduated by a proposal from the Faculty of Medicine to the Senate Curriculum Committee.

All elements are described below.

Rationale for Transfer of Administrative Oversight to the Faculty of Medicine

1. The Faculty of Medicine is the natural fit for the GGP

The Faculty of Medicine is the most appropriate fit for the GGP as the majority of faculty members and students in the GGP are already active members of the various departments and research groups/centres within the Faculty of Medicine. Transferring administrative oversight to Medicine will continue these natural links.

2. Benefits to the academic mission and organization of the Genetics Graduate Program

GGP students will benefit from opportunities to interact and collaborate with a wider range of faculty and students. The disciplines within the Faculty of Medicine, notably Molecular Biology and Biochemistry, Cellular and Physiological Science, Medical Genetics, and Neurology overlap very significantly with those of GGP members.

3. Benefits to the academic mission and organization of the Faculty of Medicine

Students and faculty currently associated with the GGP have been great contributors at advancing interdisciplinarity and innovation at UBC.

4. Benefits to student and teaching experience

GGP students will benefit from the wide range of student activities and associations run through the Faculty of Medicine and the opportunities to network with faculty members and other students from across the University.

5. Strategic Opportunities

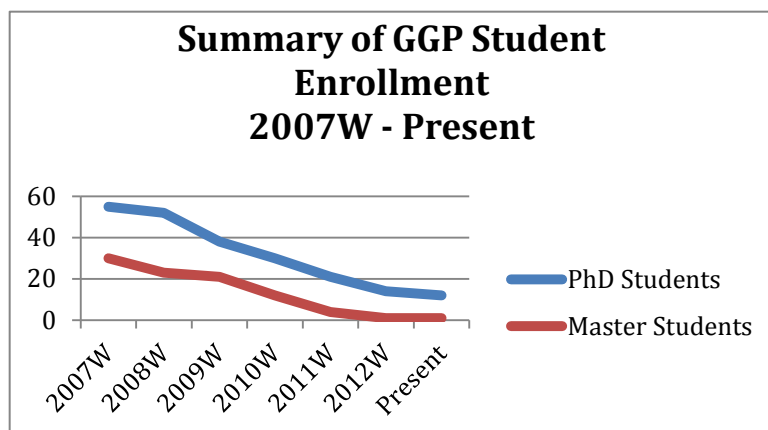
The associations established by GGP faculty members provide an important way to build closer ties with departments in Medicine, in hospitals, and with the Health Authorities.

Rationale for closing the GGP to further admissions in 2008

Genetics no longer exists as an academic discipline outside evolutionary and medical genetics. Most scientists use genetic tools (mutational analysis) to answer questions in their chosen discipline, the same way they use molecular biological, statistical, computation, or measurement tools. The former discipline of genetics has been subsumed by genome-wide studies, and by the increasing importance of epigenetics (environmental effects on gene regulation). There are very few Genetics departments remaining in North America, and none in Canada. There are very few Genetics departments remaining in North America, and none in Canada. Given that the field had changed, universities are closing Genetics department, and good students were no longer applying to the GGP, it was logical to close the GGP.

Rationale for closing the GGP when the last student(s) has completed all degree requirements

The GGP accepted its last intake of new students in 2008. At that time, there were 75 students in the GGP (52 PhD and 23 Masters). As of January 2013, there are 13 students (12 PhD and 1 Masters).



We expect the last student to graduate by November 2014.

Students with an interest in genetics wishing to pursue a graduate program find opportunities with the Genome Science and Technology Graduate Program and the Cell and Developmental Biology Program. These programs are truly interdisciplinary and offer students interested in genetics the opportunity to apply their experience and skills to boarder applications and fields and to affiliate with faculty and researchers with varied backgrounds and interests. Other genetics-related disciplines available to students include programs offered by Departments of Biochemistry and Molecular Biology, Botany, and Medical Genetics, Microbiology and Immunology, and Zoology. Therefore it is reasonable to propose closing the GGP when the last student completes all degree requirements.

Physical Context

The Genetics Graduate Program is currently housed in the CfIS Principal's Office located in the C.K. Choi Building at 1855 West Mall, but will transfer to the Life Science Centre after the transfer.

Review of Consultation Process regarding closing the GGP

In July 2008, the Director of the GGP consulted with the Principal of CfIS and Associate Principal of CFIS, who convened a meeting with the Directors of the Genetics, Oncology and Cell Biology and Development graduate programs. In addition, The Director of the GGP consulted with the Director of the Bioinformatics Graduate Program, the Director of the Genome Sciences Centre, and the Director of the Centre for High Throughput Biology (CHiBi). The Director of the GGP twice surveyed GGP faculty asking for opinions and comments, and 73% recommended closure of the GGP.

The Director of the GGP also emailed all GGP students to notify them that the GGP would be closing for admission. At that time, students were offered the opportunity to continue their degree within the GGP or to transfer to a similar graduate program. It was recommended that any students who had already been admitted to candidacy remain within the GGP and those in their first years, if desired, transfer to another program. Of the 75 students in the GGP, 5 students chose to transfer to related programs.

Appendix F

Proposal to transfer administrative oversight of the Genome Science and Technology Program to the Faculty of Science

Executive Summary

Genome Science and Technology Graduate Program

The Genome Science and Technology Graduate Program (GSAT) is a multidisciplinary graduate program combining training in genomics, with intensive training in new leading-edge genome science technologies, such as high-throughput techniques that acquire information from DNA sequence, protein expression and interactions, and gene expression patterns to exploit information for a better understanding of biology.

The Faculty of Science oversees many interdisciplinary units on behalf of UBC, including the interdisciplinary Michael Smith Laboratories (MSL) and the Centre for High-Throughput Biology (CHiBi). Both the MSL and CHiBi have many faculty members associated with GSAT.

We propose the following, effective September 01, 2013:

- Administrative oversight for the graduate program be transferred from CfIS to the Faculty of Science;
- All existing resources, including budget and staff and student appointments, be transferred with the program;
- The name of the program will remain unchanged and GSAT will remain autonomous with its own Director.

All elements are described below.

Rationale

1. Faculty of Science is the natural fit for GSAT

The majority of faculty and students in GSAT are members of the MSL or CHiBi. The MSL focuses on molecular genetics, genomics and evolution, bioengineering. CHiBi combines investigators studying molecular biology, genomics, proteomics, and bioinformatics. GSAT also has close ties to the Departments of Botany, Computer Science, Microbiology and Immunology, Statistics, and Zoology. Given the complementarity of research foci between GSAT, MSL and CHiBi, transferring the administrative oversight of GSAT to the Faculty of Science will be beneficial for all.

2. Benefits to the academic mission and organization of GSAT

GSAT is an interdisciplinary graduate program, with faculty members and associates spanning the Faculties of Science, Medicine, Land & Food Systems, Forestry and Applied Science. In addition, connections already exist between GSAT and the Faculty of Science, e.g. a number of faculty members in GSAT have affiliations with the Faculty through their home departments and also through the MSL and CHiBi. This transfer will strengthen these

relationships and provide both faculty members and students greater cross-disciplinary opportunities. The Faculty of Science has demonstrated exemplary leadership in stewarding interdisciplinary entities.

3. Benefits to the academic mission and organization of the Faculty of Science

GSAT is a rapidly growing graduate program which attracts high quality students. Faculty members within the program come from across the Faculties of Science, Medicine, Applied Science, Forestry and Land & Food Systems with established external relationships. GSAT will strengthen external links to the Genome Sciences Centre at the BC Cancer Research Agency and the Bioinformatics Graduate Program.

4. Benefits to student and teaching experience

Faculty members in GSAT teach students from many other programs. Their students take courses and work with supervisors across UBC, many of who are associated with the Faculty of Science. Students will also have more opportunities to obtain teaching assistantships as they will be eligible to apply for positions in the Faculty pool.

5. Strategic Opportunities

Transferring GSAT to the Faculty of Science provides the opportunity to become a world leader in genomics. Transferring GSAT to the Faculty of Science provides the opportunity to strengthen and build on the beneficial relationship already established. With its strong linkages to the MSL and CHiBi, among others, we expect GSAT to continue to thrive in a new administrative home in the Faculty of Science.

Physical Context

GSAT is housed in the BC Cancer Agency at 100-570 West 7th Avenue, Vancouver and will remain there.

Appendix G

Proposal to transfer administrative oversight of the Interdisciplinary Oncology Graduate Program to the Faculty of Medicine

Executive Summary

The Interdisciplinary Oncology Program

The Interdisciplinary Oncology Program (ONCO) offers advanced study and research in a variety of fields relating to oncology. The goal of the program is to provide graduate students from diverse backgrounds with an education in disciplines relating to oncology, and to provide opportunities for intensive training in specialized aspects of oncology through thesis research.

The Faculty of Medicine is a natural fit for the ONCO program as the faculty is already home to a range of departments, schools, research institutes, and research centres with strong links to Oncology. Among these research institutes is the Life Sciences Institute (LSI), a UBC Senate-recognized interdisciplinary Institute, which is jointly governed by the Deans of Medicine and Science.

We propose the following, effective September 01, 2013:

- Administrative oversight of the graduate program be transferred from CfIS to the Faculty of Medicine;
- All existing resources, including budget, staff and student appointment, be transferred with the program;
- The name of the program will remain unchanged and that ONCO will remain autonomous with its own Director.

All elements are described below.

Rationale

1. The Faculty of Medicine is the natural fit for the ONCO Program

The Faculty of Medicine is the most appropriate fit for ONCO as the majority of faculty members and students in ONCO are already active members of the various departments and research groups/centres within the Faculty of Medicine. Transferring administrative oversight to Medicine will be beneficial for all.

2. Benefits to the academic mission and organization of the Interdisciplinary Oncology Graduate Program

With faculty members from across the Faculty of Medicine and students with research topics spanning the breadth of oncology, any formal association will significantly increase ONCO's ability to attract new domestic and international students, new faculty members, and new funding opportunities.

3. Benefits to the academic mission and organization of the Faculty of Medicine

Students and faculty currently associated with the ONCO program are already great contributors at advancing interdisciplinarity and innovation at UBC. Student enrollment in the ONCO program is increasing and continually attracts a range of high-qualified individuals from diverse backgrounds.

4. Benefits to student and teaching experience

ONCO students will benefit from the wide range of student activities and associations run through the Faculty of Medicine and the opportunities to network with faculty members and other students from across the University.

5. Strategic Opportunities

The reputation of the ONCO program is growing, and thus it provides an important way to build closer ties with departments in Medicine, in hospitals, and Health Authority research institutes. The Faculty of Medicine, the BC Cancer Agency, and the Oncology program regularly jointly consider strategic opportunities for the future.

Physical Context

The ONCO Program is currently located at the BC Cancer Research Centre located at 675 West 10th Avenue and will remain there after the transfer.

Appendix H

Proposal to transfer administrative oversight of the Neuroscience Graduate Program to the Faculty of Medicine

Executive Summary

The Neuroscience Graduate Program

The Neuroscience Graduate Program (NGP) offers a coordinated program of graduate studies leading to M.Sc. and Ph.D. degrees in Neuroscience. The objectives of the program are to educate graduate students as neuroscientists with intensive experience in at least one area of research, and to ensure that students in the program develop a broadly based knowledge of the neurosciences.

The Faculty of Medicine is a natural fit for the Neuroscience program as the faculty is already home to departments, institutes, and centers with strong links to Neuroscience. Chief among these is the interdisciplinary Brain Research Centre (BRC) whose Director reports to the Dean of the Faculty of Medicine. Most of the faculty members and students in the NGP are already members of the BRC or collaborate with BRC members.

We propose the following, effective September 01, 2013:

- Administrative oversight of the graduate program be transferred from CfIS to the Faculty of Medicine;
- All existing resources, including budget, staff and student appointment, be transferred with the program;
- The name of the program will remain unchanged and that the NGP will remain autonomous with its own Director.

All elements are described below.

Rationale

1. The Faculty of Medicine is the natural fit for the NGP

A strong partnership between the BRC, a recognized interdisciplinary research centre in the Faculty of Medicine, and the NGP already exists. The Faculty is committed to providing NGP students with an environment where they can obtain top-quality education and training. With these many collaborations and strong ties established, the transfer of the administration of the NGP to the Faculty of Medicine will formalize this mutually beneficial relationship that has been healthy and growing for some time.

2. Benefits to the academic mission and organization of the Neuroscience Graduate Program

Formal association of the NGP with the Faculty of Medicine will significantly increase the NGP's ability to attract new domestic and international students, new faculty members, and new funding opportunities. Faculty members in the NGP actively collaborate broadly across disciplines at UBC. This transfer will increase possibilities for research collaborations and team-based grants. The NGP will also benefit from opportunities for greater collaboration with researchers located off campus. NGP students and faculty will have opportunities to

attend and participate in a wide variety of journal clubs, seminars, research days, poster competitions, and research colloquia hosted by the BRC and the Faculty of Medicine.

3. Benefits to the academic mission and organization of the Faculty of Medicine

If administrative oversight of the NGP is transferred, the Faculty of Medicine will benefit from a formal association with the more than 100 faculty members and over 150 students now in the NGP, and will benefit from the experience and skills of the NGP students.

4. Benefits to student and teaching experience

The scale and collaborative nature of the Faculty of Medicine and the BRC will simplify cooperation and collaboration among graduate programs, with benefits to teaching and mentoring.

5. Strategic Opportunities

When the Djavad Mowafaghian Centre for Brain Health opens later this year, neuroscience, geriatric medicine, rehabilitation, mental health, and addiction initiatives, spanning neurodevelopment to neurodegeneration, with interdisciplinary and translational research will all be integrated in an unprecedented way. This integrated approach will help establish British Columbia as a world leader in brain health. Brain health is one of UBC's top emerging research domains so any formal relationship between the NGP and the Faculty of Medicine will actively benefit students, researcher and UBC's goals as outlined in *Place & Promise*.

Physical Context

The NGP is currently housed in the Kinsmen Laboratory of Neurological Research located in Detwiller Pavilion 2 at 2255 Wesbrook Mall. After the transfer, there is agreement-in-principle to move the administrative office of the NGP to be closer connected to the BRC.

Appendix I

Proposal to transfer administrative oversight of the Master Software Systems Program to the Faculty of Applied Science

Executive Summary

The Master of Software Systems Program

The Master of Software Systems Program (MSS) seeks to give students a broad understanding of software systems development and implementation. The MSS Program is taught by faculty members in the Institute for Computing, Information and Cognitive Systems (ICICS), from the departments of Electrical and Computer Engineering, and Mechanical Engineering in the Faculty of Applied Science, and Computer Science in the Faculty of Science.

Institute for Computing, Information and Cognitive Systems

The ICICS is a multidisciplinary research institute with a mandate to promote and conduct multidisciplinary research in advanced technologies. The Director of ICICS reports to a management committee comprising the Deans of Applied Science, Science, and Graduate Studies. The committee of Deans agreed that administrative oversight of the MSS program should be transferred to the Faculty of Applied Science because the majority of ICICS faculty and students come from that Faculty.

We propose the following, effective September 01, 2013:

- Administrative oversight of the graduate program be transferred from CfIS to the Faculty of Applied Science;
- All existing resources, including budget, staff and student appointments, be transferred with the program;
- The name of the program will remain unchanged and MSS will remain autonomous with its own Director.

All elements are described below.

Rationale

1. The Faculty of Applied Science is the natural fit for the MSS Program

The MSS is a professional degree, taught mainly by professors in the Faculty of Applied Science, with support from many Faculties across campus. The Dean of Applied Science is the lead Dean on the decanal oversight committee, so it is logical that the MSS be administered by that Faculty.

2. Benefits to the academic mission and organization of the MSS Program

The MSS program will benefit from interaction with disciplinary units within the Faculty of Applied Science and faculty members in the Faculty of Applied Science and ICICS are likely to welcome interaction with the MSS affiliates. In turn, this will increase the possibilities for research collaboration and group grants.

3. Benefits to the academic mission and organization of the Faculty of Applied Science

The university is the leading centre for study, design, and application of digital arts. MSS is poised to train students who will lead the province's digital economy. This exchange between the University and the community will assist the Faculty of Applied Sciences, Science, Law, Arts, Medicine, and the Sauder School of Business meet goals for student learning, research excellence, and community engagement.

4. Benefits to students and teaching experience

Students will benefit from co-supervision, access to state-of-the-art facilities, travel support, graduate scholarships, entrepreneurship workshops, and exposure to industry and other external organizations organized through ICICS and the Faculty of Applied Science. Integration within the Faculty of Applied Science will make MSS more visible to potential students.

5. Strategic Opportunities

Transferring the MSS program to the Faculty of Applied Science will further integrate interdisciplinary activity with the faculty and strengthen its relationship with ICICS.

Physical Context

The MSS program is currently located at the Koerner Library at 285 – 2366 Main Mall and will remain there.



March 8, 2013

From: Senate Academic Policy Committee
To: Senate
Re: Proposal for the Establishment of the UBC International College

Motion:

a. *“That Senate approve and recommend to the Board of Governors the establishment of the College, temporarily designated as the ‘International College’ as set out in Section (1) of the attached proposal, effective May 1, 2013;¹*
and,
b. That Senate approve the provisions for the Academic Regulation and Administration of the International Program of the College’ as set out in Section (2) of the attached proposal;
and,
c. That Senate approve the description of the College to be listed in the Academic Calendar as set out in Section (3) of the attached proposal.”

Background:

The attached document proposes the establishment of UBC’s International College that will offer a dynamic, transformational first-year educational experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America or Europe.

The goals of the College program include:

- (1) the expansion of the number and diversity of international students on campus;
- (2) the development of a living laboratory of scholarly teaching, using leading pedagogical, administrative and ethnological approaches to better understand how international students learn; and,
- (3) contributing to UBC’s financial sustainability.

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¹ A name for the College has been identified but is in the final process of being cleared through the Office of the University Counsel and other relevant parties. Once this process has been completed the name will be brought to Senate at the earliest opportunity.

Context

In response to a rapidly changing demographic and economic global landscape, and the unprecedented world-wide demand for higher education, the University of British Columbia will establish a College on its Vancouver campus to offer programs that broaden the capacity of the University to attract outstanding international students.

The International College will enable students from a wide variety of international school systems and with different linguistic and cultural backgrounds to have the opportunity to transition into UBC degree programs upon successful completion. While UBC currently welcomes international students to study at the University, programs in the International College are fundamentally different in that they will reach out to students who need additional time and instruction to qualify for direct admission to UBC. The establishment of this unit will allow UBC to broaden and diversify the catchment areas for the University's undergraduate student population, and strategically position the University to achieve present and future enrolment targets in a climate of intensified global competition.

The College will offer preparatory programs of foundational academic English language and first-year instruction to international students, within a framework of smaller classes, individualized instruction, and an on-campus residential experience. This Program will initially prepare students for entry to the Faculties of Arts and Science, and will expand to prepare students for entry into other Faculties as the Program matures. Program capacity will be further enhanced by investment in new purpose-built academic and housing infrastructure, expected to open in 2016.

Motivation

For UBC, the College will achieve three goals:

- To increase the diversity and number of international students.
 - To provide a forum for pioneering and assessing best practice pedagogical methods.
 - To enhance the University's fiscal sustainability.
1. In *Place and Promise*, UBC commits to creating “an exceptional learning environment that fosters global citizenship” and to this end has articulated ambitious goals to increase the number of international students on the campus and to attract students with a diversity of nationalities and experiences.

The University aspires to educate students for the 21st century who are prepared to lead in an increasingly globalized society, and having a student population drawn from around the globe is a core strategy in this vision. UBC students learn from their peers as well as in formal curricula settings and the interaction with students from around the world will provide domestic and international students alike with the opportunity to develop global perspectives. The benefits of this are both narrowly economic, as students are more readily employable when they have worked with others in teams with multiple perspectives, and more broadly educational as students appreciate the diverse backgrounds and viewpoints of all the planet's inhabitants.

UBC currently (2012) registers over 1,500 new international undergraduate students each year from over 100 countries. Roughly half of those students come from schools visited by UBC recruiting staff, and most of these are schools that offer an IB or other internationally recognized diploma.² Furthermore, the majority of international undergraduates come to UBC from just two countries, the US and China. In addition, today's international education industry is changing rapidly, with more competition from other universities in Canada, the US and the UK and from new educational providers emerging in Asia and the Middle East. Over-reliance on just two markets and the international schools market segment could put UBC's enrolment goals at risk, particularly given a sluggish world economy and the lingering recession impacting the US and Europe. In this context, indigenous schools in developing countries (such as Vietnam, Nigeria, Indonesia, and parts of the Middle East and Latin America) represent an untapped market for UBC. More broadly, UBC's goal of educating global citizens requires that the University attract students from a range of different countries rather than simply two. However, promising students coming to UBC from school systems in some of these countries would benefit from a more concentrated period of transitional support, given the greater differences between their system and ours, and the International College is being developed to provide this support.

2. The College will be a "living laboratory" which focuses on international students' cultural, social and academic transition into university. As such, it will develop leading-edge pedagogical, administrative and technological initiatives, which will be developed, tested and adopted within the College. These initiatives will also provide us with opportunities to examine our curriculum and pedagogy to better understand how students, international and domestic alike, learn.

² About a third of the incoming international students come from post-secondary institutions, and the remaining sixth are students from secondary schools that were not visited by ISI staff.

Amongst the areas where these benefits may accrue are (a) instructors working with English for Academic Purposes (EAP) staff, and taking those skills into all their classes; (b) the first year program providing the opportunity to develop an integrated curriculum, components of which may then be employed in UBC degree programs; (c) the cohort of students providing an opportunity for blended delivery, flipped classrooms, module courses and other practices.

3. The International Program is expected to return a surplus to the University, which will help the university to cover overhead costs. In addition, students who matriculate into UBC degree programs will bring revenues to the Faculties and the central budget.

