



**Vancouver Senate**

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

**WEDNESDAY, DECEMBER 12, 2012**

**6:00 P.M.**

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

**1. Minutes of the Meeting of November 14, 2012 – Mr Justin Yang**  
(approval) (circulated)

**2. Business Arising from the Minutes –Mr Justin Yang**

**3. Academic Policy Committee- Dr Paul G. Harrison**

Transfer of the Master of Business Administration and Master of Management programs to the Faculty of Commerce and Business Administration (approval) (circulated)

**4. Joint Report from the Admissions and Curriculum Committees – Dr Peter Marshall and Mr Bill McNulty**

Dual Degree in Food, Nutrition & Health and Education (approval) (circulated)

**5. Admissions Committee – Mr Bill McNulty**  
(approval) (circulated)

- a. MA and MEd Programs in Early Childhood Education – Professional Experience Requirement
- b. Doctor of Dental Medicine and International Dental Degree Completion Program – Admission Requirements

**6. Curriculum Committee – Dr Peter Marshall**

Curriculum proposals from the Faculties of Graduate Studies (Land and Food Systems, Medicine) and Science (approval) (circulated)

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

- a. Adjustment to Senate Committees Membership – Associate Vice-President Academic

*...continued*

- b. Adjustment to Student Awards Committee Membership – Change in Title and Voting Privileges
- c. Adjustment to Teaching and Learning Committee Membership – Addition of Ex-officio Member

**8. Student Awards Committee– Dr Sue Grayston**

New Awards and Changes to Existing Awards (approval) (circulated)

**9. Tributes Committee – Dr Sally Thorne**

(approval) (circulated)

- a. Remedy of Clerical Error in UBC Calendar list of Emeritus Staff
- b. Candidates for Emeritus Status

**10. Report from the Provost and Vice-President, Academic – Dr David Farrar**

- a. Change in name from the Department of Forest Sciences to the Department of Forest and Conservation Sciences (approval) (circulated)
- b. Student Evaluation of Teaching Report to Senate (information) (circulated)
- c. Aboriginal Strategic Plan Report to Senate (information) (circulated)

**11. Report from the Faculty of Medicine – Dean Gavin Stuart**

Revision to Procedures for Full Faculty Meetings (approval) (circulated)

**12. Proposed Agenda Items**

**13. 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](mailto:kristen.elder@ubc.ca)

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



# VANCOUVER SENATE

## MINUTES OF 14 NOVEMBER 2012

**DRAFT**

### Attendance

**Present:** Prof. S.J. Toope (President and Chair), Mr J. Ridge (Secretary), Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Dr K. Baimbridge, Dr J. Belanger, Principal H. Brock, Mr B. Caracheo, Dr G. Chapman, Prof. B. Craig, Mr B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar, Mr D. Fernandez, Dr S. Grayston, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Mr M. Hunter, Dean M. Isman, Dr I. Ivanov, Mr T. Jefferson, Dr S. Knight, Dr U. Kumar, Dr B.S. Lalli, Ms M. Leong, Dr P. Leung, Ms N. Liu, Dr P. Loewen, Prof. B. MacDougall, Dr W. McKee, Ms M. McKenna, Mr W. McNulty, Ms S. Morgan-Silvester, 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, Mr A. Sihota, Dr D. Simunic, Dr S. Singh, Dr R. Sparks, Dr B. Stelck, Ms S. Sterling, Dr S. Thorne, Ms K. Tyson, Dr M. Vessey, Dr D. Witt, Mr E. Woo, Mr J. Yang, Ms L. Zhu.

**Regrets:** Ms E. Biddlecombe, Dean M.A. Bobinski, Dr L. Burr, Mr B. Caro, Dr P. Choi, Rev. Dr S. Farris, Dean B. Frank, Prof. B. Goold, Ms V. Goyal, Rev. Dr M. Hagemoen, Dean *pro tem.* E. Hall, Dean R. Helsley, Dean J. Innes, Mr P. Lee, Dr D. Lehman, Ms K. Mahal, Dr F. Marra, Dr P. Marshall, Principal L. Nasmith, Dr D. O'Donoghue, Dr I. Parent, Dr R. Reid, Ms T. Rosseel, Dean C. Shuler, Dean R. Sindelar, Dean G. Stuart, Mr M. Thom, Mr D. Verma, Dr L. Walker, Dr R. Wilson, Dr R. Windsor-Liscombe, Dr R. Winter.

**Guests:** Mr A. Arida, Mr I. Burgess, Dr A. Kindler, Mr P. Ouillet, Mr D. Shorthouse.

**Recording Secretary:** Mr C. Eaton

### Call to Order

The President called the third regular meeting of the Senate for the 2012/2013 Academic Year to order.

### Agenda

Under the Rule 20 (d) of the *Rules & Procedures of Senate*, the Chair accepted the request of the Provost to add the consideration of the “BC Leadership Chair in Cultures and Ecosystems at Risk” under Other Business.

### Tributes Committee

**KATHERINE T. BREARLEY**

The Chair of the Tributes Committee, Dr Sally Thorne, presented.

Sally Thorne  
Richard Anstee

}

*That Senate approve the Memorial Minute for Dr Katherine T. Brearley, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

### **Dr. Katherine T. Brearley**

Dr. Katherine T. Brearley was born in Calgary and moved to White Rock as a young girl. After high school, Dr. Brearley completed her BA at UBC in English, French and History in 1935, her professional year in Education in 1936, and her MA in English in 1939. She taught at Semiahmoo Secondary School in Surrey from 1937 to 1947, before going on to earn her PhD at the Université de Paris. Dr. Brearley returned to UBC in 1950, where she was in charge of the Women's Residence from 1950 to 1954, and Assistant Dean of Women from 1959 to 1962.

In 1969, Dr. Brearley was promoted to Associate Professor in the Department of French, and Senior Faculty Advisor in the Faculty of Arts. She served in these roles until her retirement from UBC, upon which she became Associate Professor emerita. The Kay Brearley Service Award is given annually to the student or non-student whose service to the Women's Athletic program has been judged to be exceptional. Dr. Brearley was both a member and Chair of the Women's Athletic Committee for many years. She had a genuine interest in students, and was committed to encouraging student involvement and leadership. In addition to her many other contributions to UBC, Dr. Brearley served on the Senate from 1975 to 1981 as a representative of Joint Faculties.

A textbook case against mandatory retirement, Dr. Brearley returned to high school teaching at Little Flower Academy from 1981 to 1988. After retiring from LFA, she volunteered with neighbourhood agencies and remained active with UBC Retired Faculty. Dr. Brearley also became an accomplished painter of watercolours, her works being shown at venues such as "Artists in our midst".

Approved.

### **Senate Membership**

The Registrar informed Senate that in response to the call for nominations issued at the October 17, 2012 meeting of the Senate, we received one (1) nomination from Dr Don Witt to the Senate Nominating Committee. Therefore, Dr Witt is acclaimed elected to the Committee until 31 August 2014 and thereafter until replaced.

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

Joseph Belanger  
William McNulty

}

*That the Minutes of the Meeting of 17 October 2012 be adopted as corrected.*

*Correction: MOOC broken out to read "massive open online course" under President's remarks*



Approved.

### Business Arising from the Minutes

Senator Knight asked about the ownership of massive open online courses being offered by UBC through Coursera.

Dr Farrar replied that to date, four faculty members are interested in developing courses under Coursera and that thqg faculty members were not functioning under the collective agreement for this activity.

### Remarks from the Chair

With regard to labour relations, the President informed Senate that mediation had resulted in an agreement being reached with Canadian Union of Public Employees (CUPE) local 2278 and that the Faculty Association negotiations have been suspended; UBC is moving to interest arbitration for February 2013 with the Cassociation as there are significant differences between the Faculty Association cpf "WDE"for both compensation and contract language. Hwtj gt."he Board has ratified ci tggo gpw"with"dqj CUPE 116 and 2950.

Professor Toope noted that the Association of Universities and Colleges of Canada (AUCC) met the week of October 22<sup>nd</sup> and continued an initiative started last year, “Universities on the Hill”, where the leadership of AUCC met with senior government officials, ministers, and members of Parliament. Meetings focused on core budgets for granting councils, international education, and support for aboriginal education initiatives.

Finally, the President described his trip to India as encouraging and successful. While there, the Prime Minister announced that UBC’s Dr Nemy Banthia will be heading the Canada-India Research Centre of Excellence, a collaboration between UBC, the University of Toronto, the University of Alberta, and private-sector partners in Canada and India.

### Candidates for Degrees and Diplomas

Robert Sparks	}	<i>That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective November 2012, 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.</i>
Stanley Knight		

Approved by  
2/3rds

## Admissions Committee

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

### **POLICY V-52: ADMISSION FOR SECONDARY SCHOOL APPLICANTS FOLLOWING THE BC/YUKON CURRICULUM**

*See Appendix A: Policy V-52*

Robert Sparks	}	<i>That Senate approve the attached Policy V-52:</i>
William McNulty		<i>Admission for Secondary School Applicants</i>
		<i>following the BC/Yukon Curriculum</i>

Senator Sparks reminded Senate of the history leading to the proposal that at the September Senate meeting, Policy J-52 was rescinded and at that time the Senate Admissions Committee suggested that while J-52 was no longer needed, improvements to our admissions policies were still warranted. These improvements related to offering timely offers of admission to applicants, enabling a more holistic approach to admission considerations, and harmonizing what we do for BC/Yukon students with those from outside of British Columbia.

Dr Sparks drew Senate's attention to the extensive consultation on this proposal.

The Committee Chair advised that the key components of the proposal were as follows:

- The use of final Grade 11 grades as substitute for interim Grade 12 grades not available by April.
- Re-introduce the conditionality of offers to mitigate the risks of making offers based on earlier grade information.
- Addressing significant variances between English course and Provincial Examination grades by allowing the use of only examination marks when there is variance of 20% or greater.

With regard to Policy J-52, Dr Sparks explained to Senate that the Okanagan campus was still considering what approach it would take and that he hoped the Okanagan Senate would quickly come to its own policy decision in this area.

Senator Baimbridge asked if institutions that made earlier offers did so conditionally.