UBC analyzed a number of alternative structures which could achieve these goals and concluded that a College owned and operated by the University directly would be the most beneficial to the University.

Who are the International College students?

Students admitted to the International College would not register in a Faculty or in a degree program, but rather under new classification of students: International Program (IP).

The College program would provide international students graduating from a senior secondary school who would not be directly admissible to a UBC direct-entry undergraduate degree program with the opportunity to enter a first-year equivalent program that will prepare them for study at Year 2 of a UBC degree. The program has been designed for international secondary school students who demonstrate a strong potential to succeed in university, but who may benefit from smaller class sizes and additional academic and social supports. Students will form a cohort within the program ranging in length from 12 to 16 months (depending upon the applicant's proficiency in the English language and level of academic preparation) that includes academic language preparation, additional academic support, and the completion of first-year coursework. Upon successful completion of the College program, students will have completed a minimum of 24 credits of first-year coursework applicable to a degree program and may apply for admission into the second year of study towards a UBC bachelor degree (specifically, a Bachelor of Arts and/or Bachelor of Science degree in 2015-16 with further degree options being offered in subsequent years).

Admission to the College would be driven by the same principles as all UBC admissions:

- Alignment with UBC goals
- Evidence-based
- Excellence of fit: admissions will identify applicants who are most likely to prosper at UBC

- Fairness and integrity of process

Proposals:

1) Establishment of the College

The creation of this new academic College allows us to build on UBC's strengths and maximize flexibility and capacity for innovation. It also conveys the students' residential experience and is the term that best connotes this in the various international contexts.

Section 40 of the *University Act* grants specific powers to faculties. One of the most important of those (part (c) of *the Act*) is the ability "subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the Faculty and its affairs and business". Since similar powers for colleges are not set out in *the Act*, the Senate and Board of Governors have the ability and duty to specify them. The proposal addresses governance issues such as the role of the Principal in relation to the College's Board and its mandate.

1. The University shall establish the International College at the Vancouver campus, to be led by a Principal.
2. The mandate of the College will be to offer a preparatory program of foundational academic English language and first-year instruction to international undergraduate students, within a framework of smaller classes, individualized instruction, and an on-campus residential experience. This Program will initially prepare students for entry to the Faculties of Arts and Science, and will gradually expand to prepare students for entry other faculties.
3. To fulfill its mandate under Section 2 above, the College shall have the same powers and duties as held by a Faculty of the University under Section 40 of the *University Act* for:
 - a) Making rules for the government, direction and management of the International College and its affairs and business;
 - b) Student management and administration, including the consideration of applications and memorials (i.e., appeals of admission & academic standing);
 - c) Determining the courses of instruction in the College, provided that such courses are generally only available to students in its programs;
 - d) In consultation with the relevant academic departments, delivering sections of first-year courses and also delivering its own courses. Where the college proposes its own courses, the

courses would be developed with cognate academic departments and would seek approval from the Senate, through the Senate curriculum committee; and

e) The appointment of examiners and determination of examination results.

4. The International College will be led by a Principal who will champion the College programs and will have overall responsibility for its programs, including the management of the student experience from recruitment to graduation and the College's financial performance. The Principal shall be appointed for a term of 5 years and be appointed by the Provost and Vice-President Academic subject to approval by the UBC Board of Governors. For the purposes of UBC policies and regulations, the Principal of the College shall have the same authority and responsibilities as a dean of a Faculty with regard to the affairs of the College. Subject to the general direction of and review by the College Board, the Principal shall exercise the powers and duties of the College specified in Section 3 above.

The College will have dedicated staff, including an Academic Director who will provide, in coordination with the Principal and in consultation with the faculties where appropriate, oversight of all academic matters, including the hiring of academic teaching staff, curriculum, and admissions as well as a Business Development Director responsible for all support staff / operations. Academic teaching staff will hold appointments in the relevant academic departments, and new appointments will be made by joint committees of the College and the department.

5. The Principal will not be a member of the Committee of Deans and the Senate.
6. The Principal will report to the Vice-President Academic & Provost and will be guided by an Advisory Board, consisting of the Vice-President Academic & Provost (Chair); Vice-President Students; Vice-President Finance, Resources and Operations; Vice-Provost and Associate Vice-President Enrolment and Academic, Facilities; the deans of those Faculties with undergraduate direct-entry programs participating in the International College program; the Chair of the Senate Academic Policy Committee; a student enrolled in the International College program, and up to three members external to the University appointed by the Vice-President Academic & Provost.
7. The College will be reviewed under University policies on reviews of academic units with an initial formative review (i.e., a review designed to provide helpful advice for improvement) two years after the Principal takes office and a more extensive review after a total of five years after

the Principal takes office. The outcome of the reviews will be reported to the President and Senate in accordance with current policies.

8. Students in the International College program will have regular rights to appeal processes as the outlined in this section. The Academic Director shall decide on all applications and memorials from applicants to, or students of, the College with regards to their admission to its program or their academic standing as College students; however, students may submit a written appeal of such a decision to the Principal.

2) Proposal for Academic Regulation and Administration in the International College

As stated, students registered in the International College Program are in neither a degree program nor a Faculty. Hence, they are not subject to degree program regulations or the academic regulations of any Faculty outside of the College.

Given that UBC is granting credit to the students enrolled in the College program, they are formally students under the *University Act*³ and thus automatically subject to UBC-wide academic regulations as well as the requirements of the *University Act*.

The International College has its own academic regulations listed below:

General Academic Regulations

Students are reminded that they are subject to the University's [Policies and Regulations](#), and are directed especially to "[Student Declaration and Responsibility](#)", "[Academic Honesty and Standards](#)", and "[Academic Freedom](#)". For links to further regulations relating to the College, students should check www.tbd.ubc.ca.

The program-level regulations in effect at the time a student is admitted into the International College apply as long as the program is completed within the normal time limit and without interruption because of poor academic performance.

In all cases, when program regulations change after the student is admitted to the International College, the student may choose to follow the new set of regulations but may not be required to do so as long as the student is making satisfactory progress toward the program.

³ *University Act*, S. 1

Advising and Academic Information

The International College is open Monday through Friday in the C.K. Choi Building, 1855 West Mall, Vancouver Campus, 604.822.5212. Front counter staff and academic advisors are there to assist students in their general academic planning, in interpreting academic regulations and course requirements, and in resolving academic and personal problems. Students must register in and withdraw from courses in consultation and with the approval of academic advising staff.

Email Communication

Email is the preferred means for the College administration and faculty members to communicate important messages to students. It is the responsibility of all program students to ensure that their current email address is accurately recorded on the [Student Service Centre](#) and to read email sent to that account on a regular basis. [Free email accounts](#) are available for all UBC students, but any email account may be registered through the SSC.

Admission

General Information

Application for admission to the International College must be made on-line (www.tbd.ubc.ca). Procedures, policies, and admission requirements to UBC and College are specified in Admissions.

Transfer Credit

Transfer credit is not applicable towards the College program.

Appeals on Admission Decisions

Applications are screened carefully by College in accordance with College's program admission policies. Applicants who believe that they have been unjustly denied admission to the program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the College immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the College for review. **Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier.** The letter of appeal should include (a) the decision against which the applicant is appealing, (b) a statement of the grounds for

the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents.

Applicants who are unsuccessful in their appeal for admission to the College may submit a written appeal to Enrolment Services for review by the Senate Admissions Committee. The Senate Admissions Committee examines and rules on applications for admission that are not clearly resolvable under the regulations governing admission; and reviews and rules on appeals related to admission. **Appeals to the Senate Admissions Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of the program.**

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

The decision of the Committee will be communicated in writing to the student and to the College Principal within ten days of the hearing of the appeal. The Committee's decision is final

Program Requirements

Students are required to take courses designed to prepare them for entry to participating undergraduate degree programs and the International College reserves the right to limit student enrolment accordingly. Specific course requirements will be set out by the College from time to time and will be adjusted to synchronize with undergraduate degree program first-year curricula. With permission of the College, students may take up to six (6) credits of 100-level UBC coursework outside of the College.

Students in the International Program failing two or more courses will be required to withdraw. Subject to approval by the College and payment of a supplemental fee, students failing one course will be able to re-take the course during a supplemental term.

Attendance

Regular attendance is required of students in all lectures, laboratories, tutorials, and seminars. Students who neglect academic work and assignments in a course may be excluded from the final examination. Students who are unavoidably absent from scheduled classes because of illness or disability should report to their instructors immediately on return. Students whose attendance or academic performance is

severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration through the Principal's office.

3) Proposal for Academic Calendar Entry for the College

<p>Faculty:</p> <p>Department:</p> <p>Faculty Approval Date:</p> <p>Effective Session (W or S): S</p> <p>Effective Academic Year: 2014</p>	<p>Date: January 22, 2013</p> <p>Contact Person: Susanne Schmiesing</p> <p>Phone: 604-822-1252</p> <p>Email: susanne.schmiesing@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>International College</p> <p>The University of British Columbia has established the International College on its Vancouver campus to offer programs that broaden the capacity of the University to attract outstanding international students.</p> <p>The College offers a first year program for international students from a wide variety of international school systems, and with different linguistic and cultural backgrounds, to have the opportunity to transition into UBC degree programs upon successful completion.</p> <p>The program has been designed for international secondary school students who demonstrate a strong potential to succeed in university, but who may benefit from smaller class sizes and additional academic, language</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0</p> <p>Between xxx and xxx under Faculties Colleges and Schools</p> <p>Present Calendar Entry:</p> <p>NA</p> <p>Type of Action:</p> <p>New College</p> <p>Rationale for Proposed Change:</p> <p>UBC's International College will offer a dynamic, transformational first-year</p>

<p>and social supports. Students will form a cohort within the program ranging in length from 12 to 16 months (depending upon the applicant's proficiency in the English language and level of academic preparation) that includes academic language preparation, additional academic support, and the completion of first-year coursework.</p> <p>Upon successful completion of this program, students will have completed a minimum of 24 credits of first-year coursework applicable to a degree program and may apply for admission into the second year of study towards a UBC bachelor degree (specifically, a Bachelor of Arts and/or Bachelor of Science degree in 2014-15 with further degree options being offered in subsequent years).</p> <p>The first intake of students will be August 2014.</p> <p>Contact Information:</p> <p>1855 West Mall</p> <p>Vancouver, BC V6T 1Z2</p> <p>Tel: 604 822 5212</p> <p>www.tbd.ubc.ca</p>	<p>educational experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America or Europe.</p> <p>The goals of the International College Program include (1) expansion of the number and diversity of international students on campus; (2) development of a living laboratory of scholarly teaching, using leading pedagogical, administrative and ethnological approaches to better understand how international students learn; (3) contributing to UBC's financial sustainability.</p>
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March 8, 2013

From: Senate Admissions Committee
To: Senate
Re: Proposal for the Establishment of the UBC International College Program
classification of students and admission requirements

Motion: d. *“That Senate approve the creation of the International Program classification of students, effective May 1, 2013; and,*
e. *“That Senate approve the admissions requirements for the International Program, as set out in Section (2) of the attached proposal and two-column form.”*

1. Classification of students in the International College

We propose that the following new classification be created, which will be restricted to students in the International Program.

International Program— A student enrolled in credit courses as part of the International Program (IP). Admission to the International Program generally limits enrolment to those courses that are part of the program and registration under this status is limited to no more than 16 months / 32 credits of study. Students registered as International Program students may not be concurrently registered under another classification and may, with permission of the Program take up to six (6) credits of elective coursework at UBC outside of the International Program.

2. Admissibility into the International College

Applicants apply to the International College via an online application form. The fundamental principles governing admission to the College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.

All applicants to the International Program must demonstrate:

- a minimum level of English proficiency as indicated in the English Language requirement section
- a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum.

Further, students applying to the science stream in the International Program must have completed:

- senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales)
- Grade 11 Chemistry and Physics or equivalent to BC/Yukon school curriculum

Due to receipt of more qualified applicants than there are spaces available, a higher admission standard may be required. Applicants will be assessed for admission based on the following criteria:

- academic performance in secondary school
- secondary school curriculum and coursework
- level of English language preparation

The International College admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.

Similar to a dean's discretion at the faculty level, the Principal of the International College has the right to make case-by-case admission decisions on behalf of the International College. The College reserves the right to determine whether or not a student is eligible for admission.

Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.

The College's admissions appeal process is has been outlined as per the following:

Students in the International Program will have regular rights to appeal processes as outlined in this section. The Academic Director shall decide on all applications and memorials from applicants to, or students of, the International College with regards to their admission to its program or their academic standing as

International College students; however, students may submit a written appeal of such a decision to the Principal.

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

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

The decision of the Committee will be communicated in writing to the student and to the College Principal within ten days of the hearing of the appeal. The Committee's decision is final.

a) English Language Requirements

The language of instruction in the International College International Program is English. Before being granted admission into the College, applicants must demonstrate a suitable level of English proficiency.

English Language Qualification	Entry requirements
IELTS (Academic)	Overall 5.5
	Minimum Band Requirements
	Speaking 5.0
	Reading 5.5
	Writing 5.5
	Listening 5.0
TOEFL iBT	70
	No section less than 16

These standards have been chosen on the basis of the minimum standard consistent with students achieving language capacity appropriate for second year university studies within the 12-month program. The standards are similar to those of ‘pathways’ programs at other institutions.

b) Academic Requirements

Applicants to the International College Program must be graduates of a secondary school system that comprises 12 years of primary and secondary study or the equivalent. Where the school system comprises 11 years of study, curricula will be reviewed and students may be eligible at the discretion of International College. The admission average is calculated on academic courses and /or exams completed at the senior level of study. These courses and/or exams are selected by the International College admissions office.

3. Admissibility into UBC degree programs

Admissibility to UBC degree programs after successful completion of the International College Program is in accordance with the normal requirements to transfer into a UBC degree program from within UBC Vancouver.



UBC Undergraduate Admissions Proposal Form

Faculty: Department: Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2014	Date: February 20, 2013 Contact Person: Susanne Schmiesing Phone: 604-822-1252 Email: susanne.schmiesing@ubc.ca
URL: Proposed Calendar Entry: International College Admissions Applicants apply to the International College via an online application form. The fundamental principles governing admission to the International College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program. All applicants to the International College must demonstrate: <ul style="list-style-type: none">• a minimum level of English proficiency as indicated in the English Language requirement section.• a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum. Further, students applying to the science stream in the International College must have completed:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0 Between xxx and xxx under Faculties Colleges and Schools, after International College entry. Present Calendar Entry: none Type of Action: New college Rationale: UBC's International College will offer a dynamic, transformational first-year educational experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America or Europe. The goals of the International College Program include (1) expansion of the number and diversity of international students on campus; (2) development of a living laboratory of scholarly teaching, using leading pedagogical, administrative and ethnological approaches to better understand how international students learn; (3) contributing to UBC's financial sustainability.



- senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales)
- Grade 11 Chemistry and Physics or equivalents to BC/Yukon school curriculum

Due to receipt of more qualified applicants than there are spaces available, a higher admission average may be required. Applicants will be assessed for admission based on the following criteria:

- academic performance in secondary school
- secondary school curriculum and coursework
- level of English language preparation

The International College admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.

The Principal of the International College has the right to make case-by-case admission decisions on behalf of the College. The College reserves the right to determine whether or not a student is eligible for admission.

Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.

THE UNIVERSITY OF BRITISH COLUMBIA



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

8 March 2013

To: Vancouver Senate

From: Vancouver Senate Admissions Committee

Re: a. Enrolment Targets 2013-2014 (approval)
b. Master of Science (Speech-Language Pathology and Audiology) –
Change in Prerequisites (approval)
c. Master of Science in Nursing – Changes in Admission Requirements
(approval)

a. Enrolment Targets 2013-2014 (approval)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2013/2014 academic year, as outlined by Faculty, program and year level.

***Motion:** That Senate approve the 2013/2014 enrolment targets, as per section 27(2)(r) of the University Act.*

b. Master of Science (Speech-Language Pathology and Audiology)– Change in Prerequisites (approval)

The Admissions Committee has reviewed and recommends to Senate for approval a revised calendar statement on admission to the Master of Science (Speech-Language Pathology and Audiology majors). The revised calendar statement outlines minor editorial change in credit value for a prerequisite for admission.

***Motion:** That Senate approve the revised calendar entry on admission to the Master of Science (Speech-Language Pathology and Audiology majors).*

c. Master of Science in Nursing – Changes in Admission Requirements (approval)

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Science in Nursing program. The Graduate Record Examination (GRE) is no longer required for admission to the program.

***Motion:** That Senate approve changes in admission requirements for applicants to the Master of Science in Nursing program, effective for entry to the 2013 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks
Chair Senate Admissions Committee



February 12th, 2013

To: Members of Senate Admissions Committee

From: Angela Redish, Vice-Provost and AVP Enrolment and Academic Facilities

Re: 2013-2014 Academic Year Undergraduate Enrolment Targets

In this current academic year (2012-13) our Undergraduate Full Time Equivalent (FTE) enrolment is forecast at 30,507, which is approximately 1,200 FTE above our Provincial funded levels (Table 1). Undergraduate domestic enrolment increased from the previous year due to over-enrolment in some programs and planned enrolment increases in medicine and pharmacy.

The tables below provide three year enrolment projections based on strategic planning decisions undertaken at the faculty level. Specific intake targets for undergraduate programs (reported as "headcount") are set in consultation with the Dean's offices of all faculties. Intake targets take account of provincial government expectations regarding overall domestic enrolments (measured as full time equivalencies), the University's strategic goals, and both the opportunities and capacities of units to provide first-rate education and support to students.

For the forthcoming 2013-14 academic year, some faculties have made small changes to domestic intake targets for undergraduate direct entry programs to adjust for over-enrolment flow through from the 2012-13 admissions cycle. Enrolment in specific health related programs will also increase based on targets established in consultation with the provincial government (Medicine and Pharmacy). Targets for international students (ISI) in direct entry programs have been increased by 12% overall and vary by degree program and year level (Table 2).

In 2014-15, the University will introduce a new transition program for international students (currently referred to as the 'Bridge program'). We expect that the first cohort of 300 students will matriculate into UBC degree programs in September 2015 (Table 3). The forecast FTEs (Table 4) do not include students registered in the Bridge program, but for 2015-16 do include the students who matriculate into the second year of UBC degree programs. Initial planning for Bridge has simplified the proposal to include only Arts and Science programs but it is expected that as planning becomes more detailed, some of the student spaces currently modeled as progressing into Arts or Science will be allocated to other direct entry undergraduate degree programs.

The numbers reported below have been reviewed carefully in all Faculties in consultation with the Provost's Office, the Executive Enrolment Committee, the office of Planning and Institutional Research, and Enrolment Services. Note that individual faculties may re-distribute intake numbers between years 1-3 once we have additional information on admission applications and yield rates. Total new intakes in some faculties may also be adjusted to meet our overall FTE targets.

For the 2012-13 admissions cycle, UBC Vancouver significantly expanded the use of broader criteria in the undergraduate admissions decision for all direct entry first year programs. For the first time, all direct-entry applicants to the Vancouver campus were required to submit a personal profile at point of application. Although grades still play a very important role in selecting the incoming class of UBC students (Table 6), the use of the personal profile allows for a more holistic admissions evaluation. While the proportion does vary by program (and is a function of the extent to which faculties emphasize the personal profile in the admission decision), overall, roughly 12% of the first-year class would not have been admissible had personal profile information not been used in the admission decision.

UBC's increased use of broader criteria has been extremely well received on both a local and a national level. Secondary schools have welcomed UBC's message underscoring the importance of being an engaged learner and an active member of the community in addition to having strong academics.