With permission of Senate, Mr Andrew Arida, Director of Undergraduate Admissions, answered that yes, most institutions made conditional offers and those that did generally specified conditions.

Senator Anstee noted while he still had some residual concerns around fairness in making a change for this year, he was in support overall of the proposal as it would assist UBC in attracting the best and brightest students. He noted that grade 11 grades were slightly less

predictive than grade 12 grades, but the error rate was rather small and that he trusted that the Senate Admissions Committee would review this as needed. Dr Anstee suggested that if we moved to earlier offers we would not be able to use 2<sup>nd</sup> term grades and 1<sup>st</sup> term grades were not verifiable; he suggested that this would need to be looked at should we move towards early offers. Finally, Dr Anstee spoke in favour of conditionality in general as it supported the idea of students still studying in Grade 12 and noted that he was pleased that faculties were empowered to set needed thresholds for those conditions.

It was confirmed for Senator Belanger that the English Provincial Examination language was new to the proposed policy.

Professor Toope noted that in his six years as President of the University, the number one complaint he had heard from the community has been the slowness of our admission decisions. He expressed his appreciation for this policy improving that situation.

Approved.

### **Student Awards Committee**

*See Appendix B: Awards Summary*

Dr Brian Stelck, chair of the Student Awards Committee, presented.

Brian Stelck	}	<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>
Lance Rucker		

The Chair noted that this represented around \$18000 in new funding. The Development office worked hard to ensure new funding for students. This is the most difficult period of time for our development office. Donors are talking about liquidity issues despite having good finances.

Professor Toope commented that while UBC was seeing continued extraordinary support for the University, donors who give smaller gifts may be feeling less supported. Further, many donors of larger gifts are less interested in endowments.

Approved.

### **Report from the Faculty of Medicine**

#### **DR. CHEW WEI MBBS [HK] FRCOG [ENG] MEMORIAL PRIZE IN CANCER RESEARCH**

On behalf of Dean Stuart, Associate Dean Peter Leung presented.

Peter Leung  
David Farrar

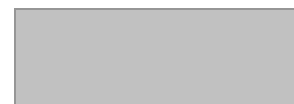
} *That Senate accept the Dr. Chew Wei MBBS [HK]  
FRCOG [ENG] Memorial Prize in Cancer Research  
and forward the prize to the Board of Governors for  
approval.*

Senator Leung explained the rationale for the prize and its terms.

*By general consent, the citizenship criterion was amended to read “Must be a Canadian citizen.”*

Senator Baimbridge noted that the proposal was silent on if the prize would be awarded in the case of death of a recipient between a decision and awarding. Approved as amended.

*By general consent this issue was referred to legal counsel for further consideration*



## Report from the Provost

### FINANCIAL STATEMENTS 2011/2012 AND BUDGET OUTLOOK

The Provost introduced Mr Pierre Ouillet, Vice-President Finance, Resources and Operations, who presented.

*NB: The University financial statements for 2011/2012 are available from the Secretary.*

Mr Ouillet gave an overview of UBC's financial statements and then spoke of our outlook for next year. He noted that as in past years, tuition increases are limited to inflation, the Provincial grant is flat, and inflation remains a pressure on our budget. For the next two years, cuts in the Provincial grant are expected: 1% for next year and 1.5% the year after. The Vice-President described this as problematic as the University's other main source of revenue – tuition- was capped and collective agreement negotiations had and would like continue to involve wage increases.

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Vj g'Xleg/Rtgul'f gpv'f guetldgf 'vj g'uqlhgp'kpi 'tgcrl'gu'cvg'o ctngv'cu'r tgugp'kpi 'c'r tqdrgo 'hqt'WDE= cnj qwi j 'y g'eqwrf 'f ghgt'hwtvj gt'eqputwewkp.'hwpf u'tckugf 'y gtg'wugf 'vq'r tqxkf g'y g'hs wkf k' 'pggf gf hqt'Uwf gpv'j qwulpi 'gxr cpukqp'kp'iki j v'qh'vj g'Rtqxkpekrl'f gdv'ecr O'

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Mr Ouillet went over the planning assumptions used for the operating budget and then the budget projections through 2017/2018 for central and the faculties and potential mitigation strategies for revenue shortfalls. He suggested that revenue diversification was preferable to any cuts, including summer use of campus, the “bridge” program, and flexible learning.

With regard flexible learning, Mr Ouillet suggested that UBC needed a thoughtful strategy that reflected our strengths and what kind of university we want to be. Most students want degrees, others want credits, and some just want to enhance their lives. UBC needs to understand these needs by segment and provide corresponding opportunities.

Senator Hall noted that the faculty breakdown would require a significant amount of funding from International students but some faculties do not have access to that revenue stream as they have limited capacity for new students.

The Provost replied that the financial situation varied by faculty. Sauder, for example, may not want to grow internationally. Pharmacy now has government funding to expand its class. Overall, we are comfortable with where the faculties will be but strategies will differ for each.

Vice-President Ouillet added that for those faculties that cannot go internationally, a growth in professional masters degrees or continuing education may be an option.

Senator Edgcumbe asked how international student tuition was allocated.