Table 1: UBCV Undergraduate Program Normal Load FTEs (Domestic)

Winter Session			Forecast				
Faculty	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
APSC	3,356	3,393	3,515	3,440	3,387	3,358	3,355
ARTS	7,485	7,560	7,648	7,439	7,313	7,239	7,193
COMM	2,338	2,316	2,380	2,328	2,285	2,253	2,219
DENT	346	334	333	330	329	335	337
EDUC	1,937	1,774	1,752	1,778	1,788	1,788	1,782
FRST	398	454	432	444	454	464	471
LAW	519	540	528	525	527	527	527
LFS	827	916	953	960	966	964	958
MEDI	1,093	1,137	1,175	1,217	1,256	1,267	1,271
PHAR	497	673	740	803	861	863	864
SCIE	5,453	5,450	5,687	5,767	5,822	5,874	5,897
Non-Degree & Residents	2,085	2,195	2,047	2,047	2,047	2,047	2,047
ALL UG Programs	26,334	26,742	27,188	27,080	27,034	26,979	26,920
Summer Session	3,514	3,326	3,319	3,319	3,319	3,319	3,319
Total Winter plus Summer	29,848	30,068	30,507	30,398	30,353	30,298	30,238
Funded	29,110	29,214	29,323	29,328	29,442	29,556	29,556
Actual - Funded FTE	738	854	1,184	1,070	911	742	682

NOTE: Includes all undergraduate direct entry, post-baccalaureate, diploma, certificate and non-degree students

Table 2: UBCV Intake Targets for Direct Entry Undergraduate Programs																
		2012-13 Targets			2012-13 Actuals Nov 1st			2013-14			2014-15			2015-16 (includes Bridge Flow to Arts and Science)		
		Domestic Target	ISI Target	Total Target	Domestic Actual	ISI Actual	Total Actual	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target
APSC																
	BASC															
	1	580	140	720	605	147	752	580	163	743	580	177	757	597	193	790
	2	150	33	183	204	39	243	150	39	189	150	39	189	155	39	194
	3	49	1	50	46	1	47	49	1	50	49	1	50	50	1	51
	Total	779	174	953	855	187	1042	779	203	982	779	217	996	802	233	1,035
									-							
	BSN								-							
	3	117		117	116	3	119	117		117	117	-	117	117	-	117
									-							
APSC Total		896	174	1,070	971	190	1161	896	203	1,099	896	217	1,113	919	233	1,152
ARTS																
	BA															
	1	1,650	483	2,133	1797	540	2337	1,610	583	2,193	1,610	635	2,245	1,610	692	2,302
	2	420	105	525	445	112	557	420	122	542	420	133	553	420	265	565
	3	400	84	484	512	71	583	400	77	477	400	84	484	400	112	512
	BFA															
	1							-	-		-	-	-	-	-	-
	2	15	3	18	35	3	38	15	3	18	15	3	18	15	3	18
	3	39	8	47	51	7	58	39	8	47	39	9	48	39	10	49
	BIE															
	1							41	41	82	41	41	82	41	41	82
	2							-	-		-	-	-	-	-	-
	3							-	-		-	-	-	-	-	-
	BMUS															
	1	41	1	42	40	7	47	41	7	48	41	8	49	41	9	50
	2	13	1	14	12		12	13	-	13	13	-	13	13	-	13
	3	17		17	8		8	17	-	17	17	-	17	17	-	17
	BSW															
	1							-	-		-	-	-	-	-	-
	2							-	-		-	-	-	-	-	-
	3	30		30	43		43	30	-	30	30	-	30	30	-	30
Arts Total		2,625	685	3,310	2943	740	3683	2,626	841	3,467	2,626	913	3,539	2,626	1,012	3,638
COMM																
	BCOM															
	1	380	225	605	442	228	670	380	249	629	380	270	650	380	294	674
	2	125	50	175	130	58	188	107	63	170	107	69	176	107	75	182
	3	85	40	125	89	45	134	85	49	134	85	53	138	85	58	143
									-							
COMM Total		590	315	905	661	331	992	572	361	933	572	392	964	572	427	999
									-							
DENT									-							
	BDSC								-							
	1	28	2	30	29	1	30	28	1	29	28	1	29	28	1	29
	2								-		-	-	-	-	-	-
	3	20		20	9		9	20	-	20	20	-	20	20	-	20
	4	36		36	15		15	36	-	36	36	-	36	36	-	36
		-			0											
DENT Total		84	2	86	53	1	54	84	1	85	84	1	85	84	1	85
EDUC-KIN									-							
	BKIN								-							
	1	150	17	167	175	18	193	153	19	172	153	21	174	153	23	176
	2	36	2	38	32	1	33	37	1	38	37	1	38	37	1	38
	3	80		80	102	3	105	82	1	83	82	1	83	82	1	83
									-							
EDUC-KIN		266	19	285	309	22	331	272	21	293	272	23	295	272	25	297

Table 2: UBCV Intake Targets for Direct Entry Undergraduate Programs																					
		2012-13 Targets			2012-13 Actuals Nov 1st			2013-14			2014-15			2015-16 (includes Bridge Flow to Arts and Science)							
		Domestic	ISI	Total	Domestic	ISI	Total	Domestic	ISI	Total	Domestic	ISI	Total	Domestic	ISI	Total					
		Target	Target	Target	Actual	Actual	Actual	Target	Target	Target	Target	Target	Target	Target	Target	Target					
FRST																					
	BSCN																				
	1	74	20	94	74	22	96	75	25	100	75	27	102	75	29	104					
	2	18	3	21	5		5	10	-	10	10		10	10		10					
	3	3			1				-				-			-					
	BSCW																				
	1	19	13	32	23	17	40	20	20	40	20	21	41	20	22	42					
	2	11	6	17	3		3	10		10	10		10	10		10					
	3					1	1						-			-					
	BSF																				
	1	63	3	66	59	12	71	60	10	70	60	11	71	60	12	72					
	2	8	2	10	3		3	5		5	5		5	5		5					
	3	4	9	13	3	10	13	5	10	15	5	11	16	5	12	17					
	BSFS																				
	1	36		36	28	6	34	35	10	45	35	11	46	35	12	47					
	2	9	5	14	1		1	5		5	5		5	5		5					
	3	-		-	1		1			-			-			-					
FRST Total		245	62	304	201	68	269	225	75	300	225	81	306	225	87	312					
LFS									-												
	BSAB																				
	1	90	22	112	104	15	119	100	15	115	110	18	128	110	18	128					
	2	35	8	43	17	1	18	35	3	38	35	4	39	35	4	39					
	3				8		8	10	1		10	1	11	10	1	11					
	BSAG		-						-												
	1		-						-												
	2		-						-												
	3		-						-												
	BSFN								-												
	1	130	35	165	146	42	188	130	45	175	130	48	178	130	50	180					
	2	55	10	65	67	4	71	50	6	56	45	8	53	45	10	55					
	3	25		25	19	1	20	10	1	11	15	1	16	15	1	16					
	BSGR																				
	1										-	-	-	-	-	-					
	2	30	10	40	26	3	29	30	6	36	30	6	36	30	8	38					
	3	5	4	9	10		10	10	2	12	10	2	12	10	2	12					
LFS Total		370	89	459	397	66	463	375	79	443	385	88	473	385	94	479					
SCIE																					
	BCS																				
	3	40	2	42	56	5	61	54	5	59	54	6	60	54	6	60					
	BSC																				
	1	1,350	160	1,510	1470	144	1614	1,450	173	1,623	1,450	207	1,657	1,450	226	1,676					
	2	265	37	302	302	34	336	300	37	337	300	40	340	300	164	464					
	3	60	5	65	48	6	54	40	7	47	40	7	47	40	8	48					
SCIE Total		1,715	204	1,919	1876	189	2065	1,844	222	2,066	1,844	260	2,104	1,844	404	2,248					
Grand Total		6,791	1,550	8,338	7,411	1,607	9,018	6,894	1,803	8,686	6,904	1,975	8,879	6,927	2,403	9,330					

Table 3: New Bridge Program Headcount

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
New Bridge Intake into year 1:	300	600	1000	1000	1000	1000	1000	1000
Bridge Flow to UBC Degree Programs								
Year 2		240	480	800	800	800	800	800
Year 3		-	228	456	760	760	760	760
Year 4		-	-	217	433	722	722	722
Total Bridge Flow		240	708	1,473	1,993	2,282	2,282	2,282
Notes:								
Bridge flow for students into Arts and Science in 2015/16 at 50:50; subsequent years TBD								
Current ISI first year retention rates for Arts & Science are 80% (in same faculty)								
2nd and 3rd year retention rates vary per isi faculty retention rates but model assumes 95% transition rates								

Table 4: ISI Undergraduate FTE

					Forecast fte		
	2009/10	2010/11	2011/12	2012/13 March Forecast	2013/14	2014/15	2015/16 (includes Bridge Flow to Arts & Science)
Direct Entry Programs							
APSC	443	491	533	592	654	715	771
ARTS	1310	1334	1468	1639	1850	2066	2397
COMM	442	502	572	690	783	888	996
EDUC-KIN	32	40	42	48	58	65	72
FRST	73	89	109	145	151	163	177
LFS	93	108	120	125	141	155	170
SCIE	398	376	377	426	477	535	698
Non Degree Programs (Visi/Uncl)	35	33	37	45	45	45	45
Non Direct Entry	39	27	33	36	36	36	36
Non SIS Fee paying (Sauder Diploma)	59	44	44	22	22	22	22
Summer	292	308	309	351	382	417	454
Total All	3214	3351	3645	4119	4599	5107	5837
% Change over prior year		4%	9%	13%	12%	11%	14%

Table 5: ISI as a proportion of total Direct Entry Undergraduate Degree Programs

Direct Entry Programs	2010/11	2011/12	2012/13 March Forecast	2013/14	2014/15	2015/16 (includes Bridge Flow to Arts and Science)
Applied Science - BASC	14%	15%	15%	17%	19%	20%
Arts - BA/BFA/BIE/BMUS	15%	16%	18%	20%	22%	25%
Sauder - BCOM	21%	24%	26%	29%	33%	36%
Kinesiology - BKIN	6%	6%	6%	7%	7%	8%
Forestry - All UG Programs	18%	19%	25%	25%	26%	28%
LFS - All UG Programs	12%	12%	12%	13%	14%	15%
Science - BSC/BCS	6%	6%	7%	8%	8%	11%
Total All Direct Entry	13%	14%	15%	17%	18%	21%

Table 6: UBC Vancouver -- Mean admission Averages for 1st year Direct Entry Undergraduate Programs

Faculty/Program	2006	2007	2008	2009	2010	2011	2012
Apsc-BASC	86.6	86.2	86.5	88.0	89.3	90.1	91.0
Arts-BA	86.0	86.2	85.3	86.8	88.0	87.7	87.5
Sauder-BCOM	89.3	89.4	89.6	90.2	90.5	90.9	91.7
Kinesiology-BKIN	87.4	86.4	86.3	88.0	89.4	87.8	88.2
Forestry-All Program	79.6	80.7	81.2	82.5	82.1	82.6	83.1
LFS-All Programs	83.3	83.7	83.9	86.5	88.9	88.2	88.9
Science-BSC	91.0	90.4	90.1	91.5	92.0	92.1	92.3
Total	87.5	87.5	87.1	88.7	89.5	89.5	89.7

Note: final admission averages for students registered in first year admitted from secondary schools



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

Faculty: Medicine Department: School of Audiology and Speech Sciences Faculty Approval Date: Feb 2007 Effective Session: Since 2008 Year for Change: 2008	Date: February 14, 2013 Contact Person: B. May Bernhardt Phone: 22319 Email: bernharb@mail.ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,198,291,127	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,198,291,127
Proposed Calendar Entry:	Present Calendar Entry:
SPEECH-LANGUAGE PATHOLOGY Prerequisites for the Speech Language Pathology Major: Phonology Syntax Speech Science Language Acquisition Phonetics ² Developmental Psychology Cognitive Psychology or Psycholinguistics Research Methods ³ Neuroanatomy: 3 credits	SPEECH-LANGUAGE PATHOLOGY Prerequisites for the Speech Language Pathology Major: Phonology Syntax Speech Science Language Acquisition Phonetics ² Developmental Psychology Cognitive Psychology or Psycholinguistics Research Methods ³ Neuroanatomy: 1.5 credits
[...]	[...]
AUDIOLOGY: Prerequisites for the Audiology Major	AUDIOLOGY: Prerequisites for the Audiology Major
Course Content	Course Content
Introduction to Physics (energy and waves) Developmental Psychology Sensation/Perception	Introduction to Physics (energy and waves) Developmental Psychology Sensation/Perception



THE UNIVERSITY OF BRITISH COLUMBIA

Research Methods ²	3 Research Methods ²	3
Introduction to Linguistics	3 Introduction to Linguistics	3
Neuroanatomy 3 credits.	1. Neuroanatomy 3 credits.	1.5
[...]	[...]	
	Type of Action: Change credit value in Admissions prerequisites statements in calendar TWICE on current page (once for speech-language pathology and once for audiology).	
	Rationale: The course has had 3 credits of value since 2008 but the Admissions entries re prerequisite course values never got changed apparently, when the course was changed. This was pointed out in the past, but was not rectified. I have been instructed to forward this change.	



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Admissions Proposal Form
Change to Admission Requirements**

<p>Faculty: Faculty of Graduate Studies (Applied Science) Department: School of Nursing Faculty Approval Date: November 27, 2012 Effective Session: 2013 Winter Year for Change: 2013/2014</p>	<p>Date: Dec 10, 2012 Contact Person: Dr. Annette Browne Phone: 604-822-7558 Email: annette.browne@nursing.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1205</p> <p>Proposed Calendar Entry: Applicants must be registered nurses with a bachelor's degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a first class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. In order to be included among the top-ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a minimum score of 600, may be required before any offer of admission can be made.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1205</p> <p>Present Calendar Entry: Applicants must be registered nurses with a bachelor's degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a first class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. GRE scores are required by the School of Nursing. In order to be included among the top-ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a minimum score of 600, may be required before any offer of admission can be made.</p> <p>Type of Action: Please delete the line struck through above, "GRE scores are required by the School of Nursing."</p> <p>Rationale: The Graduate Programs Committee</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	recommends removing GRE scores from admission requirements for MSN program to bring the calendar in line with current admissions policies for the MSN program.
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March 8, 2013

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: **New Degree Program Proposal for a Master of Urban Design**

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate Studies (Faculty of Applied Science) and are pleased to recommend the following:

“That Senate approve the new Master of Urban Design, and its associated courses and new course code UDES.”

Respectfully Submitted,

Dr. Robert Sparks, Chair, Senate Admissions Committee
Dr. Peter Marshall, Chair, Senate Curriculum Committee

The University of British Columbia
School of Architecture and Landscape Architecture

New Professional Program Proposal

Master of Urban Design

MUD

February 4, 2013

Senate Sub-Committee Graduate Curriculum
January 25, 2013 edits

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1. EXECUTIVE SUMMARY

Title: Master of Urban Design (Abbreviation: MUD)

Faculty: Faculty of Applied Science (APSC)
Faculty of Graduate Studies (FoGS)

School: School of Architecture and Landscape Architecture (SALA)

Location: The University of British Columbia (UBC), Point Grey Campus

Start Date: September 2014

1.1. Program Description and Overview

The new Master of Urban Design (MUD) aims to be *the* urban design program recognized internationally for excellence in urban design innovation and sustainability. It is administered by SALA within the Faculty of Applied Science. The MUD program targets individuals with professional practice experience as architects, landscape architects or planners who wish to develop critical skills in urban design.

1.2. Objectives

- Equip tomorrow's urban design leaders with the critical thinking and practical skills necessary to make positive and meaningful contributions to the creation of cities of the future.
- Capitalize on the Vancouver region's reputation as an international leader in urban sustainability and urban design by providing a unique and rich learning laboratory for post-professional students from British Columbia, other Canadian provinces and abroad.
- Link the research foci of SALA to the concerns of extra-university partners by offering students a distinctive, project-based curriculum that explores cutting edge urban design concepts in collaboration with stakeholders in the Vancouver region and beyond.
- Foster and enhance the shared teaching and learning experiences among faculty and students from the architecture, landscape architecture and related disciplines, such as planning and civil engineering, by drawing upon the expertise and reputation of the SALA faculty and associated faculty within the Faculty of Applied Science.
- Emerge as a magnet to attract the world's top urban design students and thinkers to engage in a critical discourse on the Vancouver region that spawns new strategies for international dissemination.
- Continue to develop a high profile faculty with international expertise in the theory and practice of urban design.

1.3. Contribution to UBC Mandate and Strategic Plan

Central to the UBC mission is the advancement of a civil and sustainable society. With its emphasis on social, economic and environmental issues, this principle lies at the core of the MUD program's mandate. The MUD program supports the university's aim to foster global citizenship by attracting the best and brightest post-professional students. It offers students the opportunity to work with renowned teachers, practitioners and researchers addressing diverse and emergent forms of urbanism and sustainability.

1.4. Delivery Methods

The MUD program requires students to complete 36 credits over twelve months as follows: 27 credits of required graduate courses and 9 credits of approved elective courses, including a 3-credit history-theory elective. The MUD core courses are a combination of both community-based studio courses and theoretical and practice-skills courses. Each semester the core courses are interwoven and delivered in parallel so that students can continually synthesize material. In the terminal summer term, students complete a graduating design project.

1.5. Links Between Learning Outcomes and the Curriculum Design

Pedagogical Strategy

Studio courses are design-focused variants on the "problem-based learning" model. As such, students are required to take an active role in defining the problem to be attacked, the methodologies to be deployed and the knowledge base required to arrive at an appropriate solution. Foundational theory is supplied through lectures and required readings; however, the appropriate knowledge base and the correlating design solution are arrived at collectively. In this model, the course instructor often acts as both facilitator and enabler.

In the project-based components of the core courses, the role of University/Community partnerships is also central. The policy framework, the cultural informants and the technical requirements for any project are derived from the problem at hand, as are the methodologies and knowledge base inherent to the problem.

The University/Community partnership feature of the MUD program presumes that projects may endure for more than one studio term, and in some cases for more than one year. Students who participate in multi-year projects by necessity adopt and adapt methods and partial design solutions from previous studios and/or those already adopted as planning/urban design policy by partner entities.

To maintain a robust commitment to the program's learning objectives, elective courses are carefully selected to enhance student learning about urban design and related topics.

1.6. Program Strengths

UBC's commitment to sustainability and a focus on regenerative, ecological and sustainable urbanism distinguishes the MUD from other urban design programs. Prospective students are

attracted to the program's ability to harness the Vancouver region as a living and working laboratory. Faculty members provide consistency through the core curriculum and are complimented by the expertise of prestigious local and international urban design professionals and affiliated faculty. The MUD program is delivered as an intensive one-year program. This format is favorable to post-professional students already in the workplace.

1.7. Policies on Program Assessment

No formal organization now exists to evaluate academic urban design programs. In parallel to internal reviews used to evaluate professional degrees conducted according to the SALA, Faculty of Applied Science and UBC governance guidelines, the MUD program is evaluated and developed based on the recommendations of the SALA Advisory Committee. This expert panel of outside professionals and academics meets three times a year.

1.8. Level of Support and Recognition from Other Post-secondary Institutions

Given the strong reputations of each of the core programs (Architecture and Landscape Architecture), there is reason to anticipate a high level of support and recognition for the MUD program.

1.9. Demand for the Program

Demand for urban design graduates is growing internationally. In the United States, graduate-level urban design education is strong and offered by a number of leading universities. Although graduate-level urban design education exists in Eastern Canada, currently there are no urban design degree programs offered in Western Canada.

1.10. Related programs at UBC or other BC Post-secondary Institutions

1.10.1. The University of British Columbia

The MUD program is born from the discussions between architecture, landscape architecture and their allied programs.

1.10.2. Other British Columbia universities

No universities in British Columbia offer a dedicated Master of Urban Design program. The only dedicated urban design program available is a mid-career, certificate program offered by the City Program at SFU.

1.11. Contact Person(s)

School of Architecture and Landscape Architecture, Faculty of Applied Science
Leslie Van Duzer (Professor and Director)
Tel: 604-822-8222 Email: lvanduzer@sala.ubc.ca

Faculty of Applied Science Dean's Office
Deborah Feduik (Manager, MEng & Graduate Programs)
Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca

1.12. Program Resources (for internal UBC purposes only)

1.12.1. Program Budget – removed for curriculum review

The MUD degree is revenue generating or revenue neutral, with all resources required for the program paid from program tuition.

1.12.2. Space

The MUD program requires design studio facilities for 24 students, a dedicated seminar/review/team workroom, a computer/printing/production room and office space for academic and administrative hires. The total estimated need is 239 square meters (2,573 sq. ft.) This space is carved from existing SALA space. There is a need for internal adjustments within SALA until such time as the new SALA/SCARP building is built. At that time, we anticipate a prominent position for MUD students within the new facility, along with the existing SALA and SCARP programs.

1.12.3 Library

The MUD program does not necessitate a major commitment to new acquisitions, as key urban design journals and a considerable collection of urban design books are available in the Art + Architecture + Planning library in the I.K. Barber Learning Centre.

2. PROGRAM RATIONALE

2.1. Background

Since 2008, the School of Architecture and Landscape Architecture (SALA) has been engaged in an initiative to first frame, and then elaborate, the potential for urban design education at The University of British Columbia (UBC). This discussion has highlighted multiple research interests and numerous teaching synergies within SALA and between SALA and other allied programs. This robust exchange has resulted in this proposal for a new post-professional Master of Urban Design (MUD) program to be located academically within the Faculty of Applied Science (APSC) and administered by SALA.

2.1.1. Defining Urban Design

Urban design, the artful and purposeful shaping of cities and their parts, is both a product and a process. Over the past fifty years, urban design as an academic discipline and profession has matured and evolved radically. Initially a sub-focus of architecture, landscape architecture and planning, it is now widely recognized as an important independent discipline that binds the three traditional disciplines together through the process of city building. Evolving in response to increasingly complex demands for expertise in the accommodation of growth in challenging geographical contexts, urban design has developed a strong theoretical foundation and gained mainstream acceptance in practice.

At once a field of public policy, professional practice and academic enquiry, urban design integrates many related but diverse types of disciplinary knowledge, theory, method and skill spanning the social sciences, applied sciences, humanities and arts. Urban design draws from history, sociology, psychology, economics, public policy, geography, architecture, landscape architecture, planning and civil engineering, among others.

2.2. Program Objectives

2.2.1. Mission

The new MUD program aims to be *the* urban design program nationally and internationally recognized for excellence in urban design innovation and sustainability.

2.2.2. Objectives

- Equip tomorrow's urban design leaders with the critical thinking and practical skills necessary to make positive and meaningful contributions to the creation of cities of the future.
- Capitalize on the Vancouver region's reputation as an international leader in urban sustainability and urban design by providing a unique and rich learning laboratory for post-professional students from British Columbia, other Canadian provinces and abroad.
- Link the research foci of SALA to the concerns of extra-university partners by offering students a distinctive, project-based curriculum that explores cutting edge urban design concepts in collaboration with stakeholders in the Vancouver region and beyond.
- Foster and enhance the shared teaching and learning experiences among faculty and students from the architecture, landscape architecture and related disciplines, such as planning and civil engineering, by drawing upon the expertise and reputation of the SALA faculty and associated faculty within the Faculty of Applied Science.
- Emerge as a magnet to attract the world's top urban design students and thinkers to engage in a critical discourse on the Vancouver region that spawns new strategies for international dissemination.
- Continue to develop a high profile faculty with international expertise in the theory and practice of urban design.

2.3. Contribution to UBC Mandate and Strategic Plan

The advancement of a civil and sustainable society is central to the UBC mission. With its emphasis on social, economic and environmental issues, this principle lies at the very core of the new MUD program's mandate. The MUD program supports the university's aim to foster global citizenship by attracting the best and brightest post-professional students from around the world to study in the Vancouver region laboratory. It offers students the opportunity to work with renowned teachers, practitioners and researchers addressing diverse and emergent forms of urbanism and sustainability.

The MUD program addresses many of the goals outlined in *Place and Promise: The UBC Plan*:

Student Learning

- *Enhance the quality and impact of teaching for all students.*

The MUD program offers an innovative curriculum that draws upon the expertise of faculty in SALA, as well as cutting edge, urban design professionals throughout our region. The MUD program synthesizes theory and practice through a challenging, project-based learning experience that both addresses and tests real-world problems with communities.

Innovation Excellence

- *Increase the quality and impact of UBC's research and scholarship.*

The MUD program brings the most current thinking in urban design locally and from around the world to a program which innovates by bringing together architecture and landscape architecture with their allied disciplines. The aim of this program is to foster and test urban design theories in multiple places and cultures. One of the intended outcomes is to produce cutting edge practitioners who are in demand around the globe.

The program aims to be a catalyst for interdisciplinary innovation in urban design and a forum for examining sustainable urbanism in its broadest sense. As part of this objective, SALA intends to attract a new full time faculty member and adjuncts with stellar scholarly and professional records and exemplary teaching credentials. The already impressive record of research on urban design related topics at SALA is exploited to attract top, post-professional graduate students. Ultimately, the program stimulates pioneering design scholarship that is in demand around the globe.

Community Engagement

- *Dedicate University resources to public understanding of societal issues and stimulate action for positive change.*
- *Be a leader in fostering student, faculty, staff and alumni engagement within the wider community.*

Engaging with community stakeholders on ideas for change in the built environment is one of the key objectives of the MUD program's teaching and learning agenda. With a curriculum grounded in collaborative community projects, a reciprocal and experiential learning environment is created between students and community stakeholders, both in the Vancouver region and beyond. This critical founding concept for the new program builds upon an impressive lineage of courses already offered at SALA that are grounded in community service learning and community-based projects.

Intercultural Understanding

- *Increase awareness and experience of the benefits of intercultural learning.*

The MUD degree is marketed as a post-professional program for architects, landscape architects and planners. One of main objectives of the program is as a magnet for professionals from all over the world. MUD Students benefit not only from the teaching and research excellence of SALA, but also from the diverse cultural and professional experiences of their peers.

Outstanding Work Environment

- *Be the place of choice for outstanding faculty and staff.*

The MUD program potentially attracts the very best faculty and staff. UBC and the Vancouver region provide a healthy academic environment for inquisitive scholars who wish to critically engage with a community of leading researchers studying the most critical aspects of urbanism.

Sustainability

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

The MUD program makes a lasting and significant contribution to UBC's sustainability goals. Like the university itself, the core mission of the program is conceptualized through a sustainability lens. SALA envisages the MUD program as a place of critical and thought-provoking enquiry about environmental sustainability and as an incubator for the next generation of leaders in sustainable urbanism and city building.

2.4. Relationship to Established Programs

2.4.1. The University of British Columbia

One of the primary objectives of the MUD program is to “foster and enhance the shared teaching and learning experiences among faculty and students” (Objective 4). The teaching synergies are primarily forged through existing relationships with programs already offered in SALA. Where appropriate to further enhance the MUD program, additional relationships are formed with programs in other faculties and departments in the wider UBC community.

Bachelor of Environmental Design

The Bachelor of Environmental Design program (ENDS) offers a four-year, undergraduate honors degree (BENDS). It is intended as a preparatory degree for students interested in pursuing a professional graduate degree in architecture or landscape architecture, and for those who simply wish to gain a greater understanding of the role design plays in shaping the environment. Students studying in the BENDS program cannot apply directly to study in the MUD program; they must first complete a graduate-level professional program in architecture, landscape architecture or planning. The presence of the MUD program in SALA gives ENDS students greater exposure to issues of sustainable urbanism.

Master of Architecture

The Master of Architecture (MArch) program offers a 3.5-year first professional degree accredited by the Canadian Architectural Certification Board (CACB <http://www.cacb-ccca.ca/>). The program endeavors to prepare students to be informed and active stakeholders in the built environment. The curriculum offers the requisite knowledge base and opportunities for direct engagement outside the academy. The MUD program shares some elective courses with the MArch program. Students who complete the MArch are eligible to apply for admission to MUD program.

Master of Advanced Studies in Architecture

The Master of Advanced Studies in Architecture (MASA) program offers students the opportunity to conduct advanced, independent research supervised by a faculty member with a closely aligned area of research. In accordance with MUD program Objectives 3. and 4., MASA and MUD students develop relationships where there are shared Teaching Assistant assignments and/or research interests.

Master of Landscape Architecture

The Master of Landscape Architecture (MLA) degree is a three-year, first professional degree designed to prepare individuals for practice in the profession. The program, accredited by the Canadian Society of Landscape Architects (CSLA <http://www.csla-aapc.ca/>), aims to cultivate enduring professional, environmental and aesthetic knowledge and values; intellectual, creative and technical skills; and the lifelong commitment to learning and leadership necessary to design sustainable, beautiful, resilient landscapes with the power to transform society. The MUD program shares some elective courses with the MLA program. Students who complete the MLA are eligible to apply for admission to the MUD program.

Master of Advanced Studies in Landscape Architecture

The Master of Advanced Studies in Landscape Architecture (MASLA) program offers students the opportunity to conduct advanced, independent research supervised by a faculty member in a closely aligned area of research. In accordance with MUD program Objectives 3. and 4., MASA and MUD students develop relationships where there are shared Teaching Assistant assignments and/or research interests.

PhD options in Architecture and Landscape Architecture

SALA does not directly offer PhD study options in the disciplines of Architecture or Landscape Architecture. However, students can undertake PhD work, either as an extension of the MASA or MASLA programs or from genesis, through UBC's Interdisciplinary Studies Graduate Program. In accordance with MUD program Objectives 3. and 4., MASA and MUD students develop relationships where there are shared Teaching Assistant assignments and/or research interests.

Other UBC Faculties and Programs

The MUD program serves to strengthen connections between SALA and other academic units at UBC with shared concerns about the design of cities and the impact of city building upon the economic, social and physical health of citizens. These faculties and departments include among others: the School of Community and Regional Planning, the Department of Civil Engineering, Faculty of Medicine, School of Nursing, Department of Geography, Department of Sociology and the Sauder School of Business.

2.4.2. Other British Columbia Universities

UBC is the only university in British Columbia to offer a dedicated Master of Urban Design program and accredited professional programs in architecture and landscape architecture. Simon Fraser University (SFU) offers a graduate program in planning, however it focuses on rural planning and resource management. The SFU program does not offer a dedicated *urban* design curriculum at the graduate level. The University of Northern British Columbia (UNBC) offers an

undergraduate program in planning which focuses on planning issues in small communities and in the North, but they do not offer a graduate planning program.

Urban Design Certificate Program : Simon Fraser University

The only dedicated urban design program available to students of any academic level in British Columbia is a mid-career, certificate program in urban design offered by the City Program at SFU. This is a part-time course of study that has some curricular overlap with the new MUD program. However, the program's course offerings do not include intensive semester-long design studios, a key component of the MUD curriculum that allows students to undertake applied learning executed in the form of a design proposal. As this is a continuing studies certificate program, the credits are not transferable to a degree program. Although the certificate program does not provide the same breadth of curriculum or intensity of teaching as the proposed MUD program, there may be opportunities for collaboration.

2.4.3. Other Canadian Institutions

Two Canadian universities, the University of Toronto and McGill University, currently offer dedicated graduate-level programs in urban design. Both universities offer two programs, both provide cross-disciplinary teaching by planning and architecture faculty, and both engage professional practice instructors.

Master of Urban Design (MUD) : John H. Daniels Faculty of Architecture, Landscape and Design,
The University of Toronto

The Master of Urban Design (MUD) program at the University of Toronto's Daniels School is a two-year, post-professional commitment available for students holding a professional undergraduate or graduate degree in architecture or landscape architecture. The mission of the program is to prepare architects and landscape architects for design-based research and professional practice at the urban and regional scales.

Master of Urban Design Studies (MUDS) : Department of Geography and Program in Planning,
The University of Toronto

The Master of Urban Design Studies (MUDS) program at the University of Toronto's Department of Geography and Program in Planning is a one-year, graduate-level program available for students from a broad range of disciplines. The admission criteria make the MUDS program distinct from the MUD program offered at the Daniel's School, which requires prior design expertise.

Master of Architecture (Urban Design and Housing) : School of Architecture, McGill University

The Master of Architecture (Urban Design and Housing) (MArch) program at McGill University's School of Architecture is a one-year, post-professional, graduate-level program. It offers a traditional urban design education and is open to students with a professional degree in architecture; applicants with a degree in a related field are considered in special cases.

Master of Urban Planning (Urban Design) : School of Architecture, McGill University

The Master of Urban Planning (Urban Design) (MUP) concentration at McGill University's School of Architecture is a two-year program open to students that are registered in the school's Master of Urban Planning program. It becomes a dedicated urban design program after the first year. Students entering the urban design concentration must hold an undergraduate or graduate degree in architecture, landscape architecture, environmental design, urban planning or a related field. Students must also demonstrate proficiency and interest in an area of specialization.

2.4.4. Level of support and recognition from other post-secondary institutions

Given the strong reputations of each of the core participating programs (Architecture and Landscape Architecture), there is reason to anticipate a high level of support and recognition for the MUD program.

2.5. Demand for Program

The demand for post-professional urban design graduates is growing internationally and urban design is surging as an academic discipline. In Canada, graduate level urban design education is well represented in Ontario and Quebec by the four programs at the University of Toronto and McGill University. In the United States, graduate level urban design education is also strong and offered by a number of leading universities including (but not limited to): the Graduate School of Design at Harvard University; the Graduate School of Architecture, Planning and Preservation at Columbia University; and the College of Environmental Design at the University of California, Berkeley. The demand for graduate urban design education has yet to be fully exploited in Canada, especially in the Western provinces.

Furthermore, several academic journals that offer an exclusive urban design focus were founded in the past twenty years including the *Journal of Urban Design*¹ and *Urban Design International* in 1996, and most recently, the *Journal of Urbanism* in 2008. These journals have significantly increased the prominence of urban design in the academy. Indeed, the *International Bibliography of the Social Science* recorded that prior to 1990 there were only 26 urban design-focused publications in academic journals. In 2006, this number had increased to 4072.

The combination of SALA's teaching and research focus on sustainability and UBC's location in a thriving metropolitan region renowned for its commitment to urban design and sustainable policymaking, makes the new MUD degree uniquely qualified to fill a niche in the market for the growing number of architects, landscape architects and planners keen to undertake post-professional, graduate-level study in urban design.

2.5.1. Enrolment Predictions and Capacity

Significant demand is anticipated for the MUD program. To maintain a vibrant learning environment and admit the best and brightest applicants, the cohort size is purposely limited. The

¹ Madanipour, A. (2006). Roles and Challenges of Urban Design. *Journal of Urban Design*, 11 (2), pp. 173-193.

program cohort begins with 12 new students in 2014-2015, increasing to 18 in 2015-2016 and reaching a steady state of 24 new students per year in 2016-2017.

2.5.2. Tuition Rationale – removed for curriculum review

2.5.3. Potential Sectors of Employment for Graduates

Urban design is emerging as a prominent component of local, regional and national urban policy agendas, especially as cities address the complexities of sustainable growth management. A growing preference for walkable communities, increased density and mixed-use development has increased the demand for qualified urban design professionals the world over. Many sectors of government, especially at the municipal and regional levels, now employ urban designers as key members of their urban policymaking teams. Private practice has also experienced a significant growth in firms that practice urban design exclusively and an increasing number of traditional architecture, landscape architecture and planning practices offering urban design consultation as part of their wider design portfolio. Our program offers a *post professional* design focused degree in Urban Design. This program operates within the norm of this emerging discipline. Urban design degrees are typically, as in our case, offered only to students who already have a professionally accredited degree in either planning, architecture or landscape architecture. In this way our urban design degree does not compete with our own or other architecture, planning, or landscape architecture degrees, but rather compliments them.

Graduates of the MUD program are the urban design leaders of the future as academics, formidable senior public administrators and private practitioners who can offer innovative design solutions for the ecologically healthy, socially equitable and culturally robust growth of cities.

2.5.4. Opportunities for Further Study

The MUD program is well-suited for the post-professional market. It is predicted that a potentially significant proportion of graduating students will return to professional practice. However, MUD provides a robust foundation for continuing study. It is anticipated that a small number of students may continue on to PhD-level study at UBC or elsewhere.

3. PROGRAM DESCRIPTION AND SPECIFICATIONS

3.1. Admission Requirements

As a minimum standard, applicants to the post-professional MUD program must hold a professional degree in architecture, landscape architecture or planning. While it is expected that the majority of applicants applying to the program already have a graduate-level degree, it is also recognized that a proportion of applicants have achieved the minimum requirements through an accredited professional undergraduate program. In such cases, applicants are evaluated on a case-by-case basis. All applicants must meet the admission requirements of the [Faculty of Graduate Studies](#).

In addition to the minimum academic and professional qualifications required for admission to the MUD program, applicants are required to provide a portfolio that demonstrates their creative aptitude and ability to solve problems through design.

3.2. Curriculum

The core curriculum of the MUD program is grounded in the program's sustainability mandate and its commitment to applied learning through design-based projects. The MUD curriculum synthesizes urban design theory and practice. It provides a foundation in the seminal works of urban design theory and offers a myriad of opportunities to test and critique theory through community-based projects and design studios. The curriculum gives students the necessary space to think freely and openly about urban design problems and equips them with the skills essential for producing innovative and creative solutions. In parallel, the MUD curriculum exposes students to the realities of urban policymaking and property development, forcing them to address the challenges that impact the urban design process. This dynamic, yet structured, curriculum capitalizes on the Vancouver region's international reputation as a leader in sustainable urban design policymaking and implementation and offers a constructive forum for critical analysis, review and reflection.

3.2.1. Learning Outcomes

Students who complete the post-professional MUD program are able to:

- Think spatially and holistically about the design of neighbourhoods, cities and regions.
- Think critically about urban design theory and apply it to the process of city building.
- Analyze local conditions and contexts and adapt sustainable urban design solutions accordingly.
- Approach the design of cities imaginatively and creatively.
- Respond to local political, economic, and bureaucratic externalities effectively and innovatively.
- Collaborate with diverse communities and neighbourhoods.
- Exercise a wide range of communication skills, including graphic, written and verbal.
- Emerge as critical thinkers who can challenge the status quo and offer urban design solutions that bridge the theoretical and practical gaps between the disciplines of architecture, landscape architecture and planning.

3.2.2. Distinctive Characteristics

UBC's commitment to sustainability and focus on sustainable urbanism is shared by SALA and this distinguishes the MUD program from other urban design programs offered in Canada and abroad. Students in the MUD program harness the potential of the Vancouver region as a living and working laboratory. Full-time faculty provide consistency through the core curriculum; they are complemented by the expertise of prestigious local and international urban design professionals and affiliated faculty in the UBC community.

3.3. Program Requirements

The MUD program is delivered as an intensive one-year program. This condensed format is favorable to post-professional students already in the workplace. The MUD program requires students to complete 36 credits: 27 credits of required graduate courses, 6 credits of unrestricted electives and 3 credits of history-theory electives.

3.3.1. Delivery and Core Courses

The MUD core courses are a combination of both community-based studio courses and theoretical and practice-skills courses. The core courses are unique to the MUD program and are restricted to students enrolled in the program. To maintain a robust commitment to the program learning objectives, elective courses are carefully approved to enhance student learning about urban design and related topics. In the terminal summer term, students complete a studio project with a collaborative, community-based, team-learning component and a focused, issues-based, independent component.

3.3.2. Courses offered in the MUD Curriculum (New Courses)

A new course code of UDES is requested to differentiate core courses in MUD from core courses in SALA.

<i>MUD Studio Courses (Required Core)</i>	<i>Credits</i>	<i>Term</i>	<i>Instructor</i>
UDES 501: Design Studio: Ecological Regional Design	6	W1	MUD Chair + Adjunct or SALA faculty
UDES 502: Design Studio: Sustainable Neighbourhood Design	6	W2	MUD Assistant Professor + Adjunct or SALA faculty
UDES 503: Design Studio: The Urban Block Design	6	S	MUD Assistant Professor + Adjunct or SALA faculty
<i>MUD Lecture and Seminar Courses (Required Core)</i>			
UDES 504: History and Theory of Urban Design	3	W1	MUD Assistant Professor
UDES 505: Urban Design as Public Policy: Policymaking for a Sustainable Region	3	W1	Adjunct
UDES 506: Real Estate Economics: Development Feasibility and Financing	3	S	Adjunct
<i>Total Core Course Credits</i>	<i>27</i>		

History-Theory Elective Course	3		
Unrestricted Elective Courses	6		
<i>Program Total</i>	<i>36</i>		

3.3.3. Outline of Program for a Typical Student

The MUD program's emphasis on core courses means that each student cohort follows a consistent timetable. Students take three studio-based courses, each examining urban design at a different scale. Significant opportunities exist for faculty from SALA to take the lead in a particular studio. There are three opportunities for students to take electives, once in each term. An outline of the MUD program delivery and core courses for a typical student is shown below:

<i>Course</i>	<i>Credits</i>
<i>Winter Session – Term 1 (September – December)</i>	
UDES 501: Design Studio: Ecological Regional Design (CORE)	6
UDES 504: History and Theory of Urban Design (CORE)	3
Elective	3
<i>Winter Session – Term 2 (January – April)</i>	
UDES 502: Design Studio: Sustainable Neighbourhood Design (CORE)	6
UDES 505: Urban Design as Public Policy: Policymaking for a Sustainable Region (CORE)	3
Elective	3
<i>Summer Session – Term 1 (May – June)</i>	
UDES 503: Design Studio: The Urban Block Design (CORE)	6
UDES 506: Real Estate Economics: Development Feasibility and Financing (CORE)	3
Elective	3
TOTAL CREDITS	36

3.4 Supervision

Once admitted to the MUD program, the Chair works with each incoming student to find an appropriate advisor from within the SALA faculty. The selection of an advisor is based on the interests, goals and objectives of the student. Students are required to meet their advisor twice each semester. That said, much supervision is provided by MUD studio instructors who maintain day-to-day contact. This is particularly true during the final Design Studio (UDES 503).

3.5. Student Evaluation

SALA has decades of experience setting standards for evaluations. Studio work forms the core of our curriculum. Studio work is both individually tutored and tutored in problem-solving teams. Final grades are assessed based on clear criteria. Faculty collaboration to insure even-handed grading has always been a feature of studio evaluation. Coursework is evaluated through design reviews, written and graphic assignments and exams. Expectations of students are formalized in individual course syllabi.

3.6. Policies on Program Management and Assessment

No formal organization now exists to evaluate academic urban design programs. In parallel to internal reviews used to evaluate professional degrees conducted according to the SALA, Faculty of Applied Science and UBC governance guidelines, the MUD program is evaluated and developed based on the recommendations of the SALA Advisory Committee. This expert panel of outside professionals and academics meets three times a year.

4. CALENDAR STATEMENT - PROGRAM

Proposed Calendar Entry:

Degree Offered: MUD

Program Overview

The Master of Urban Design (MUD) program curriculum synthesizes urban design theory and practice. It provides a foundation in the seminal works of urban design theory and offers a myriad of opportunities to test and critique theory through community-based projects and design studios. Students have the necessary space to think freely and openly about urban design problems and become equipped with the skills essential for producing innovative and creative solutions. In parallel, students are exposed to the realities of urban policymaking and property development, forcing them to address the challenges that impact the urban design process. This dynamic, yet structured, curriculum capitalizes on the Vancouver region's international reputation as a leader in sustainable urban design policymaking and implementation, offering a constructive forum for critical analysis, review and reflection.

Admission Requirements

All applicants must meet the admission requirements of the [Faculty of Graduate Studies](#).

To be eligible for admission to the MUD program, students must hold a professional degree in architecture, landscape architecture or planning.

The minimum admission requirement for students with graduate-level degrees is an overall average of 76% (UBC-equivalency).

Applicants who do not meet the admissions minimum, but who have sufficient formal training and relevant professional experience to offset the academic deficiency, will be evaluated on a case-by-case basis.

Candidates are evaluated on the following components of the application: academic transcripts, statement of research interest, biographical statement, portfolio of professional or academic work, letters of reference, and an acceptable English test score where required. The portfolio must demonstrate the applicant's creative aptitude and ability to solve problems through design.

Transfer Credit

Courses taken as an Access Studies or non-degree student may be approved for transfer towards the MUD program with the permission of the program Chair and the Faculty of Graduate Studies.

Consistent with standard transfer credit regulations, students in the MUD program are limited to transferring a maximum of 9 credits towards the MUD program elective requirements. In order to be eligible for transfer, the course(s):

- must be completed with a minimum B standing (74% UBC-equivalency)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the degree program
- must not be used as a basis for admission to the graduate program

Program Requirements

The MUD program requires completion of at least 36 credits: a minimum of 27 core course credits in the program area at the 500-level and 9 elective credits, 3 of which must be in history/theory.

A maximum of 6 credits of 500-level directed studies courses may be counted toward the program requirements.