Dr Farrar replied that at the undergraduate and graduate professional degree level, 2/3rds went to their faculty but revenue would be shared if students took classes outside of their faculty. For doctoral students, there was no distinction made between domestic or International students.

In response to a question from Senate Knight, the Provost advised that in the short term, the bridge program was the most promising opportunity for revenue diversification. If UBC decided not to move in that direction, cuts would need to be made.

Senator Anstee asked how the Start an Evolution campaign affected the budget.

Mr Ouillet replied that the bulk of our donations were for capital projects and supporting activities that are time limited, not longer-term endowments.

The Provost suggested that in addition to attracting and supporting more international students, UBC will need to better understand the online learning universe. Dr Farrar opined that there was a major disruptive event coming to online education akin to how digital media affected the record industry.

Mr Ouillet added that he did not think online learning would directly reduce our costs but suggested that excelling in this field may give us the opportunity grow new revenue sources. The focus of UBC will be to see that our students have the best experience possible and then how can we use and capitalize on the knowledge gained externally.

Senator Baimbridge asked if the University was still considering having more students finish 120-credit degrees in 36 months through the addition of summer or online courses.

The Provost replied that this idea was still being considered.

The President added that these discussions needed to happen at the faculty and departmental level. There is a great deal of uncertainty amongst the deans around this idea, including the requisite culture shift for UBC and how it would impact curriculum and research programs.

In response to a question from Senator Riseman, the Provost advised that if the Bridge program continued as planned, we would admit our first 300 students in September 2014. On top of that is just a general increase in ISI students. We are now at 13% and this is in the budget as well. We would need to either build a new residence – Orchard Commons – to accommodate these students without displacing current students from residence.

Senator Vessey noted that the presentation referenced “stronger management leadership” and asked what this meant.

The President responded that if we ask heads and directors to think about budgets and revenue sources, we are expecting them to juggle priorities. We will need training programs and to expand academic leadership programs to enable people to participate as actively as possible.

The President concluded the discussion by stating that whenever one discusses budgets at the public sector it is chastening; however, UBC is still operating from a position of strength that is enviable to most.

### Other Business

David Farrar	}	<i>That Senate approve the establishment of the BC Leadership Chair in Cultures and Ecosystems at Risk in the Faculty of Arts, made possible, in part, by funding from the Province of British Columbia's Leading Edge Endowment Fund.</i>
Lance Rucker		

The Provost explained that the Faculty of Arts had been working on this proposal for some time. We were recently informed that this needed to be approved by the end of the third week of November.

Approved.

### Tributes Committee (in camera)

Minutes for this portion of the meeting are not public for reasons of personal privacy.

### Adjournment

There being no further business, the meeting was adjourned at 7:40 pm.

## Appendix A: Policy V-52

*Please see the Secretary for the formal version of Policy V-52. The following is an excerpt of the key text:*

1. Academic criteria, generally as indicated by a calculated *admission average* and the completion of pre-requisite 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 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 Committee.
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 B: Awards Summary**

### *New Awards:*

**ABORIGINAL Student Bursary in Science** – A \$5,000 bursary is offered by Paul de Leon for Aboriginal students pursuing a Bachelor of Science degree. The bursary is awarded to an undergraduate student enrolled in full-time studies, who has achieved good academic standing and is in need of financial assistance. Preference is given to female undergraduate students. The award is adjudicated by Enrolment Services. (First Award Available in the 2012/2013 Winter Session)

**COSTCO Entrance Award in Business** – A \$1,750 award has been endowed by Costco Wholesale Canada Ltd. for a student entering first year in the Sauder School of Business. Applicants must have graduated from a high school in British Columbia. The award is renewable for the second, third, and fourth year, provided the recipient remains enrolled in full-time studies, continues to demonstrate financial need, and maintains satisfactory academic standing. Only one student can hold this award in any given year. The award is made on the recommendation of the Sauder School of Business, in consultation with Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

**DOLDEN Wallace Folick LLP Law Bursary** – A \$1,400 bursary has been endowed by Dolden Wallace Folick LLP. The bursary is awarded to a student in financial need in the Faculty of Law J.D. Program. The award is adjudicated

**ENGINEERING Undergraduate Society Community Contribution Award** – Awards totalling \$2,000 have been endowed by the Engineering Undergraduate Society for engineering students entering the second, third, fourth or fifth year of engineering. Candidates must have demonstrated leadership, innovation, personal initiative, and service to the UBC engineering student community through active participation in extra-curricular activities. The awards are made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2012/2013 Winter Session)

**School of KINESIOLOGY Entrance Award for Aboriginal Students** - Two awards of \$1,000 each have been created by the School of Kinesiology for entering Aboriginal students who are enrolled in at least 24 credits of course work over the Winter Session. The awards may be renewed for one year only, subject to satisfactory completion of the first year and enrolment in a second year of study in the School of Kinesiology with at least 24 credits of course work. The awards are made on the recommendation of the School. (First Award Available in the 2012/2013 Winter Session)