Contact Information

MUD Program Office
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Tel: 604.822.6404
Email: reception@sala.ubc.ca
Web: www.sala.ubc.ca
Hanne Bartlett, Manager

5. PROGRAM RESOURCES – *removed for curriculum review*

5.6. Contact Information

School of Architecture and Landscape Architecture, Faculty of Applied Science
Leslie Van Duzer (Professor and Director)
Tel: 604-822-8222 Email: lvanduzer@sala.ubc.ca

Faculty of Applied Science Dean's Office
Deborah Feduik (Manager, MEng & Graduate Programs)
Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca

6. APPENDICES

APPENDIX 2: SALA Faculty

APPENDIX 3: UBC Curriculum – Calendar Excerpts, Supporting Materials for New Courses

APPENDIX 2: SALA FACULTY

Professors

Ray Cole

As Professor in the School of Architecture and Landscape Architecture, Dr. Cole has been teaching environmental issues in building design in the Architecture program for the past thirty years. He was co-founder of the Green Building Challenge - an international collaborative effort to benchmark progress in green building performance and environmental assessment - and has served on numerous national and international committees related to buildings and the environment.

Patrick Condon

Professor Patrick M. Condon has over 25 years of experience in sustainable urban design, first as a professional city planner and then as a teacher and researcher. He joined the University of British Columbia in 1992, acting first as the Director of the Landscape Architecture program and later as the James Taylor Chair in Landscape and Livable Environments. He is now senior researcher with the Design Centre for Sustainability at UBC, a sustainable urban design think tank that evolved from the original efforts of the Chair. In that capacity he has worked to advance sustainable urban design in scores of jurisdiction, both here in Canada and abroad.

Ronald Kellett

Ronald Kellett is a Professor of Landscape Architecture whose work has focused around issues of environmental quality and urban form and the development of form-based decision support tools for urban design. His research, consulting and writing has influenced patterns of urban growth and development in several Canadian and US cities and contributed to the adoption of 'green' urban design processes, plans, codes, standards, guidelines and prototypes. He is co-author (with Cynthia Girling) of the book *Skinny Streets & Green Neighbourhoods: Design for Environment and Community* (Island Press, 2005) and *elementsdb*, a web application of measured, case-based data for urban design. In 2010 he was appointed a University Sustainability Initiative Teaching and Learning Fellow and is a 2011 recipient of a UBC Killam Teaching Prize.

Stephen Sheppard

Dr. Stephen Sheppard teaches in sustainable landscape planning, aesthetics and visualization in the Landscape Architecture program and Department of Forest Resources Management at UBC. He directs the Collaborative for Advanced Landscape Planning (CALP), a research group using perception-testing and interactive 3D visualization tools to support public awareness-building, policy change and collaborative planning on climate change and sustainability issues. His recent research projects lie in visioning and communicating local climate change futures, public perceptions of sustainability, and ethical visualization techniques.

Associate Professors

John Bass

Professor John Bass's teaching and research address contested landscapes using visual tools that describe relationships between their physical and historical events, spatial and social practices, and political and economic structures. He is currently co-editing *The Chandigarh Catalogues*, a book that analyzes the evolving form of the city. He was a co-investigator with the Coastal Communities Project, a multi-disciplinary research initiative of UBC and partner communities along the Pacific coast of BC to map the physical changes of the settlement of Fort Rupert. Professor Bass is also the director of the Delta National Park project, a research and design project and blog dedicated to the Sacramento-San Joaquin River Delta area of California.

Sherry McKay

Dr. Sherry McKay contributes to the history and theory components of the MArch, MASA and ENDS programs. Her research emphasizes architectural history that is responsive to the complex contemporary entanglements of different, plural and contested, pasts and places. Dr. McKay's exploration has taken many forms, including research and preparation for exhibitions and publications, studies abroad and devising of representational venues.

Douglas Paterson

Professor Douglas Paterson is a former director of the Landscape Architecture Program at UBC. He is also past-president of the Canadian Society of Landscape Architects, a Fellow and past chair of the CSLA College of Fellows, and a past regional director of the North America Council of Educators in Landscape Architecture. He has served on the editorial advisory boards of *Landscape Architecture Magazine*, the *Journal of Landscape and Urban Planning*, and *Landscapes/Paysages*. Locally, he has served as a member of the Vancouver Urban Design Panel, a member and chair of the Vancouver Planning Commission and the citizen-at-large representative on the Hasting's Park Restoration Committee in Vancouver. He is currently a member of the national Vimy Memorial Restoration Advisory Committee.

Assistant Professors

Mari Fujita

Professor Mari Fujita is a designer and educator. Professor Fujita's research is focused on the spatial and cultural effects of globalism. Her design studios and seminars explore emergent forms of urbanism with a focus on Vancouver and other cities experiencing rapid growth. Her design practice, FUJITAWORK, pursues a diverse range of projects. Work to date includes projects that range from material studies to small-scale gallery installations, building designs and urban proposals.

Matthew Soules

Professor Matthew Soules is a licensed architect in Canada and the United States and is the director of Matthew Soules Architecture (MSA) Inc. (www.msaprojects.com) - the Vancouver based architecture, urban planning and research firm. His research interests include the intersection of ecology and design, the Metropolitan Project, and questions of architecture's relationship with popular culture and politics.

AnnaLisa Meyboom

Professor AnnaLisa Meyboom is an engineer and graduate architect. Her research and teaching focuses on the integration of engineering and architecture. Current research topics include public infrastructures and responsive environments. In all applications of engineering, the interaction with people and the integration of the engineering into the environment are becoming increasingly important. This can clearly be seen in the application of digital technologies including robotics and mechatronics to the field of architecture.

Adjunct Faculty

Larry Beasley

Larry Beasley is the retired Director of Planning for the City of Vancouver. He is now the “Distinguished Practice Professor of Planning” at the University of British Columbia and the founding principal of Beasley and Associates. He is also vice president for planning of Aquilini Development. Over thirty years of civic service, Mr. Beasley achieved land use and transportation plans along with careful development management that have dramatically reshaped Vancouver’s inner city. He also led the revitalization of neighbourhoods, a strong heritage preservation program, and the City’s urban design studio. He now teaches and advises the private sector and governments around the world. He chairs the National Advisory Committee on Planning, Design and Realty of Ottawa’s National Capital Commission; he is the Chief Advisor on Urban Design for the City of Dallas, Texas; and he is the Special Advisor on City Planning to the government of Abu Dhabi in the United Arab Emirates.

Ann McAfee

Dr. Ann McAfee is the former Co-Director of Planning, Director of City Plans and Senior Housing Planner for the City of Vancouver. She was responsible for Strategic Planning including guiding the extensive public process leading to adoption of "CityPlan" – Vancouver’s first city-wide plan since 1930. Dr. McAfee was also responsible for City input to regional planning; co-managing with Engineering and Finance city-wide plans for industry, transportation, financing growth, and sustainability; plans for sustainable suburbs; and Vancouver’s Business Improvement Program. She has also taught courses in planning, urban land economics, geography, and municipal management at UBC, Queens, Technical University Sydney, and Simon Fraser University.

Scot Hein

An architect who studied and worked in the US, Scot Hein moved to Vancouver in 1981. Hein is now head of the City of Vancouver’s Urban Design Studio, which holds a variety of design, advocacy, planning and management roles. Hein is proud of the design excellence in Olympic Village and the way the process fostered innovative thinking. Hein has taught urban design studios for SCARP and collaborated with SALA in combined studios.

**APPENDIX 3: UBC CURRICULUM – CALENDAR EXCERPTS, SUPPORTING
MATERIALS FOR NEW COURSES**

Category: 1 – New Course Code

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>CAT 1</p> <p>Proposed Calendar Entry:</p> <p>UDES</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course Code</p> <p>Rationale: The new Master of Urban Design (MUD) program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability. There are 27 credits of required core courses and 9 credits of elective courses to complete the program.</p> <p>A new course code of UDES is requested to differentiate the MUD core courses from others offered in SALA that are available to the students in existing degree programs.</p> <p>Document ID# Sep12-C-2 U/G: G</p>

Category: 1 – New Program Statement

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: February 4, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Offered: MUD</p> <p>Program Overview</p> <p>The Master of Urban Design (MUD) program curriculum synthesizes urban design theory and practice. It provides a foundation in the seminal works of urban design theory and offers a myriad of opportunities to test and critique theory through community-based projects and design studios. Students have the necessary space to think freely and openly about urban design problems and become equipped with the skills essential for producing innovative and creative solutions. In parallel, students are exposed to the realities of urban policymaking and property development, forcing them to address the challenges that impact the urban design process. This dynamic, yet structured, curriculum capitalizes on the Vancouver region's international reputation as a leader in sustainable urban design policymaking and implementation, offering a constructive forum for critical analysis, review and reflection.</p> <p>Admission Requirements</p> <p>All applicants must meet the admission requirements of the Faculty of Graduate Studies.</p>	<p>URL: Faculty of Graduate Studies section of the Academic Calendar</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Program</p> <p>Rationale: The new MUD program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability.</p> <p>Urban design, the artful and purposeful shaping of cities and their parts, is both a product and a process. Over the past fifty years, urban design as an academic discipline and profession has matured and evolved radically. Initially a sub-focus of architecture, landscape architecture and planning, it is now widely recognized as an important independent discipline that binds the three traditional disciplines together through the process of city building. Evolving in response to increasingly complex demands for expertise in the accommodation of growth in challenging geographical contexts, urban design has developed a strong theoretical foundation and gained mainstream acceptance in practice.</p> <p>At once a field of public policy, professional</p>

<p>To be eligible for admission to the MUD program, students must hold a professional degree in architecture, landscape architecture or planning.</p> <p>The minimum admission requirement for students with graduate-level degrees is an overall average of 76% (UBC-equivalency).</p> <p>Applicants who do not meet the admissions minimum, but who have sufficient formal training and relevant professional experience to offset the academic deficiency, will be evaluated on a case-by-case basis.</p> <p>Candidates are evaluated on the following components of the application: academic transcripts, statement of research interest, biographical statement, portfolio of professional or academic work, letters of reference, and an acceptable English test score where required. The portfolio must demonstrate the applicant's creative aptitude and ability to solve problems through design.</p> <p>Transfer Credit</p> <p>Courses taken as an Access Studies or non-degree student may be approved for transfer towards the MUD program with the permission of the program Chair and the Faculty of Graduate Studies.</p> <p>Consistent with standard transfer credit regulations, students in the MUD program are limited to transferring a maximum of 9 credits towards the MUD program elective requirements. In order to be eligible for transfer, the course(s):</p> <ul style="list-style-type: none"> • must be completed with a minimum B standing (74% UBC-equivalency) • must not have been counted toward the completion of another degree or program 	<p>practice and academic enquiry, urban design integrates many related but diverse types of disciplinary knowledge, theory, method and skill spanning the social sciences, applied sciences, humanities and arts. Urban design draws from history, sociology, psychology, economics, public policy, geography, architecture, landscape architecture, planning and civil engineering, among others.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep12-C-2 U/G: G</p> <p>The transfer credit is limited to the 9 credits of electives.</p> <p>No 300/400 level courses are permitted for the 9 credits of electives.</p>
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- must have been completed no more than five years prior to the time the student commences the degree program
- must not be used as a basis for admission to the graduate program

Program Requirements

The MUD program requires completion of at least 36 credits: a minimum of 27 core course credits in the program area at the 500-level and 9 elective credits, 3 of which must be in history/theory.

A maximum of 6 credits of 500-level directed studies courses may be counted toward the program requirements.

Contact Information

MUD Program Office
404 - 6333 Memorial Road
Vancouver BC V6T 1Z2
Tel: 604.822.6404
Email: reception@sala.ubc.ca
Web: www.sala.ubc.ca
Hanne Bartlett, Manager

Category: 2 - New Program – SALA listing

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 10, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Master of Urban Design</p> <p>For information on the M.U.D. degree program, visit Master of Urban Design.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,0,0</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Program listing under SALA.</p> <p>Rationale: The link in SALA goes to the Faculty of Graduate Studies Calendar listing so that there is only one program entry, with a pointer in the Calendar where students may otherwise look.</p> <p>Document ID# Sep12-C-3 U/G: G</p>

UDES 501 (6) Design Studio: Ecological Regional Design
Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 501 (6) Design Studio: Ecological Regional Design <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course provides the regional frame for the finer scale problems to be explored in subsequent studios. This core course is included in the 27 credits of required core courses.</p> <p>Core Design Studio course.</p> <p>This course provides an interactive and experiential learning environment intended to animate and make accessible the issues pertaining to regional urban design with a particular emphasis on regional urban sustainability. Students have the opportunity to work with stakeholders on portions of multi-year partnership projects with regional impact.</p> <p>As a studio course, this course is a design-focused variant on the "problem-based learning" model.</p> <p>University/Community partnerships are maintained with partners operating in and out of government at the regional scale. Students participate in problem based learning/design</p>

	<p>studio settings, working both in teams and individually on studio projects. Students are required to successfully communicate, in text and in drawings, at the regional scale.</p> <p>Learning Outcomes</p> <p>At the end of this course students are able to:</p> <ul style="list-style-type: none"> ▪ Critically analyze regional scale urban and ecological systems. ▪ Investigate historical, social and ecological antecedents. ▪ Apply urban design theory to transportation, housing, employment, natural systems preservation, public recreation and other issues. ▪ Understand regional natural and cultural systems, and how they work together. ▪ Work collaboratively on complex regional scale issues. ▪ Know how to write coherently on the broad issue of sustainable community design. <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep12-O-1 U/G: G</p>
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UDES 502 (6) Design Studio: Sustainable Neighbourhood Design

Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 502 (6) Design Studio: Sustainable Neighbourhood Design <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The new MUD program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability.</p> <p>This core course is included in the 27 credits of required core courses.</p> <p>Core Design Studio course.</p> <p>This course provides an interactive and experiential learning environment intended to animate and make accessible the issues pertaining to neighbourhood and district scale urban design with a particular emphasis on sustainability of natural systems. Students have the opportunity to work with stakeholders on portions of multi-year partnership projects with municipal and resident representatives.</p> <p>The Pedagogy is a problem-based learning/design studio format with students working in teams and individually on applied</p>

	<p>issues at the scale of the neighbourhood. Community partners are a feature of this course and integral to learning outcomes expected. Required readings and lectures are tailored to current problems.</p> <p>Learning outcomes include an ability to:</p> <ul style="list-style-type: none"> ▪ Critically analyze neighbourhood-scale systems of block, network, parcel, and building typologies. ▪ Understand the interaction of these component systems on the places that exist and the places that could exist. ▪ Investigate the historical, social and ecological antecedents leading up to an understanding of how the urban landscape evolved. ▪ Apply urban design theory and practice to neighbourhood and district scale issues, including but not be limited to: movement, housing, job sites, green infrastructure, recreational opportunities, sense of place. <p>Students participate in studio sessions, work collaboratively and independently, communicate orally and with drawings, and apply urban design theory to produce comprehensive and practical design solutions.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep12--O2 U/G: G</p>
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UDES 503 (6) Design Studio: The Urban Block Design
Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 503 (6) Design Studio: The Urban Block Design <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course provides an interactive and experiential learning environment intended to animate and make accessible the issues pertaining to the block scale urban design, with a particular emphasis on building and district energy use, livability, and affordability. Students have the opportunity to work with stakeholders on portions of multiyear partnership projects with municipal and resident representatives on walkable area/block scale issues, issues that connect to district and municipal scale imperatives.</p> <p>This core course is included in the 27 credits of required core courses.</p> <p>Core Design Studio course.</p> <p>As a studio course, this course is a design focused variant on the "problem based learning" model. As such, students are required to take an active role in defining the problem to be attacked, the methodologies to be deployed, and the knowledge base required</p>

	<p>to arrive at an appropriate solution. Community partnerships are a fundamental part of the pedagogy.</p> <p>By course end students are able to:</p> <ul style="list-style-type: none"> ▪ Critically analyze neighbourhood-scale systems of block, network, parcel, and building typologies. ▪ Understand the interaction of these component systems ▪ Investigate historical, social and ecological antecedents informing urban design at this scale. ▪ Apply urban design theory and practice to the block and parcel scale issues. ▪ Display an ability to independently conceptualize and represent a viable, practical, and evocative urban design proposal, fully rendered and described. <p>Students participate in problem based studio classroom settings, participating in team and individual projects. Students successfully communicate orally, in text, and in visual representations. Students are required to demonstrate capability to synthesize design theory and case study information at the block scale.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep12--O3 U/G: G</p>
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UDES 504 (3) History and Theory of Urban Design
Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 504 (3) History and Theory of Urban Design <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The new MUD program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability.</p> <p>This core course is included in the 27 credits of required core courses.</p> <p>Core course.</p> <p>This course provides an interactive and experiential learning environment intended to animate and make accessible the major threads in the history and theory of urban design. Students practice interpreting the built environment in a number of international cities using theoretical and historical lenses collaboratively developed with fellow students. This is a seminar and lecture style course in which students refine their capacity for informed and engaging discourse on historically grounded and theoretically analyzed contemporary urban design projects. Students explore multiple opportunities to improve their verbal and written</p>

	<p>communication.</p> <p>This course is a "support course" for the studio classes. Studio classes reside at the intellectual centre of the program. Studio classes are by definition and design a variant of the problem based learning model of pedagogy. As such support courses, which run parallel with studio courses, are custom designed to provide critical insights, not just to static theories of urban design, but also theories relevant to course work occurring in studio. Lectures provide a consistent framework in theory, while seminar sessions are tailored to align with studio work.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep12--O4 U/G: G</p>
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UDES 505 (3) Urban Design as Public Policy: Policymaking for a Sustainable Region
Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 505 (3) Urban Design as Public Policy: Policymaking for a Sustainable Region <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The new MUD program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability.</p> <p>This core course is included in the 27 credits of required core courses.</p> <p>Core course.</p> <p>Public policy is the most crucial instrument of urban design, yet this fact is seldom recognized. This seminar and project class explores this relationship, examining the relationship between public policy and urban form. Students have the opportunity to exchange with experts from the region and beyond about this poorly understood issue, and explore opportunities to use policy tools as a means to more effective urban design ends.</p> <p>This course is a "support course" for the studio classes. Studio classes reside at the</p>

	<p>intellectual centre of the program. Studio classes are by definition and design a variant of the problem based learning model of pedagogy. As such support courses, which run parallel with studio courses, are custom designed to provide critical insights, not just to static theories of urban design, but also theories relevant to course work occurring in studio. Lectures provide a consistent framework in theory, while seminar sessions are tailored to align with studio work.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep-O-5 U/G: G</p>
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UDES 506 (3) Real Estate Economics: Development Feasibility and Financing
Category: 1

<p>Faculty: Faculty of Applied Science (APSC)</p> <p>School: School of Architecture and Landscape Architecture (SALA)</p> <p>Faculty Approval Date: Sept. 18, 2012</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2014</p>	<p>Date: January 28, 2013</p> <p>Contact Person: Faculty of Applied Science Dean's Office Deborah Feduik (Manager, MEng & Graduate Programs) Tel: 604-822-8386 Email: gradprog@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UDES 506 (3) Real Estate Economics: Development Feasibility and Financing <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The new MUD program aims to be <i>the</i> urban design program recognized internationally for excellence in urban design innovation and sustainability.</p> <p>This core course is included in the 27 credits of required core courses.</p> <p>Core course.</p> <p>Real estate economics is a crucial aspect of successful urban design, yet this fact is seldom recognized. This lecture/seminar and project course explores this relationship, examining the relationship between current and historical real estate economics and urban form. Students have the opportunity to exchange with experts from the region and beyond about this poorly understood issue, and explore opportunities to use real estate development models as a means to more effective urban design ends.</p> <p>This course provides a thorough introduction</p>

	<p>to financial analysis and market analysis for urban development projects and for applications in urban/regional planning. There is an emphasis on quantitative analysis of the market forces that shape the growth and development of urban areas and that determine the potential for, and viability of, new urban design/development projects. The course examines the application of financial analysis to understanding the impacts of development levies, density bonusing, and community amenity contributions. The course also teaches tools for forecasting and analyzing urban development patterns as well as basic and advanced techniques in financial and market analysis. The material is heavily quantitative, but the aim is to ensure that all students gain confidence and competence in the course content, even those students whose math skills may be weak.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# Sep-O-6 U/G: G</p>
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4 March 2013

To: Vancouver Senate

From: Senate Curriculum Committee

RE: March Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

Motion: *“That the new courses brought forward by the Faculty of Graduate Studies be approved.”*

Faculty of Graduate Studies:

Applied Science:

New courses:
CIVL 556 (3)
MECH 589 (3)

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Category: 1

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: November 2012 Effective Session 2013 Term 2 Year for Change 2013-2014</p>	<p>Date: [October 26, 2012] February 27, 2013 Contact Person: Ziad Shawwash Phone: 604-822-2674 Cell: 604-649-2390 Email: shawwash@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CIVL 556 (3) Modeling and Optimization of Civil Engineering Systems</p> <p>Applications of practical simulation and optimization software systems and operations research methodologies in design, analysis and operation of civil engineering systems.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Prerequisites: CIVL 301 and CIVL 555.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CIVL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale: This new course is currently being offered bi-annually as a Directed Studies lecture course in the Department of Civil Engineering (CIVL 598G 12W). Students will learn key aspects of optimization theory, currently used modeling technologies, strategies and techniques for problem formulation and how to design, validate and implement practical simulation and optimization models that are currently used in real life applications.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Category: 1

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: November 2012 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: October 23, 2012 Contact Person: Jon Mikkelsen Phone: 2-2709 Email: mikk@mech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MECH 589 (4) Computer Control of Multi-Axis Machines</p> <p>Digital control laws for servo drives; state space and transfer function models of feed drives; tracking errors; trajectory generation of multi-axis machines; contouring analysis of multi-axes servo drives; real time linear and circular interpolation methods supported by laboratory applications.</p> <p>Credit will be given for only one of: MECH 467, MECH 589.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MECH</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new Course</p> <p>Rationale for Proposed Change: This new course reflects recent advances in the field and pedagogy. It is intended to replace MECH 590 which currently lacks a laboratory component and does not sufficiently reflect ongoing advances in the field.</p> <p>MECH467 is a core course for students in the mechatronics option who take MECH366. Graduate students, who did not take MECH467, are not exposed to high level digital control course in their undergraduate curriculum. MECH589 provides advanced digital control of motion systems from MECH467 lectures, and the graduate students have to take additional advanced topics in recursive identification and adaptive control methods.</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">X</div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>



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March 8, 2013

From: Senate Committee on Student Awards
To: Vancouver Senate
Re: New Awards and Proposed Changes to Existing Awards (February 2013)

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.

ASSOCIATION of Chinese Canadian Entrepreneurs Award in Business – A \$1,000 award is offered by the Association of Chinese Canadian Entrepreneurs to an outstanding student in the Sauder School of Business who demonstrates entrepreneurial aspirations. The recipient selected will either be enrolled in the entrepreneurship specialization of the B.Com New Ventures Design course or have participated in entrepreneurship@UBC programming. Preference will be given to a student with an interest in strengthening the competitiveness of Chinese Canadian business in the global market. Award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

CLOVERDALE Paint Community Service and Entrepreneurship Award in Commerce – Two scholarships of \$1,000 each are generously provided by Cloverdale Paint to encourage community involvement and student entrepreneurship. The scholarships are given to outstanding students enrolled in the Bachelor of Commerce program at the Sauder School of Business. Each recipient must be a Canadian Citizen and must have demonstrated a commitment to community service and career and/or entrepreneurial objectives. Preference will be given to students related to employees of Cloverdale Paint. The awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

Harold DAVENPORT Bursary – A bursary, up to the amount of \$16,000 has been endowed by the Estate of John McIntyre Stoddart. The bursary is offered to a deserving undergraduate or graduate student enrolled in a course of studies related to the economics of transportation. Such courses of study are currently offered in the Sauder School of Business and the Faculty of Applied Science (Civil Engineering and SCARP). Harold Davenport was Mr. Stoddart's brother-in-law and was among the earliest fliers in the



coastal areas of British Columbia. Adjudication will be made by Enrolment Services.
(First Award Available in the 2013/2014 Winter Session)

Constance Livingstone-FRIEDMAN and Sydney Friedman Foundation Scholarship in Health Sciences – Two to four scholarships totalling \$100,000 are offered by the Constance Livingstone-Friedman and Sydney Friedman Foundation to medical residents and graduate students in the health-related sciences. The scholarships should be used to pursue scholarly activities (education, research or training) outside of Western Canada. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The scholarships are awarded on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate Studies. Recipients of this award will be recognized as 'Friedman Scholars'. (First award available 2013/2014)

Ronald B. HOWARD Memorial Bursary in Architecture – A \$1,500 bursary has been endowed by the family of Ronald B. Howard to honour his memory and provide financial assistance, with preference given to a student who shares his passion for excellence in design and academic achievement. Ronald Howard, graduate (1957) of UBC School of Architecture was the Founder of Howard Yano (later Howard Bingham Hill) Architects. Mr. Howard made significant contributions to architectural design in Vancouver, including the Kitsilano Pool, Langara Community College campus and Emily Carr University of Art and Design. The bursary is for a student in the 2nd year of the Masters of Architecture Program with outstanding academic potential. The award is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

LANGDALE Graduate Scholarships in Education for Teachers of Students with Visual Impairments – Up to three scholarships totalling \$4,725 are offered to student(s) pursuing a Masters degree in the Faculty of Education in the Students with Visual Impairments Program on the UBC Vancouver campus. This scholarship is made possible through the generosity of a UBC graduate who has a longstanding interest in assisting children who face difficulties in learning, particularly students who have visual impairment. Preference will be given to experienced British Columbia resident classroom or special education teachers working outside of the Lower Mainland who are sponsored by their district and will continue to teach in the sponsoring school district. The award is made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Suzanne LEE Teachers' Education Bursary – A bursary of \$2,000 is offered through a partnership between the Minerva Foundation for BC Women and UBC's Faculty of



Education to a female student studying education. The Minerva Foundation is a BC organization that assists women and promotes the development of women leaders through education. Preference will be given to a student who is a single parent, is aboriginal, is a mature student or has immigrated to Canada in the past four years. Students must have demonstrated financial need. The awards are made on the recommendation of Enrolment Services. (First Award Available 2013/2014 Winter Session)

Charles NESBITT Memorial Scholarship in Mechanical Engineering – Scholarships totalling \$1,000 have been endowed by the Charles Frederick Nesbitt Trust for undergraduate students in the Department of Mechanical Engineering. Charles Frederick Nesbitt graduated from UBC in 1950 with a degree in Mechanical Engineering. Mr. Nesbitt passed away on April 1, 2010 in Long Beach, California. The awards are made on the recommendation of the Department of Mechanical Engineering. (First Award Available in the 2013/2014 Winter Session)

Roy A. STUART and Family Engineering Scholarship – A scholarship of \$5,000 has been endowed by Dr. Roy A. Stuart for an undergraduate engineering student in third year or beyond. The recipient must be a Canadian Citizen in Geological or Environmental Engineering. The award is made on the recommendation of the Faculty of Applied Science. Financial need may be considered. (First Award Available in the 2015/2016 Winter Session)

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

#1211 – Universal Buddhist Temple Prize: Five prizes of \$300 each are offered by the Universal Buddhist Temple to outstanding undergraduate students enrolled in courses that cover Buddhism, with preference given to students in courses where Buddhism is the major focus of course content. The awards are made on the recommendation of the Department of Asian Studies.

How amended: Removed essay and specific course requirements to broaden the criteria.

03241 Dr. Laura G. JASCH Memorial Prize - A prize of \$600 has been endowed by friends and colleagues of the late Dr. Laura G. Jasch. Dr. Jasch, an Associate Professor in the former Department of Anatomy, now the Department of Cellular & Physiological Sciences, died in 1984 in a mountaineering accident in Southeastern B.C. She was a dedicated and outstanding teacher and researcher. The prize is awarded to a student supervised by a faculty member of the Department of Cellular & Physiological Sciences who exhibits the best combination of research achievement and teaching or service (such



as committee work) to the Department or to a student in the post-baccalaureate program in Medicine or Dentistry who shows promise in teaching and research in Anatomy. The award is made on the recommendation of the Research Committee and the Head of the Teaching Committee in the Department of Cellular & Physiological Sciences.

How amended: Department of Anatomy no longer exists, but has merged with the Department of Physiology to form the Department of Cellular and Physiological Sciences. Thus we have now requested that the prize be awarded to graduate students of faculty members in the Dept. of Cellular and Physiological Sciences and include students in post-baccalaureate programs.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

8 March 2013

To: Senate

From: Teaching and Learning Committee

Re: Student-Led Initiative for a University-Wide Examination Database

At its meeting of 23 March 2011, the Senate heard a Topic of Broad Academic Interest presentation regarding a student-led initiative for the creation of a Central Examination Database. Such a database, to be provided by the University, would assist in student preparation for exams. Since that time and during this academic year in particular, the Teaching and Learning Committee has been working with the students to refine their proposal. The attached proposal is the result of this work.

Through these efforts, it has been noted that under University Policy #88, Patents and Licensing, examinations may be interpreted to be literary works and therefore the intellectual property of the faculty members who create them. Therefore, it is at the discretion of faculty members whether they participate in the database by sharing their examinations.

The Teaching and Learning Committee feels that the proposed student-led initiative has merit and that the planned database will be beneficial to the students. The attached proposal sets out what we believe to be a strong rationale for broad faculty participation in this initiative. Furthermore, we feel that the aegis of Senate may go far to encourage such participation.

Therefore, the Committee recommends the following:

“That Senate support the implementation of the student-led initiative for a campus-wide central examination database to be operated by the Alma Mater Society in partnership with the University as set out in the attached proposal, and encourage broad participation among faculty members, who may share previous examinations with students through this database on a voluntary basis.”

Respectfully submitted,

Dr. Kenneth Baimbridge, Chair
Senate Teaching and Learning Committee

AMS Proposed Central Exam Database

Background

In March 2011, the AMS submitted an exam database to the UBC Senate as a Topic of Broad Academic Interest. This proposal was subsequently referred to the Senate Teaching and Learning Committee. Since then, the AMS has elicited feedback from faculty leadership, and the resulting feedback has been incorporated into this proposal. The rationale for the exam database has been discussed extensively in the Teaching and Learning Committee.

The exam database would provide central access to past examination material to the entire UBC student body. The database would consist of past exams *without* answer keys maintained behind a secure CWL wall. The database will not accept exams from sources other than faculty members and will contain clear information to students indicating the past exams are not necessarily reflective of current exams.

Rationale

Primary Rationale

- *Supporting Student Learning and Cultivating Active Life Long Learners* – access to past examinations will support student learning by providing sample questions, without answer keys, to better frame and direct independent student studying around learning objectives.
 - Past exams provide students an opportunity for formative feedback to identify areas of strengths and weakness to improve prior to sitting their final examinations.
 - This process promotes self-directed learning among students.
 - Building capacity among our students for self-directed learning will enable them to better develop as lifelong learners.
 - By omitting answer keys, the exam database will encourage peer to peer interactions in joint problem solving building a more collaborative student learning community.

Additional Benefits

- *Providing Equal Access* - A centralized examination database will level the playing field for all students, as currently students gain unequal access to past examinations based on their social networks or financial means.
 - In the 2012 Academic Experience Survey administered by the AMS 54.2% of students feel that others around them have “special access to old exams which gives them an unfair advantage” with higher numbers reported in Applied Science (64.8%), Commerce (65.5%) and Science (64.3%)¹

¹ Cregten, S., *Academic Experience Report 2012*. Office of the VP Academic and University Affairs of the Alma Mater Society of UBC Vancouver, 2012, 49.

- *Quality Assurance* - An examination database will assist faculty and students in contributing to preserving the academic integrity of the institution by:
 - Encouraging faculty to develop new exam questions annually, where possible and practical², and discouraging the practice of recycling past examination questions
 - Curtailing external non-affiliated organizations from obtaining UBC examination material and distributing it to the student body in an unregulated, profit seeking manner. Currently, there are hundreds of past UBC examinations available for sale or exchange on external websites.
- *Supporting Student Wellbeing* - Access to past examinations will reduce student stress and anxiety related to examinations.
 - Students may study course material extensively, however there is a level of exam anxiety that can only be alleviated by having a clear idea of what to expect on the exam allowing them, as outlined above, to utilize the past exams as formative feedback to identify areas of improvement.
 - In the 2012 Academic Experience Survey administered by the AMS, 70.9% of all respondents supported the statement that “*access to old exams in [my] 1st and 2nd year would have decreased [my] stress or anxiety level surrounding exams*” with numbers as high as 78.3% in Applied Science, 81.7% in Commerce, 81.2% in Science and 77.7% in Land and Food Systems.
 - This point is even more significant when framed with the National College Health Assessment Data which shows that that 54% of undergraduate students cited academics as being an issue that they considered traumatic or difficult to handle in the last 12 months, compared to 43% in the US based reference group³. 61% of female domestic students and 55% of male domestic students cited their overall level of stress in the last 12 months as “more than average” or “tremendous”⁴.

Strategic Significance

UBC's Strategic Plan, *Place and Promise* makes a strong commitment to enhancing Student Learning. The concept of an examination database aligns with a number of goals within the commitment to Student Learning⁵:

- “Strengthen efforts to promote student success”
 - “Develop and implement initiatives that support student engagement and achievement”

² In cases where it is impractical to post exams annually, instructors may consider posting a sample examination

³ Mirwaldt, P., Washburn, C., *Health of University of British Columbia Students Presentation*, April 30, 2012.

⁴ *Ibid*

⁵ <http://strategicplan.ubc.ca/the-plan/student-learning/>

- “Support student well-being, personal development and outstanding campus life”
 - *“Support student-led initiatives to create a campus culture of involvement”*
 - *“Increase support for student health and wellbeing, with a specific focus on mental health”*

Target

While this resource will be open to all faculty members who wish to participate, initially the exam database will target 100 and 200 level courses for participation with the aim to assist junior students in integrating into university academics. In the recent Academic Experience Survey conducted by the AMS, 70.9% of respondents supported the statement that access to past exams in their first and second year would have reduced their level of stress and anxiety associated with exams.⁶ The exam database will be a resource for direct entry undergraduate programs only.

UBC Policy

Under UBC Policy 88, examinations are classified as “literary works” for which the intellectual property rights lie with the individual faculty member who created the examination in question.

AMS Plans for Development and Implementation

Ideally, students would like *all* past exams to be readily available online. However we understand that given the parameters set out by Policy 88, this is not possible. Senate or Faculties cannot compel individual faculty members to make their past exams available. While we are not able to influence this policy at this time, the AMS still feels the creation of an exam database is crucial for students and will be pursuing the project.

The database will be developed by the UBC Web Development Team with the capability to be linked to the current Learning Management System *UBC Connect* for secure hosting behind a CWL wall. To assist with the development and implementation, a steering committee will be struck by the AMS to be comprised of key individuals from the VP Students Office, Centre for Teaching and Learning Technology, the Provosts Office, faculty members in Education specializing in assessment, and student representatives. The project will be funded by the AMS with support from the Vice President Students Office.

The mandate of this committee will be to provide advice and guidance on the development of the project and to assist in designing metrics for success and evaluation. The hope is that the first year of implementation can be viewed as a pilot phase, open to any faculty members who wish to participate. This phase can be used to help inform future decisions regarding access to past examinations for UBC students.

⁶ Cregten, S., *Academic Experience Report 2012*. Office of the VP Academic and University Affairs of the Alma Mater Society of UBC Vancouver, 2012, 48.

Outstanding Canadian Example:

Queen's University Faculty of Arts and Science explains the process and rationale for the ExamBank in its Confidential Exam Guidelines for Instructors, noting that *"the goal was to ensure that all students had equal access to final exams administered in earlier versions of their courses ... the release of exam question papers also encourages good practice in terms of academic integrity by encouraging instructors to construct new exam questions in subsequent offerings of the same course. While exams should normally be released to the Exambank, exceptions to the Senate policy may be granted under rare and occasional circumstances. Exams designated as "confidential" will never be released to the Exambank."*⁷

2012 National Survey of Student Engagement benchmark results⁸ showed that Queen's University ranked higher, and closer to the NSSE 2012 average, than UBC on categories including fostering a supportive campus environment.

- Supportive Campus Environment – "this benchmark measures the extent to which each university supports academic and non-academic endeavors, and cultivates positive relationships among students, faculty and staff"
 - NSSE Average – 63 / 60.2
 - Queen's – 62.8 / 59.2
 - UBC Vancouver – 54.2 / 49.7

⁷ Queen's University Faculty of Arts and Science. *Confidential Exam Guidelines for Instructors*. Sept. 8 2011.

⁸ <http://oncampus.macleans.ca/education/2013/02/07/how-well-do-canadian-universities-follow-best-practices/>

THE UNIVERSITY OF BRITISH COLUMBIA



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

8 March 2013

To: Vancouver Senate

From: Tributes Committee

Re: Policy V-250.1: *Emeritus Status* (approval)

Emeritus status is conferred upon an individual who is retired from the University but permitted to retain as an honorary title the rank held at retirement. In contrast to the practice in some other universities, in which emeritus status may be awarded on a selective basis, UBC awards this status to all who meet basic eligibility requirements related to age, rank, and years of service. The title confers certain university privileges and holds an implicit connotation of merit.

With the elimination of mandatory retirement, the University's emeritus policy was modified to indicate the interchangeability of retirement/resignation for the purpose of eligibility for emeritus status. The policy was then codified in the Senate's policy template and approved by the Senate in April 2011.

Since that time, the Committee has considered further revisions to the policy, as outlined in the attached document. The proposed revisions clarify the applicability of the policy to those holding tenured or confirmed appointments and add the rank of Professor of Teaching as one that is eligible for emeritus status. Additionally, individuals retiring or resigning from the *University* in order to take up a faculty appointment at another university are not eligible for emeritus status but may be considered for emeritus status upon retirement/resignation from that or subsequent appointment.

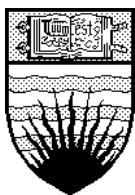
Therefore, the Committee recommends that Senate resolve as follows:

Motion: *That Senate approve Policy V-250.1: Emeritus Status.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: V- 250.1

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-250.1: *Emeritus Status*

Effective Date:

19 March 2013

Approval Date:

Proposed for consideration by the *Vancouver Senate* on 19 March 2013.

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Tributes Committee of the Vancouver Senate

Authority:

*University Act,
S. 5(1)*

“The convocation of a university is composed of the following persons:

- (f) all persons whose names are added to the roll of the convocation by the senate;*

S. 9

- (1) The senate is to make rules governing procedure for the transaction of business by the convocation.*
- (2) The senate may add names to the roll of the convocation under section 5.*

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*

Purpose and Goals:

This policy outlines the criteria for granting or revoking emeritus status.

Applicability:

This policy is applicable to employees of the *University* who retire or resign while holding an **tenured** appointment as a Professor, **Professor of Teaching**, Associate Professor, Assistant Professor, Senior Instructor **or a confirmed appointment as a** General Librarian, Administrative Librarian, Program Director, Clinical Professor, or Clinical Associate Professor.

Exclusions:

None.

Definitions:

None.

Policy:

(1) To be eligible for emeritus status, an individual must:

- a. Have a combined age at retirement/resignation plus years of full-time service to the *University* of 70 or more;
- b. Have held a full-time ~~tenured, Tenure-track, Grant Tenure or Grant Tenure-track~~ position at the rank of Professor, **Professor of Teaching**, Associate Professor, Assistant Professor or Senior Instructor. Librarians and Program Directors must have held a Confirmed appointment; and
- c. **Not be retiring or resigning from the *University* in order to take up a faculty appointment in another university. If an individual is retiring or resigning from the *University* in order to take up such appointment, he or she may be considered for emeritus status once he or she has retired or resigned from that or any other such subsequent appointment.**

(2) Individuals holding **confirmed** Clinical appointments in the Faculty of Medicine, and those holding Clinical or equivalent Honorary or Adjunct appointments in other faculties, may be eligible for emeritus status at the time of retirement/resignation from active *University* service if they are recommended by their Dean and Department and meet the following criteria:

- a. A minimum of 15 years of continuous service;
 - b. Hold the rank of Clinical Associate Professor or Clinical Professor or demonstrate a scholarly record that has been reviewed at the department and faculty levels according to established *University* procedures for equivalent level; and
 - c. Demonstrate service that is strongly identified with the *University* and deemed worthy of continuing recognition.
- (3) Emeritus status shall generally result in a title that corresponds with a person's rank and appointment at the time of retirement or resignation with the word "Emeritus" or "Emerita" (at the individual's preference) added thereafter; however, a retiring or resigning employee may specify a previously-held appointment (e.g., in another department or discipline) if he or she views it as more appropriate.
- (4) Should a person eligible for emeritus status have also held an administrative position as a President, Vice-President, Registrar, or Dean of the *University*, they shall have the option of specifying this title as the basis of their emeritus title in lieu of the title corresponding to their academic appointment at the time of retirement or resignation.
- (5) At the completion of their final term of office, a former chancellor shall automatically be granted emeritus status and the rank of Chancellor Emeritus.
- (6) Individuals who did not meet the meet the eligibility for emeritus status set out in Section 1 at the time of their retirement or resignation, but who subsequently do so may apply for the status to be granted.
- (7) Senate, at its discretion, may decide under exceptional circumstances, not to grant emeritus status or to revoke emeritus status from an individual.
- (8) The *responsible committee* shall establish procedures under this policy for the recommendation and consideration of emeritus status and for appealing a negative recommendation.

Calendar Statement:

There are no calendar statements under this policy.

Consultations

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

Faculty Relations

History:

This is the **second version of this policy. Changes in this version cover:**

1. **Applicability: limited to tenured or confirmed appointments;**
2. **Policy: individuals retiring or resigning from the *University* in order to take up a faculty appointment in another university are not eligible for emeritus status until such time the individual retires or resigns from that or any other such appointment.**

Related Policies:

None

Appendix:

There is no appendix to this policy.

Procedures:

1. In May and December of each year, Faculty Relations will forward a list to the *responsible committee* via the Registrar of retiring or resigning faculty members who meet the combined age and service requirement set out in Section 1 of the Policy.
2. In May and December of each year, a list of individuals holding clinical appointments in the Faculty of Medicine or other faculties and who would be eligible for emeritus status under Section 2 of this Policy shall be forwarded to *responsible committee* by Faculties. The **responsible committee** will verify with Faculty Relations that individuals satisfy the criteria for emeritus status for Clinical faculty.
3. Upon **responsible committee** recommendation, a list of individuals eligible for emeritus status will be forwarded to *Senate* for approval.
4. Following *Senate* approval, the Registrar shall notify individuals of their emeritus status by letter and add all emeriti to the Roll of Convocation.
5. Should a faculty or the *responsible committee* decide not to recommend an individual for emeritus status – or recommend their status at a rank or title they do not consider appropriate – they may appeal that recommendation to the Provost who shall review the matter and make whatever recommendation to the *Senate* he or she considers appropriate.
6. The *University* is not obliged to offer any privilege or benefit to those with emeritus status; however, it recognizes the following traditional benefits:
 - a. Free parking on campus
 - b. Free library card
 - c. Tuition waivers for Emeriti under age 65 (any BC resident age 65 or older is eligible for free tuition)

- d. Tuition waivers for dependent children
- e. Internet and email services
- f. Membership in the Association of Professors Emeriti

Date: March 8, 2013

To: Senate
c/o Christopher Eaton, Associate Registrar & Director, Senate & Curriculum Services

From: David H. Farrar



Provost and Vice-President Academic

Re: Change of Name request from the Faculty of Graduate Studies to the Faculty of Graduate and Postdoctoral Studies

Recommendation:

I recommend that Senate approve the change of name from the Faculty of Graduate Studies to the Faculty of Graduate and Postdoctoral Studies, effective July 1, 2013.