**Harry L. KOSTMAN 80<sup>th</sup> Anniversary Memorial Entrance Scholarship in Commerce** – A \$2,625 scholarship has been endowed by Mrs. Henrietta Kostman and her daughter, Judith Kostman, to commemorate the 80<sup>th</sup> anniversary of Harry Kostman's (B.A. 1930) graduation from UBC. Education was one of the most important values to Mr. Kostman. The first in his family to graduate from university, Mr. Kostman founded a successful ladies' clothing retail chain with the opening of his first store in downtown Vancouver in 1935. Sally Shops quickly became a recognized name as it rapidly expanded in British Columbia and across Canada. This award has been established by his family as a way of giving back and honouring his memory. The scholarship is awarded to an outstanding student who is a Canadian citizen or a Permanent Resident of Canada entering first year in the Sauder School of Business. It is renewable for a further three years, subject to the student maintaining scholarship standing in a full-time Bachelor of Commerce program. The award is made

on the recommendation of the Sauder School of Business, in consultation with Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

**Calvin SAWYER Memorial Scholarship in Pharmaceutical Sciences** – Scholarships totalling \$2,500 are offered by Sharon McKenzie (BSN) and Lap Wu (BSc. (Pharm)) and their family in memory of their son, Calvin Sawyer. The scholarships are awarded on the recommendation of the Faculty of Pharmaceutical Sciences to students entering the second year of the undergraduate program. (First Award Available in the 2013/2014 Winter Session)

**Lena and Theo THIESSEN Memorial Service Award in Education** – A \$1,000 service award is offered by Margareta Thiessen in memory of her parents, who valued education. The service award is made to a student in the Bachelor of Education program who demonstrates leadership in contributing to society by volunteering in their community or in developing countries. The award is made on the recommendation of the Faculty of Education. (First Award Available in the 2016 Summer Session)

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

**#7963 Ed HAAN Memorial Bursary** - A \$1,500 bursary is offered in memory of Ed Haan by his wife, Elizabeth. The bursary is offered to a female student beginning or continuing a program in Engineering. Academic standing as well as participation in activities outside of the classroom will be considered.

*How amended: this bursary is no longer endowed at the University but will be funded through annual gifts from the Haan family via the Vancouver Foundation*

**#1509 Lambda Alpha International Vancouver Prize in Real Estate:** A \$500 prize is offered by the Vancouver Chapter of Lambda Alpha International (an honorary land economics society) to a student who excels in Urban and Real Estate Economics. The prize alternates between being given to a student in the Sauder School of Business in even numbered years and the School of Community and Regional Planning in odd numbered years. The award is made on the recommendation of the School.

*How amended: criteria changed to rotate between Sauder School of Business and the School of Community and Regional Planning.*

**#6370 M.B.A. Tracks Scholarship** - Scholarships of \$3,000 each are offered to full-time students enrolled in a program of studies leading to a Tracks Designation within the M.B.A. Program. The awards are made on the recommendation of the Sauder School of Business.

*How amended: the MBA program has changed its program and has renamed 'Specializations' 'Tracks'*

**#499 James C.T. MAO Prize** - A \$1000 prize has been endowed to recognize Dr. James Mao's contribution to students in the Sauder School of Business. The prize is awarded on the recommendation of the Sauder School of Business, in consultation with the Faculty of Graduate Studies, to the MBA or M.Sc. student obtaining the highest standing in Corporate Finance.

*How amended: removed the course reference (BAFI 500) as it no longer exists and updated the faculty name from Faculty of Commerce and Business Administration to Sauder School of Business.*

**#498 Stanley M. OBERG Scholarship** - A \$275 scholarship has been endowed to recognize Dr. Oberg's contributions to students in the Sauder School of Business. The scholarship is awarded on the recommendation of the Sauder School of Business, in consultation with the Faculty of Graduate Studies, to the student who has completed the foundation courses of the M.B.A. program with the highest standing.

*How amended: changed the word 'core' to 'foundation' in the description as the MBA program no longer has the integrated core courses and updated the faculty name from Faculty of Commerce and Business Administration to Sauder School of Business.*

**#1386 Nancy Phipps Memorial Award in Opera** - Awards totalling \$3,000 have been established in memory of Nancy Phipps by David Phipps (BA 78) and Gary McMullen (BA 96) for undergraduate or graduate students in the Opera Ensemble at the School of Music. Nancy Phipps was a strong supporter of her community and the arts, and took great pleasure in attending performances by the UBC Opera Ensemble. The award is made on recommendation of the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

*How amended: increased the number of awards offered from a single to multiple in any given year.*

**#3981 Anne D. Tilley Scholarship in Kinesiology** – A scholarship of \$500 has been endowed by Ms. Anne D. Tilley for an undergraduate student or a graduate student enrolled in the School of Kinesiology who is interested in the field of developmental disability/mental handicap/ intellectual disability. The scholarship is made on the recommendation of the School of Kinesiology and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

*How amended: removed the reference to the scholarship going to a 3<sup>rd</sup> year student and added "and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies."*

**#1137 Women's Canadian Club of Vancouver Scholarship in Canadian History** – A scholarship of \$175, endowed by the Women's Canadian Club of Vancouver, is awarded to the undergraduate student entering fourth year, who earned the highest standing among students enrolled in courses in Canadian History, in the preceding Winter Session.