Rationale:

The new name reflects the established inclusion of the Postdoctoral Fellows Office within the Faculty of Graduate Studies. It helps to identify the Faculty as the central support unit for postdoctoral fellows, and acknowledges their importance to the university and their differentiation from graduate students. Most graduate faculties/schools in Canada that support postdoctoral fellows have likewise changed their name.

The proposed change was supported by the Ad hoc Committee on Graduate Studies convened in 2012, was approved unanimously by Graduate Council in February, 2013, and is supported by the UBC Postdoctoral Association (PDA). Further information is enclosed.



Memorandum

Date March 2, 2013

To Dr. David Farrar, Provost and Vice President, Academic

From Susan Porter, Dean *pro tem*, Faculty of Graduate Studies

Subject Change of the name of the Faculty of Graduate Studies to *Graduate and Postdoctoral Studies*

Postdoctoral fellows (PDFs) have been referred to as the “invisible university”, in recognition of the fact that they provide critical contributions to the research and educational enterprise of the institution while often receiving little formal recognition or support. To address these needs for the more than 800 PDFs at UBC, a Postdoctoral Fellows Office was instituted within the Faculty of Graduate Studies in 2010. Its functions have included the provision of information and advice (including biannual orientation events and a PDF handbook), a professional development program, travel and prize funding, networking opportunities, and advocacy for PDFs within and beyond the university. The PDFO works closely with Faculty Relations, HR, and the UBC Postdoc Association, and was instrumental with these bodies in establishing benefit packages for PDFs funded by external awards.

Following the November 2011 review of and subsequent consultation about the Faculty of Graduate Studies, it was determined that the PDFO would remain within the dean’s office of the Faculty. To help identify the Faculty as the central support unit for PDFs and to recognize the importance of PDFs and their differentiation from graduate students, it was also agreed to change the name of the Faculty to “Graduate and Postdoctoral Studies”. This is consistent with the practice at many Canadian universities. At least 13 provide some level of support for PDFs through their central Graduate Studies unit, and of these, at least 7 have incorporated the word “postdoctoral” in the name of their unit (see table, below).

A motion to recommend this name change was passed unanimously at Graduate Council on Feb. 8th, 2013, and feedback from the university community on the suggestion has only been positive to date. The UBC Postdoc Association has also endorsed the change (see associated memo). We are therefore hopeful that the Senate will approve this change to highlight and make “visible” this important learning and contributing community.

Memorandum (continued)

University	Name	Support for PDFs (from website)
McGill	Graduate and Postdoctoral Studies	✓
Montreal	Faculté des études Supérieures et Postdoctorales	✓
Western	School of Graduate and Postdoctoral Studies	✓
Carleton	Faculty of Graduate and Postdoctoral Affairs	✓
Ottawa	Faculty of Graduate and Postdoctoral Studies	✓
Wilfrid Laurier	Faculty of Graduate and Postdoctoral Studies	✓
Laval	Faculté des études Supérieures et Postdoctorales	✓
Toronto	School of Graduate Studies	✓
McMaster	School of Graduate Studies	✓
Dalhousie	Faculty of Graduate Studies	✓
Concordia	School of Graduate Studies	✓
SFU	Graduate Studies	✓
Waterloo	Graduate Studies	✓

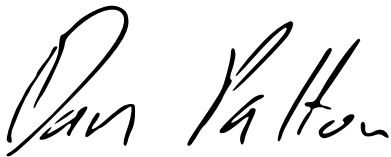
UBC-PDA Executive Committee
2350 Health Sciences Mall
Vancouver

28th February 2013

To whom it may concern;

I am writing in support of the change of the name of the Faculty of Graduate Studies, to reflect that it covers both graduate students and post-doctoral fellows. The faculty currently encompasses the Postdoctoral Fellows Office, and we feel that this office deserves and needs a greater prominence within the faculty. We are certain that this is a positive step in recognising the critical involvement of postdoctoral fellows in the life and research at UBC.

Yours Faithfully,

A handwritten signature in black ink, appearing to read "Dan Patton". The signature is fluid and cursive, with the first name "Dan" and last name "Patton" clearly distinguishable.

Dan Patton

UBC-PDA President, on behalf of the UBC-PDA Executive Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Office of the University Librarian

Irving K. Barber Learning Centre
1961 East Mall, Room 202

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 827-3486 Fax: (604) 822-3242

11 March 2013

To: Vancouver Senate

From: Ingrid Parent
University Librarian

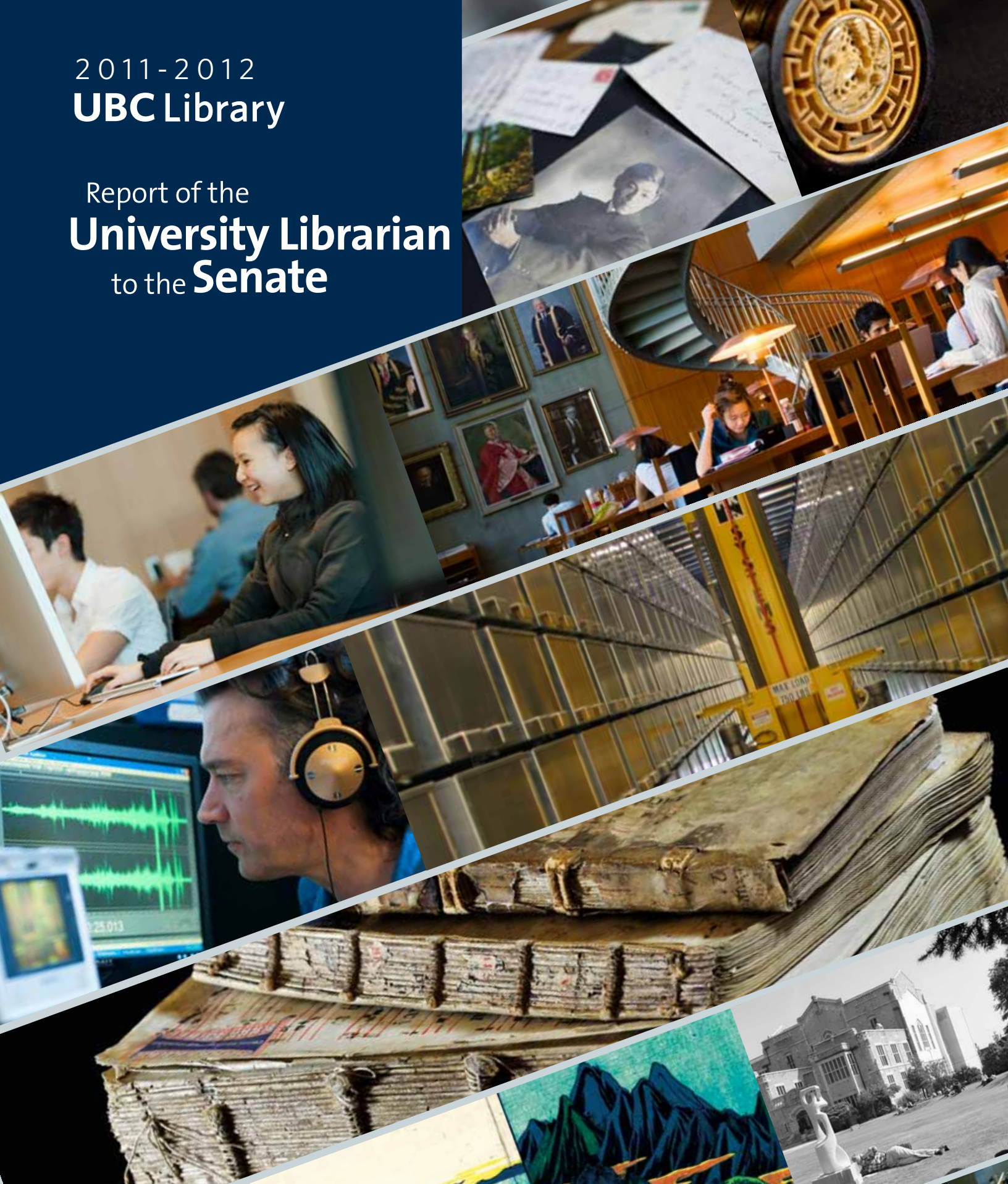
Subject: 2011/2012 Report of the University Librarian to the Senate (**information**)

Please find attached the 2011/12 Report of the University Librarian to the Senate.

I will present highlights from the 2011/12 Report to the UBC Senate on 20 March 2013. If you have any questions, please contact me at 604-827-3486 or ingrid.parent@ubc.ca.

2011-2012
UBC Library

Report of the
University Librarian
to the **Senate**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Report of the
University Librarian
to the **Senate**

Enabling the future

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APPENDICES

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MESSAGE FROM THE UNIVERSITY LIBRARIAN



Ingrid Parent, University Librarian

This was the second year of UBC Library's implementation of its strategic plan, which was introduced in 2010 (please see strategicplan.library.ubc.ca for more information). Since then, the Library has actively pursued five strategic directions: Enhance Student Learning; Accelerate Research; Manage Collections in a Digital Context; Engage with Community; and Create an Exceptional Work Environment. These directions also align with *Place and Promise*, the strategic plan for UBC as a whole (please see strategicplan.ubc.ca for more information).

UBC Library conducted four service reviews in 2011 – for Circulation Services, Reference Services, Technical Services and Library Services and Information Technology – to ensure that the organization will continue to meet user needs, fulfil strategic objectives, and underline its standing as a 21st-century information and research organization. Resulting reports and recommendations have been made, and the Library anticipates moving forward on these in the next fiscal year.

The Library also produced its second annual [Community Report](#), an overview of the strategic plan's progress. Report highlights included a Coaches Corner program to help students plan for academic success; an update on cIRcle, the digital repository for UBC's research and teaching materials that the Library launched in 2008; profiles of innovative First Nations and B.C. newspaper digitization initiatives; and a professional development pilot that enables Library staff to gain new skills through internal learning opportunities.

As user needs have evolved, libraries have responded by re-envisioning their physical presence. As part of this process, UBC Library unveiled innovative new spaces during the past year, including the refurbished main floor at Koerner Library. With a cache of computers, inviting study carrels, informal meeting tables, soft-seating areas, a fireplace, a popular reading display and more, this invigorating space is ideal for individual and group study.

Meanwhile, the Faculty of Law's new space – entitled Allard Hall – opened in September; it includes a new Law Library that serves as a vital academic hub for students and the legal community. Highlights include up-to-date technology for teaching and research, natural lighting, group study rooms, a teaching room and adequate space for a growing student and faculty body.

Those are some of the highlights at UBC Library for 2011/12 – I invite you to read the rest of this report for updates on collections, support, the digital agenda, the road ahead and more. Finally, I would like to offer my sincere thanks to all of the Library's staff for their contributions over the past year. Their efforts ensured that UBC Library remained on track with its strategic plan, and continued to offer the excellent resources and services that define a 21st-century research organization.



Students gathered in the Irving K. Barber Learning Centre.



UBC Library's total collections in fiscal 2011/12 grew to more than 6.5 million items. More than 70 per cent of the Library's collections budget was spent on licensing or acquiring electronic resources – a reflection of the ever-growing importance of online research. Researchers and other users of UBC Library now have online access to more than 1,400 databases, more than 200,000 unique e-journal titles and nearly 950,000 e-books.

The decreased borrowing of physical material was offset by an increase in electronic resource use, the continuation of a decade-long trend. There were nearly 10 million e-book and e-journal article downloads in 2011/12 (averaging more than 125 downloads for every UBC student, staff and faculty member). In addition, the Library continually adds to its locally digitized collections, made freely available to researchers on campus, in the province and around the world (for more, please see "The Digital Agenda" section on page 5).

The Library purchased a number of important digital collections, including the entire Springer e-book archive dating to 1820. As a result, about 45,000 core math and science books should be accessible online by December 2012.

The total number of items in cIRcle (circle.ubc.ca) – the open access digital repository for the University's research and teaching materials from faculty, graduate and undergraduate students – grew to 40,700. cIRcle has made great strides since its beginnings five years ago; as of the last fiscal year, it ranked 15th among top U.S. and Canadian repositories, and 36th among 1,435 repositories worldwide. Users around the globe can now access thousands of UBC graduate student theses from years past, thanks to the completion of the Library's Retrospective Theses Digitization project. As a result, online access is available to virtually all UBC theses created between 1919 and 2007. There are more than 32,000 such theses in cIRcle, showcasing more than five million pages of UBC graduate student research. In addition, since 2008, UBC graduate students have submitted their theses online to cIRcle, totalling about 5,000 additional titles. These have been viewed and downloaded hundreds of thousands of times – an invaluable outcome of cIRcle's efforts to store and share UBC's knowledge creation.

The Library's Rare Books and Special Collections (RBSC) division acquired some outstanding resources, by purchase and gift. Highlights included:

- a first edition of *Pride and Prejudice* by Jane Austen;
- a copy of *The Native Races of North America* (1895) annotated by Thomas Crosby, the early missionary;
- books on the Doukhobors, such as the *Rules and Membership Book of the Russian Workers Club of Maxim Gorky*, printed in Nelson, B.C. in 1932;
- a collection of Canadian government documents on railway development in North America;
- and a small but rich collection from Tommy Brayshaw that includes books on fly fishing, early books on Brayshaw's birthplace of York and a unique copy of a book on the flora of B.C.

Douglas Coupland made additions to his archive, which he donated in 2010. The latest grouping includes collages developed for an early website. Dr. Wallace Chung added a segment of the sealing archive of Charles Spring to the Chung Collection, along with documents on the Bering Sea controversy, and the Esquimalt and Nanaimo Railway.

An archival collection on book design assembled by Robert R. Reid, one of Canada's most notable book designers, arrived, as did the archive of Arsenal Pulp Press, the B.C. book publisher. John Keenlyside donated another segment of documents on the early legal history of B.C., and Dr. Stephen Drance, a former Head of UBC's Department of Ophthalmology, donated 18 B.C. maps and charts dating from 1572 to 1856.

RBSC exhibitions focused on topics including the Governor General's Literary Awards, the 400th anniversary of the King James Bible and Charles van Sandwyk, the acclaimed artist and illustrator.



Detail from the Puban collection in UBC's Asian Library.

In September, UBC launched *start an evolution* – one of the most significant fundraising and alumni engagement campaigns in Canadian history.

With dual goals to raise \$1.5 billion and double the number of alumni engaged with the University by 2015, the campaign supports student learning, research excellence and community engagement at UBC's Vancouver and Okanagan campuses.

UBC Library is a keen participant in the campaign, and is well-positioned to raise \$25 million by 2015 to support a range of initiatives at branches including the Asian, Woodward and Koerner libraries. The Library also has plans to expand its digital collections and to steward existing print collections so they remain accessible to future generations.

One highlight of fiscal 2011/12 involved the donations of notable film collections, which are now being housed and preserved by UBC Library, thanks to the generosity of B.C. donors. Videomatica – a long-loved local video rental store that specialized in rare and esoteric titles – donated the bulk of its 28,000 DVDs, 4,000 VHS titles and 900 Blu-rays to UBC. The collection will be housed at UBC Library with more than 5,000 duplicates available at UBC's Department of Theatre and Film. Simon Fraser University received about 2,800 documentaries. The collection, valued at approximately \$1.7 million, includes feature films, literary adaptations, cult and art films, foreign films from more than 75 countries, Canadian works and selections from the Vancouver International Film Festival.

Meanwhile, one of the largest private film collections in Canada, and a fascinating document of rural B.C., came to UBC Library thanks to a donation from the Halleran family and the support of community partners including Columbia Basin Trust (CBT). The Halleran Collection, valued at \$750,000, consists of about 250 nature-oriented video programs produced in British Columbia over the decades – first by Mike Halleran and then by his son Terry. These shows, known collectively as the Westland series, were broadcast by the Knowledge Network from 1984 to 2007. They examine a broad range of issues associated with forestry, freshwater fishing, endangered species and ecosystem restoration. The donation also includes an extensive library of 2,000 source tapes.

UBC Library is grateful for the generosity of its donors, who provide valuable funding for many projects and gifts-in-kind that enhance collections.
Please see [Appendix D](#) for further donor details.



A collection of graduates and chants from Rare Books and Special Collections.

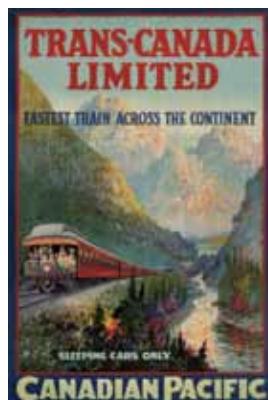
Strengthening and preserving collections to meet changing curriculum and research needs is a key objective at UBC Library.

Accordingly, the Librarian of Preservation and Collection Management Programs, appointed in 2011, has worked to ensure that UBC Library will be a leader in Canada regarding the preservation and maintenance of its collections, regardless of format and location.

Priorities were established in the areas of disaster response, policy development, environmental control, demonstration projects, education and collection care. Tasks included updating the Library's Collections Disaster Recovery Manual, re-housing material in Xwi7xwa Library's archives, undertaking a condition assessment of rare books in the Asian Library, monitoring temperature and humidity in key locations, and organizing a staff training workshop on book repair. A special program with Peking University Library has increased UBC Library's capacity to repair its Chinese rare books.

An inventory program that began in Koerner Library and the Irving K. Barber Learning Centre continued this year, with work completed at the Education, Music and David Lam libraries, and nearing completion at Woodward Library. The program was established to increase collections access and findability, and to prepare for transitions to digital formats and high-density storage models.

Over the past year UBC Library worked with a Lower Mainland open source software company to preserve the Library's locally created digital collections on a long-term basis. As a result, a preservation system is being developed to ensure that the Library's digitized and born-digital holdings will be maintained for current and future generations of users.



This Trans-Canada Limited poster is just one of many in UBC Library's Chung Collection. Almost 10,000 items have been digitized and are freely available online.
chung.library.ubc.ca



A Digital Initiatives Librarian works on digitizing audio records.

The Digital Initiatives Unit is a key part of the Library's strategy to support teaching, research and learning at UBC.

Its goal is to create sustainable, world-class programs and processes that promote digital scholarship, make UBC research and digital collections openly available to the world and ensure the long-term preservation of UBC's digital collections.

The Digitization Centre, located in the Irving K. Barber Learning Centre, opened in spring 2011. In September, the Library hired three Digital Project librarians to work in the Centre and oversee various digitization projects.

Fascinating aspects of B.C. history can now be shared with users near and far thanks to unique digital initiatives. More than 45,000 pages chronicling B.C.'s past are available online thanks to the British Columbia Historical Newspapers Digitization Project. The project, generously supported by a private family foundation, features digitized versions of 24 historical papers from around the province, with plans to add more in the future. The titles, which range from the *Abbotsford Post* to the *Phoenix Pioneer*, date from 1865 to 1924. All are available for free online viewing at historicalnewspapers.library.ubc.ca.

The B.C. Bibliography project focuses on making early British Columbia material available online through digitization, starting with rare and unique historical materials. More than 150 books, pamphlets and ephemera have been digitized to date. Project partners include the Vancouver Public Library, the University of Victoria Library and Simon Fraser University Library. For more information, please visit bcbibtest.library.ubc.ca.

“The B.C. Historical Newspapers Digitization Project is an excellent example of UBC Library advancing its digital agenda and connecting with communities at UBC and around the province.”
- Allan Bell, Director of Digital Initiatives

CHINESE CANADIAN STORIES



The Library's Chinese Canadian records include a fascinating range of material, ranging from worker ads to personal correspondence and scrapbooks.

Chinese Canadian Stories: Uncommon Histories from a Common Past is a collaborative initiative focusing on the legacies of Chinese Canadians. The project received a \$900,000 grant from Citizenship and Immigration Canada's Community Historical Recognition Program in 2010. While no new funding has been provided, the initiative will continue to operate until September 2012 through existing project funds supported by in-kind contributions from UBC Library and Simon Fraser University (SFU) Library.

One of the project's highlights is the Chinese Head Tax Register – a database of 97,123 Chinese who entered Canada from 1885 to 1949. The register allows users to search for information such as personal names, village and country of birth, date of registration, port of arrival, vessel name and more, and was developed in collaboration with SFU Library and the support of Library and Archives Canada.

Chinese Canadian Stories jointly developed the Gold Mountain Quest online learning game with students and graduates from Vancouver's Great Northern Way Campus. The game aims to engage young players, typically from Grades 5 to 7, by enabling them to experience life as a Chinese Canadian youth in 1910 and explore historically accurate culture in the fictional town of Gold Mountain.

In the past year, *Chinese Canadian Stories* staff held more than 10 community workshops in the Lower Mainland. Several workshops on oral history research, filming and digitization catered to high school students, independent researchers, community elders and members of the public interested in preserving family histories.

Visit chinesecanadian.ubc.ca to play the interactive game, check out upcoming events and learn more about the project.

... The Gold Mountain Quest interactive game can
... be downloaded or played online.
... chinesecanadian.ubc.ca

The entrance to UBC's X̱wi7̱wa Library, the only Aboriginal branch of a university library in Canada.

The In-digitization project is helping First Nations communities prepare their cultural materials for the digital age. The project is a partnership between the Learning Centre, the First Nations Technology Council, the First Nations House of Learning at UBC, the Museum of Anthropology (MOA), the School of Library, Archival and Information Studies (SLAIS) and three B.C. First Nations communities – Heiltsuk, Ktunaxa and 'Namgis.

One of the project's highlights is an online "toolkit" for the digitization of First Nations cultural materials. The kit is a how-to resource, with audiocassette digitization equipment and software available for lending to participating communities.

Visit indigitization.ca to learn more.



Khelsilem Rivers, an intern at UBC's Museum of Anthropology, is working with the Library to preserve cultural heritage.
indigitization.ca

"By supporting First nations communities, we are safeguarding future generations access to valuable community information."

- Mimi Lam, Digital Projects Librarian

"This system will assist [First Nations] in preserving and digitizing their own valuable oral histories and language recordings."

- Khelsilem Rivers, intern



Woodward Library's lower level provides a welcome space for study and research.

The Scholarly Communications Steering Committee, created and co-chaired by UBC's University Librarian and the Provost of UBC's Okanagan campus, includes 26 members with representation from all faculties and colleges, along with Library and student representation. The Steering Committee pursued three priorities: open access, scholarly publishing, and tenure and promotion in the digital age. An open access position statement was tabled and discussed, and is expected to be submitted at a future Senate meeting. A report on university publishing was submitted, and recommendations will be considered in the coming year. Committee members also produced a report detailing the challenges facing promotion and tenure committees, which are increasingly presented with newer forms of scholarship (including websites, wikis, blogs, social media, e-books, e-journals and more) and evaluation metrics.

The Innovative Dissemination of Research Award, established by the Library in 2010, honours UBC faculty, staff and students who expand the boundaries of research with new tools and technologies for dissemination. Dr. Dirk Zeller, Mr. Ar'ash Tavakolie and Dr. Daniel Pauly of the UBC Fisheries Centre were the 2012 award recipients for *The Sea Around Us Project* portal (searoundus.org). This project aims to assess, document and communicate the impact of fisheries on the world's marine ecosystems, and propose measures to ensure globally sustainable fisheries. The award winners were formally recognized at the Celebrate Research Awards Gala in March.

UBC Library co-ordinated Open UBC, which showcased a week of events in October involving UBC researchers, faculty, students and staff. Open UBC is held in conjunction with International Open Access Week, which encourages the academic community to share and learn about open scholarship initiatives locally and worldwide.

• The Innovative Dissemination of Research
• Award is awarded on an annual basis.
• scholcomm.ubc.ca



Copyright affects faculty, staff and students at UBC.

The UBC copyright compliance strategy was developed by the Library, in partnership with other campus units, to support the University's decision to opt out of the Access Copyright interim tariff after August 31, 2011.

The strategy included:

- co-ordinating activities through a cross-campus Copyright Advisory Group;
- developing and delivering educational programs and "just-in-time" resources for faculty, students and staff on copyright obligations and procedures;
- enhancing instructional support for faculty to update materials and ensure appropriate permissions have been obtained for digital materials;
- establishing a central permission service that clears and tracks copyright for everyone at the University;
- providing a new course pack service that enables the timely distribution of print materials through the UBC Bookstore;
- and strengthening relationships with other Canadian universities around copyright matters.

Members of the copyright team worked one-on-one with members of the UBC community to ensure that teaching and instructional materials are copyright compliant.

Learn about the new copyright guidelines at
copyright.ubc.ca

IRVING K. BARBER LEARNING CENTRE

The Irving K. Barber Learning
Centre — engaging with users at
UBC and beyond



Dr. Irving K. Barber, the principal donor for the Irving K. Barber Learning Centre and a passionate supporter of education and research in British Columbia, passed away in April 2012. Dr. Barber was a visionary thinker with a strong commitment to strengthening B.C., improving the quality of life for its residents and providing an enriched university experience for students. His gift of \$20 million was largely responsible for the development and construction of the Learning Centre — a facility dedicated to enhancing the student experience, and fostering the intellectual, social, cultural and economic development of the people of British Columbia and beyond. UBC Library is ever grateful for the generosity of Dr. Barber and his wife Jean.

The Learning Centre's programs and services continue to focus on student and community engagement. The Chapman Learning Commons (CLC), located in the Learning Centre, provides learning technology and multimedia support as well as access to tutoring, academic coaching and learning services. Partners include AMS Tutoring, the UBC Writing Centre and UBC Student Development.

The Learning Centre partnered with UBC groups to provide free and public lectures, exhibits, dialogues and debates, including the Lifelong Learning Series and the Health Information Series. The Robson Reading Series — a partnership involving UBC Bookstore and the Learning Centre — hosted a selection of authors, and these free public events were held at UBC's Robson Square and Vancouver campuses.

Supporting rural and remote economic development is another priority for the Learning Centre. The Small Business Accelerator (SBA) — an online portal curated by business librarians that provides access to resources and information for entrepreneurs and small businesses in B.C. — has attracted nearly 22,000 online visits from 91 different communities across B.C., and more than 29,000 visits across Canada, since its November 2010 launch.

The Rural Community Learning Initiative, now in its third year, is a partnership between UBC's Sauder School of Business, the Community Learning Initiative and the Learning Centre (the Learning Centre provides funding and tools, such as the SBA, to support the initiative). Sauder students participate in service learning projects in rural B.C. communities, matching marketing and business-planning skills with local expertise. More than 286 Sauder students (40 at the MBA level) have worked with communities including Pemberton, Port Alberni, Courtenay, Campbell River, Tofino, Doig River, Ucluelet, Atlin and Terrace.

The Learning Centre is working with learning and cultural organizations across B.C. to build a digital infrastructure enabling communities to share their legacies and stories. In 2012, the British Columbia History Digitization Program (BCHDP) surpassed the \$1-million funding mark; the program, launched in 2006, provides matching grants to support projects that make B.C. historical materials freely accessible to the public. This year, nearly \$188,000 in matching funds was allocated for 23 projects throughout the province. In total, the BCHDP has awarded more than \$1 million for 120 grants over the past six years, representing a significant investment in B.C. communities.

The Learning Centre provides the administrative home, staffing and funding to support the B.C. Digitization Coalition, a community-based partnership between organizations and stakeholders interested in improving access to cultural and historical resources in the province.

UBC'S OKANAGAN CAMPUS



UBC's Okanagan Library sits at the centre of campus.

Library renovations at the Okanagan campus began in September and are scheduled to continue in the coming year. The collection support area on the third floor was expanded, and special collections material was placed in a temporary location. In February, work on the second floor for a new staff area was completed.

The Southern Medical Program (SMP) at UBC Okanagan began in fall 2011 and became the fourth site in UBC's distributed medical undergraduate program, which includes the Vancouver-Fraser Medical Program at UBC Vancouver, the Northern Medical Program at the University of Northern British Columbia and the Island Medical Program at the University of Victoria.

Key highlights included the development of print/electronic reserves and clerkship collections, collaboration on a pilot project investigating the use of mobile learning devices in the SMP anatomy lab, and a partnership with Interior Health Library to develop a new interdisciplinary library at the Kootenay Boundary Regional Hospital in Trail, B.C., to support staff, physicians, students, residents and clinical faculty.

The Centre for Scholarly Communication at the Okanagan campus opened in July to support graduate students and upper-level undergraduate students as they share their research with the academic and broader communities. The Centre, a two-year pilot project, is housed in the Library, and reports to the Chief Librarian and the Director of the Centre for Teaching and Learning at the Okanagan campus. It offers special programming, workshops, writing groups and one-on-one consultations. Highlights included a series of talks entitled "Editor's Forum," where editors spoke to students about the scholarly publication process; a panel on the use of digital media to conduct and disseminate research; and a four-day Boot Camp consisting of workshops and other events to help students with writing projects.



Students gather at one of the welcoming spaces at the refurbished Okanagan Library.
library.ubc.ca



Students can work collaboratively in many Library spaces.

In today's increasingly interdependent world, collaboration is key – and UBC Library is involved in an array of partnerships and projects.

The Library is a member of various regional and national organizations, including the Canadian Association of Research Libraries, the Association of Research Libraries in North America, the British Columbia Electronic Library Network, the B.C. Digitization Coalition, the Pacific Rim Digital Library Alliance and more.

Two major North American research and management programs met at UBC Library in recognition of its Library's innovations and digital projects. In November, UBC Library hosted a Research Libraries Leadership Fellows (RLLF) Institute focused on the theme of the university and community engagement. The RLLF program brings together leaders from North American research libraries who are planning to become library directors. Participants explored how community engagement has become a key strategic area for many institutions, and the types of initiatives academic libraries have developed to support engagement beyond campus.

In January 2012, UBC Library hosted 15 CLIR (Council on Library and Information Resources) Fellows as part of a two-day Postdoctoral Fellowship in Academic Libraries Program. The Fellows – post-doctorate researchers generally in the field of digital humanities – work on projects that strengthen connections between academic library collections and their use by faculty and researchers.

From February through April, UBC Library hosted the *Retell, Rethink, Recover* exhibition to commemorate the March 2011 disasters that struck Japan. A complementary display featured portraits of earthquake survivors, a project sponsored by the Japan Foundation and Shiseido, the cosmetics company. In addition, a free one-day conference co-sponsored by UBC's Department of Asian Studies was held in March and featured talks from scholars on Japan, and personal accounts from UBC students, faculty and alumni.

ENABLING THE FUTURE

These are challenging and exciting times for UBC Library — and, indeed, for research libraries throughout North America. Technology continues to evolve at a rapid pace. Services and collections are consolidating as organizations grapple with budgetary pressures. Student learning is becoming more group-focused, more multidisciplinary and more attuned to the online environment. The demand for additional electronic resources, and unfettered access to those resources, continues to grow. Physical spaces involve more than matters of infrastructure — they are also viewed through the lense of engagement, allowing and encouraging users to interact and connect with each other, and with the Library's staff and collections.

In response to this dynamic environment, UBC Library has been busy implementing changes since its strategic plan was introduced in 2010. The coming year will see further steps taken to provide the services, programs and operations that define a 21st-century research library. These steps will also be taken within a fiscal context that foresees the Library achieving a balanced budget by the end of fiscal 2014/15.

Upcoming changes include:

- a review of service models and the potential consolidation of certain branches within the UBC Library system into related clusters;
- the closure of the Robson Square branch (virtual access to Library collections and a book delivery service will remain);
- and the building of an Integrated Research Library (IRL) facility on the south campus that will enable low-use books to be moved out of core campus areas. This will reduce the Library's collection footprint, and increase research and learning spaces for students and faculty at prime locations. The IRL may also act as a "last-copy" facility in partnership with other local and national libraries.

These are major and necessary steps for the Library to take in order to continue offering excellent resources and services, and to secure a sustainable financial foundation for the future. We look forward to engaging with the UBC community as we develop our services, collections and spaces.

When I arrived at UBC Library in 2009, one of my top priorities was to implement an ambitious and innovative digital agenda. We have taken many steps to achieve this goal, and will continue to do so in the coming year, thanks in no small part to donor and foundation support. Plans include the implementation of a digital preservation system and the establishment

of a workflow process that will enhance the Library's ability to upload content easily to cIRcle, the University's digital repository.

The upcoming year will mark my second and final year as President of the International Federation of Library Associations and Institutions (IFLA). A Deputy University Librarian was appointed to direct the Library when I am away on IFLA-related business, and this arrangement will continue for the duration of my IFLA presidency.

It has been a great honour to serve as the first Canadian to head IFLA, which is the only organization that speaks for library associations, institutions and librarians around the world (please see ifla.org for more information). I look forward to upcoming highlights, including two events scheduled to be held at UBC's Vancouver campus: an IFLA Presidential meeting on Indigenous knowledge, and a UNESCO conference on digitization and preservation in the digital age.

On a related note, UBC Library will co-host the fifth WCILCOS International Conference of Institutes and Libraries for Chinese Overseas Studies, along with Ohio University Libraries. This event will serve to recognize an expanding field of study, and facilitate interaction between scholars and librarians around the world – yet another example of the value of collaboration.

UBC Library, then, looks forward to enabling the future. Granted, some storm clouds lurk on the horizon – concerns include the lack of a sustainable budget model for UBC Library, the rising cost of electronic resources, the instability of business models in the publishing world and the presence of competing forces such as Google (whose mission "is to organize the world's information and make it universally accessible and useful"). That said, there are plenty of reasons to remain positive about the prospects for UBC Library, and for research libraries in general. Physical collections of books will not only remain, but endure. Digitization will continue to enhance the accessibility and availability of materials, and broaden the scope of library offerings. Libraries will remain popular hubs for study, research, collaboration and reflection.

I am excited to lead UBC Library as it continues to respond to a constantly changing environment, while remaining focused on our most important stakeholder: the library user.



Ingrid Parent
University Librarian

Appendix A

LIBRARY STAFF

(April 1, 2011 – March 31, 2012)

HEADS AND BRANCH LIBRARIANS

Art + Architecture + Planning – D. Vanessa Kam
Asian Library – Eleanor Yuen
Biomedical Branch Library – Dean Giustini
Borrower Services, Circulation – Lynne Gamache
Borrower Services, Interlibrary Loan – David Winter
Chapman Learning Commons – Julie Mitchell
Collections – Jo Anne Newyear Ramirez
Communications and Marketing – Linda Ong
David Lam Management Research Library – Jan Wallace
Education Library – Christopher Ball
Hamber Library – Tricia Yu
Humanities and Social Sciences Division – Acting Head, Keith Bunnell; Interim Head, Trish Rosseel (effective October 2011)
Irving K. Barber Learning Centre – Simon Neame
Law Library – Sandra Wilkins
Library Digital Initiatives – Allan Bell
Library Systems and Information Technology – Renulfo Ramirez
Music Library – Kirsten Walsh
Rare Books and Special Collections – Ralph Stanton
Robson Square Library – Leonora Crema
Science & Engineering – Aleteia Greenwood
St. Paul's Hospital Library – Barbara Saint
Technical Services – Acting Head, Tim Atkinson; Interim Head, Jo Anne Newyear Ramirez (effective December 2011)
UBC Okanagan Library – Melody Burton
University Archives – Chris Hives
Woodward Library and Hospital Branch Libraries – Interim Head, Kathy Hornby
Xwi7xwa Library – Ann Doyle

LIBRARY EXECUTIVE TEAM

University Librarian – Ingrid Parent
Deputy University Librarian – Melody Burton
Associate University Librarian, Collections – Jo Anne Newyear Ramirez
Associate University Librarian, Planning and Community Relations – Leonora Crema
Associate University Librarian, Research Services – Lea Starr
Associate University Librarian, Library Systems and Information Technology – Renulfo Ramirez
Director, Communications and Marketing – Linda Ong
Director, Finance and Facilities – Corey Sue; Jean-Paul Eidsvik (effective March 2012)
Director, Human Resources – Deborah Austin; Interim Director, Ina Reiche (effective July-October 2011); Keith Kawa (effective October 2011)
Director, Irving K. Barber Learning Centre – Simon Neame
Director, Library Digital Initiatives – Allan Bell

Appendix B

LIBRARY STATISTICAL SUMMARY (INCLUDES OKANAGAN CAMPUS)

(April 1, 2011 – March 31, 2012)

	2011-12	2010-11
LIBRARY COLLECTIONS		
Total Volumes	6,478,708	6,358,773
DIGITAL COLLECTIONS		
E-books	943,945	875,670
E-journal titles	205,237	157,545
clRcle (includes e-theses)	40,702	31,700
OTHER FORMATS		
Archives (metres)	4,141	4,097
Audio/visual, cartographic, graphic	887,594	883,655
Microforms	5,320,985	5,310,799
SERVICES: TEACHING AND LEARNING		
Classes	1,610	1,288
Participants	39,658	35,941
Online classes	17	17
Online participants	5,317	4,167
Total questions answered	142,119	170,621
Online reference	14,627	18,591
Loans	1,814,063	2,041,785
In-person visits	4,034,245	3,946,457
Website visits	6,238,795	6,878,700
STAFF (FTE)		
Librarians*	91	88
Management and Professional (M&P)	40	38
Support Staff	157	161
Student employees	35	39
Total FTE All Staff	323	326

⋮ * Includes Librarians on study leave

Appendix C

UBC LIBRARY STATEMENT OF EXPENDITURES - VANCOUVER CAMPUS

Fiscal year April 1, 2011 – March 31, 2012, figures listed in thousands of dollars.

YEAR	SALARIES	BENEFITS*	COLLECTIONS	OTHER	TOTAL EXPENDITURES	REVENUE	SURPLUS/DEFICIT
2007/08	13,727	N/A	12,488	3,382	29,598	36,376	6,778
2008/09	15,291	N/A	15,030	4,120	34,441	33,598	(843)
2009/10	16,432	N/A	14,138	4,290	34,861	33,029	(1,832)
2010/11	16,404	3,058	13,923	6,724	40,109	36,740	(3,369)
2011/12	16,782	3,134	14,156	4,716	38,788	36,905	(1,883)

**Benefit funding and expenses were transferred to UBC Library in 2010/11. These benefit charges were paid by UBC Finance prior to 2010/11.*

Scope of financial information

The funds included in this financial report are:

- General purpose operating funds
- Fee for service funds
- Specific purpose funds
- Endowment funds

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2011 and March 31, 2012.

PRESIDENT'S CIRCLE (LIFETIME CONTRIBUTION, \$250,000 AND ABOVE)

Canadian Pacific Railway
Paul Fang
Terry Halleran
Julia McKeough
Videomatica

CHANCELLOR'S CIRCLE (LIFETIME CONTRIBUTION, \$25,000 TO \$249,999)

Robert Baldwin
Alice Chung
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Aminah Amirie
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Nadine Baldwin
Aurora Bautista

cont'd on next page

UBC Library strives to ensure the accuracy of this list - if there are omissions or updates, please contact the Library Development Office at 604-827-4112.

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2011 and March 31, 2012.

FRIENDS (ANNUAL CONTRIBUTION, \$500 TO \$999)

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Appendix E

GRANT FUNDING

April 1, 2011- March 31, 2012

Grants play a vital role in funding UBC Library's services and projects. Highlights include:

BOAG Foundation Ltd.

\$5,000 for special collections.

Regional District of Central Kootenay

\$5,000 for the Halleran Collection.

UBC Bookstore

\$5,000 for the Robson Reading Series.

Canada Council for the Arts

\$5,100 for the Robson Reading Series.

Dr. Wallace B. Chung and Madeline H. Chung

\$7,663 for the Chung Collection.

John E. Stainer

\$7,883 for the UBC Library Collection Enrichment Fund.

Elizabeth Moir

\$10,000 for the general operation of UBC Library.

Yosef Wosk

\$10,000 for costs related to the Videomatica collection.

Roland Whitaker Charitable Trust

\$10,900 for the IKBLC Endowment Fund.

Maria Chung

\$12,500 for the Chung Collection.

Stephen Chung

\$12,500 for the Chung Collection.

Sandra L. Cawley

\$15,000 for the Cawley Family Collection Endowment.

Habitat Conservation Trust Foundation

\$20,000 for the Halleran Collection.

Okanagan Region Wildlife Fund Society

\$20,000 for the Halleran Collection.

Korean Foundation

\$20,464 for Korean collections in the Asian Library;
\$8,400 for the Asian Library's Korean Canadian Heritage Archive project.

Columbia Basin Trust

\$100,000 for the Halleran Collection.

UBC Faculty of Arts

\$106,915 for costs related to the Videomatica collection.

Department of Citizenship and Immigration

\$351,872 for the Chinese Canadian Stories project.

Canadian Pacific Railway Ltd.

\$500,000 for the digitization, documentation and publication of the Chung Collection.

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University Librarian

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COVER

From left to right:

ROW 1: Don Erhardt, Martin Dee

ROW 2: Martin Dee

ROW 3: Martin Dee, UBC Library

ROW 4: UBC Library

ROW 5: UBC Library: [Primary geography to learn by heart](#), 1876; [Students and sculptures on Library lawn](#), 1957

INSIDE

PG 1: Eugene Lin, Martin Dee

PG 2: [Kaisei chiri shoho ansha no zu \(Primary geography\)](#), G3201. A5 1876

PG 3: Martin Dee

PG 4: UBC Library: Selection of graduals and chants from Rare Books and Special Collections, includes *Biblia pauperum* (1480), *Plainsong Chants from the Roman Gradual*, and *Alceste* (vocal score dated 1708); [Trans-Canada Limited: fastest train across the continent](#) (poster), 1924, CC-OS-00200

PGs 5, 8, 12: Martin Dee

PG 6: Don Erhardt

PG 7: UBC Library, Museum of Anthropology

PGs 9, 10: UBC Library

PG 11: UBC Okanagan

BACK

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8 March 2013

To: Vancouver Senate

From: Ms Lisa Marie Collins
Associate Vice-President Enrolment Services & Registrar *pro tem*.

Re: **Update to 2013/14 Academic Year (information)**

At its meeting of February 13 2013, Senate received the 2013/14 Academic Year for information. There has been a slight change to the information that was presented at that time.

The number of teaching days in Term 1 has been reduced in accordance with Senate's March 2012 resolution to suspend classes for one day to permit UBC faculty, staff, and students to observe the Final West Coast National Event of the Truth and Reconciliation Commission. After consultation with the Truth and Reconciliation Commission, it has been determined that the opening day of the event is the most appropriate day for this suspension of classes as it will afford students, faculty and staff with a full scope of ways to participate in the event. Therefore, the date of the suspension of classes has been changed from Friday, September 20th to Wednesday, September 18th, 2013.

Key dates for the 2013/14 Winter Session are as follows:

Term 1

Tuesday September 3, 2013
Wednesday September 18, 2013

Friday November 29, 2013
Wednesday December 4, 2013
Wednesday December 18, 2013
Number of Teaching Days

Term 1 begins
**Truth and Reconciliation Observance Day
(One day suspension of classes)**
Last day of Term 1 classes for most faculties
First day of exams for Term 1
Last day of exams for Term 1
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Term 2

Monday January 6, 2014
February 17-21, 2014
Tuesday April 8, 2014
Saturday April 12, 2014
Wednesday April 30, 2014
Number of Teaching Days

Term 2 begins
Midterm Break
Last day of Term 2 classes for most faculties
First day of exams for Term 2
Last day of exams for Term 2
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