*How amended: removed reference to a list of specific History courses, some of which no longer exist.*



November 30, 2012

From: Academic Policy Committee

To: Vancouver Senate

Re: Transfer of the Master of Business Administration and Master of Management programs to the Faculty of Commerce and Business Administration (Sauder School of Business)

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In the academic year of 2002/2003, the administrative responsibility for the MBA program was transferred from the Faculty of Graduate Studies (FoGS) to the Faculty of Commerce and Business Administration (hereinafter “the Sauder School”) on a pilot basis, for what was to be a period of three years. As the transfer was made on an informal pilot basis between the Faculties, it was not forwarded to Senate for approval.

In March 2003, the Master of Management (MM) program was approved, and discussion took place at Senate as to whether this program should also be administered by the Sauder School, as was the MBA, under the pilot. However, no formal action was taken in this regard.

The success of the pilot prompted discussion at the Senate meetings of May 2004, that two additional professional programs (M. Eng. and PharmD) be transferred to their respective disciplinary faculties for administration. At that point, the Senate minutes reflect an understanding that both the MBA and MM had been transferred to the Sauder School. The discussion of the transfer of the M. Eng. and PharmD carried into the September 2004 meeting, where the Senate approved transfer of these programs.

In January 2005, a formal policy for the *Optional Transfer of Professional Graduate Programs from the Faculty of Graduate Studies to the Disciplinary Faculties* was approved by Senate (see: <http://senate.ubc.ca/vancouver/policies/transfer-graduate-programs>), noting that the MBA, MM, M. Eng. and PharmD had already been transferred in this manner.

At the Senate meeting of May 2005, an *ad hoc* Committee appointed to review Senate noted concern that in some instances, there was no follow-up to Senate business and reports were not made back to Senate at designated times. The report noted that: “A recent illustration of this was the MBA program being transferred from the Faculty of Graduate Studies as a pilot project only; however, no report was brought back to Senate before the change became permanent.”



In May 2005, the parchment received by MBA and MM graduates began to be signed by the Dean of the Faculty of Commerce and Business Administration, and list that Faculty as the awarding Faculty for the degree.

Under the 2005 Policy, the Academic Policy Committee is tasked with the review of these matters, which are recommended to the Senate by the Provost. After reviewing the history outlined above, we believe it necessary that Senate ratify the transfer of the MBA and MM programs to the Sauder School for their administration.

**Motion:**       *“That Senate approve the transfer of responsibility for the Master of Business Administration and the Master of Management programs from the Faculty of Graduate Studies to the Faculty of Commerce and Business Administration (also known as the Sauder School of Business) effective May 2005.”*

Respectfully submitted,

Paul Harrison, Chair  
Academic Policy Committee



November 30, 2012

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Proposal for a Dual Degree in Food, Nutrition, & Health and Education

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The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculties of Land and Food Systems and Education and are pleased to recommend to Senate the following:

- a. *“That Senate approve the dual degree program in Food, Nutrition and Health and Education;*
- and,*
- b. *That Senate approve the consequential amendments to the Faculty of Education’s admissions requirements resulting from the proposed dual degree program.*

The Dual Degree program in Food, Nutrition and Health and Education offers qualified students the opportunity to earn a Bachelor of Science (Food, Nutrition and Health) and a Bachelor of Education (Secondary). The dual degree program allows for a small reduction in total credits for students compared to the traditional four years plus one route, offering cost and time savings. After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate.

This dual degree option will facilitate students’ early entry into the Bachelor of Education program. This will provide an opportunity for students to integrate their academic learning in subjects relating to Home Economics into a teaching context as this is an area where specialized teachers are in high demand.

Respectfully Submitted,

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



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

**Category: (1)**

<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b> Food, Nutrition &amp; Health  <b>Faculty Approval Date:</b> March 29, 2012  <b>Effective Session</b> Summer 2013</p>	<p><b>Date:</b> February 6, 2012  <b>Contact Person:</b> Gwen Chapman  <b>Phone:</b> 2-6874  <b>Email:</b> gwen.chapman@ubc.ca</p>
<p><b>Proposed Calendar Entry (to be inserted after ‘Nutritional Sciences Major’ under ‘B.Sc. in Food, Nutrition, and Health’):</b></p> <p><b>Dual Degree program in Food, Nutrition and Health and Education</b></p> <p>The Dual Degree program in Food, Nutrition and Health and Education offers qualified students the opportunity to earn a BSc (Food, Nutrition and Health) and a BEd (Secondary) in five winter sessions with some academic requirements in Term 1 of the Summer sessions. After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate.</p> <p><b>Admission</b></p> <p>Admission to the Dual Degree program requires application to the Land and Food Systems Student Services Office by January 31 of second year with approval by April in order to undertake a teaching practicum at the end of second year.</p> <p>Application for admission to the program is made through <a href="#">the Land and Food Systems website</a> by January 31 of second year and must receive approval from the Faculties of Land and Food Systems and Education. All students will initially be accepted on a provisional basis. Admission will be confirmed only after successful completion of year two and successful completion of the in-school practicum in May following second year. A criminal records check is required of all teacher candidates admitted to the BEd program.</p>	<p><b>Present Calendar Entry:</b></p> <p>None.</p> <p><b>Type of Action:</b>          Proposal for new dual degree program --- BSc Food, Nutrition &amp; Health and BEd (Secondary) with a Home Economics Specialization.</p> <p><b>Rationale for Proposed Change:</b>          This proposal is modeled on the successful dual degree programs in Science (Mathematics and Physics) and Education. There is currently a strong job market for Home Economics teachers. This is an excellent career path for Food, Nutrition and Health majors in the BSc Food, Nutrition and Health degree.</p> <p>The dual degree option will facilitate students’ early entry into the BEd program, allowing them to engage in the study of teacher education earlier in their academic career than occurs with post-baccalaureate entry into the education program. This will provide an opportunity for them to integrate their academic learning into a teaching context and create a frame of reference for them to apply what they are learning in subjects relating to Home Economics.</p> <p>The dual degree program also allows for a small reduction in total credits for students compared to the traditional 4+1 route, offering them cost and time savings.</p>



Admission at any time is conditional; maintenance of good academic standing and an average of at least 65% in each session are required throughout. Students who do not maintain a 65% average will be required to withdraw from Education, but may continue with the Food, Nutrition and Health major if their average is 50.0% or higher. In addition, students must participate in volunteer or work experience with youth aged 13-18 to meet the requirements of the Bachelor of Education program. Students must satisfy all of the degree and specialization requirements for both the Food, Nutrition and Health major in the BSc Food, Nutrition and Health and the BEd Secondary program. Some individual courses may be considered to satisfy requirements for both degrees.

Students must communicate with an advisor in the Food, Nutrition and Health program and the Teacher Education Office annually after admission to the program to discuss their progress.

The Dual Degree program is not open to students with a previous degree.

#### First Year (Winter)

LFS 100	1
ENGL 112	3
BIOL 112/121	6
BIOL 140	2
CHEM 121/123 (111/113) <sup>1</sup>	8
MATH 102/103 or equivalent <sup>2</sup>	6
PSYC 100 or SOCI 100	6
Total Credits	32

#### Second Year (Winter)

LFS 250	6
LFS 252 or equivalent <sup>3</sup>	3
FNH 200	3
FNH 250	3
CHEM 233	3





THE UNIVERSITY OF BRITISH COLUMBIA

CHEM 235	1	
BIOL 200	3	
SOCI 200 or SOCI 240	3	
Restricted electives <sup>4</sup>	6	
Total Credits	31	
<b>Second Year (Summer)</b>		
EDUC 399	0	
EDUC 490	1	
Total Credits	1	
<b>Third Year (Winter)</b>		
LFS 350	3	
FNH 340	3	
FNH 341	3	
FNH 342	3	
EDST 401	2	
EDST 402	1	
LLED 360	2	
LLED 363	1	
Restricted electives <sup>4</sup>	9	
Unrestricted electives	3	
Total Credits	30	
<b>Third Year (Summer)</b>		
EDUC 319B	0	
Total Credits	0	
<b>Fourth Year (Winter)</b>		
EDCP 491-5 or 326 or 404	3	
EPSE 307	1	
EPSE 308	2	
FNH courses	9	
Restricted electives <sup>4</sup>	9	
Unrestricted electives	9	
Total Credits	33	
<b>Fourth Year (Summer)</b>		
EDST 403	1	



THE UNIVERSITY OF BRITISH COLUMBIA

EDST 404	1	
EDUC 440	3	
EPSE 317	3	
LLED 361	3	
Total Credits	11	
<b>Fifth Year (Winter)</b>		
EDUC 315	1	
EDUC 319	2	
EDUC 329	12	
EDUC 450	3	
EDUC 451	3	
EPSE 310	2	
EPSE 311	1	
EDCP 391	3	
EDCP 491-5 or 326 or 404	3	
Total Credits	30	
<b>Fifth Year (Summer)</b>		
EDUC 452	3	
Total Credits	3	
<i>Minimum Credits for Dual Degree</i>	171	
<sup>1</sup> CHEM 111 is not for students with Chemistry 12.		
<sup>2</sup> Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 101, 103 or 105 to fulfill their first year Math requirement.		
<sup>3</sup> Equivalent courses include BIOL 300, EPSE 482, FRST 231, STAT 200.		
<sup>4</sup> To be selected in consultation with a program advisor. Must include 18 credits of approved family studies and/or clothing and textiles courses at the 300 or 400 level. Additional restricted electives may include courses in ADHE, ANAT, APBI, BIOC, BIOL, CHBE, CHEM, CNPS, ECON, FNH, FRE, FMST, HKIN, IHHS, LFS, MICB, PCTH, PHYL, PSYC, SOCI. For suggested courses see the Faculty.		



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Education <b>Department:</b> TEO <b>Faculty Approval Date:</b> <b>Effective Session (W):</b> <b>Effective Academic Year: Summer 2013</b>	<b>Date:</b> September 6, 2012 / Revised November 1, 2012 <b>Contact Person:</b> Sydney Craig <b>Phone:</b> 2-4568 <b>Email:</b> Sydney.craig@ubc.ca
<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157</a>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157</a>
<b>Proposed Calendar Entry:</b> (40 word limit.)	<b>Present Calendar Entry:</b> (Cut and paste from the current web Calendar.)
<b>Admission . . . .</b>	<b>Admission . . . .</b>
<b>Secondary Teacher Education . . . .</b>	<b>Secondary Teacher Education . . . .</b>
<b>Dual Degrees</b>	<b>Dual Degree</b>
Dual degrees are not open to students with a previous degree.	
All students will initially be accepted on a provisional basis. Admission will be confirmed only after successful completion of both year two and the in-school practicum in May following second year.	
<b>BEd (Secondary) and BSc (Mathematics and Physics)</b>	
Application for admission to the program is made through the <a href="#">Science Information Centre</a> in the Fall of second year after gaining admission to the appropriate major program in Science and must receive approval from the Faculties of Science and Education.	Application for admission to the program is made through the <a href="#">Science Information Centre</a> in the Fall of second year after gaining admission to the appropriate major program in Science and must receive approval from the Faculties of Science and Education.
For detailed descriptions of program requirements consult the <a href="#">Mathematics</a> or <a href="#">Physics</a> program listings in the Faculty of	All students will initially be accepted on a provisional basis and given access to Faculty of Education courses beginning in term two of second year. Admission will be



Science.

**BEd (Secondary) and BSc (Food, Nutrition and Health)**

Application for admission to the program is made through the Land and Food Systems website by January 31 of second year and must receive approval from the Faculties of Land and Food Systems and Education.

confirmed only after successful completion of year two of the Science major and successful completion of the in-school practicum in May following second year.

~~For detailed descriptions of program requirements consult the Mathematics or Physics program listings.~~ The Dual Degree program is not open to students with a previous degree.

**Type of Action:**

To include information in the calendar entry for the Faculty of Education that corresponds with and supports the proposal from the Faculty of Land and Food Systems for a new dual degree program (BScFood, Nutrition and Health and BEd (Secondary)

(e.g., new course, delete course, etc.)

**Rationale for Proposed Change:**

Inclusion of this information in the calendar entry for the Faculty of Education ensures clarity regarding the admission procedures for the dual degree in the Faculty of Land and Food Systems and also in the Faculty of Education.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> TEO  <b>Faculty Approval Date:</b>  <b>Effective Session (W):</b>  <b>Effective Academic Year:</b> Summer 2013</p>	<p><b>Date:</b> September 6, 2012 Revised Nov. 1, 2012  <b>Contact Person:</b> Sydney Craig  <b>Phone:</b> 2-4568  <b>Email:</b> <a href="mailto:Sydney.craig@ubc.ca">Sydney.craig@ubc.ca</a></p>
<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,158">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,158</a></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,158">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,158</a></p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>Admission Selection Process</b></p> <p><b>Elementary, Middle Years, and Secondary</b></p> <p>Applicants to the teacher education program are evaluated on both academic and other relevant criteria. . . .</p> <p><b>Dual Degrees</b></p> <p>Dual Degree programs are not open to students with a previous degree.</p> <p><b>BEd (Secondary) and BSc (Math and Physics)</b></p> <p>For detailed descriptions of program admission requirements consult the <a href="#">Mathematics</a> or <a href="#">Physics</a> program listings.</p> <p><b>BSc (Food, Nutrition and Health) and BEd (Secondary)</b></p> <p>For detailed descriptions of program admission requirements consult the Food and Nutrition Health program listings: <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,956">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,956</a></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Admission Selection Process</b></p> <p><b>Elementary, Middle Years, and Secondary</b></p> <p>Applicants to the teacher education program are evaluated on both academic and other relevant criteria. . . .</p> <p><b>Dual Degree</b></p> <p>For detailed descriptions of program requirements consult the <a href="#">Mathematics</a> or <a href="#">Physics</a> program listings. <del>The Dual Degree program is not open to students with a previous degree.</del></p>



	<p><b>Type of Action:</b> To include information in the calendar entry for the Faculty of Education that corresponds with and supports the proposal from the Faculty of Land and Food Systems for a new dual degree program (BSc Food, Nutrition and Health and BEd (Secondary)).</p> <p><b>Rationale for Proposed Change:</b> Inclusion of this information in the calendar entry for the Faculty of Education ensures clarity regarding the where admission requirements to the dual degrees can be located in the Faculty of Land and Food Systems.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> TEO  <b>Faculty Approval Date:</b>  <b>Effective Session (W):</b>  <b>Effective Academic Year:</b> Summer 2013</p>	<p><b>Date:</b> September 6, 2012  <b>Contact Person:</b> Sydney Craig  <b>Phone:</b> 2-4568  <b>Email:</b> Sydney.craig@ubc.ca</p>
<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,156">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,156</a></p> <p><b>Proposed Calendar Entry:</b>  (40 word limit.)</p> <p><b><i>Pre-Admission Advising</i></b></p> <p>Advising on pre-admission requirements is available through the <a href="#">Teacher Education Office</a>. Before sending inquiries or making appointments, please review your transcript in relation to the admission requirements for the program option of your choice and complete self-assessment forms and worksheets.</p> <p>Applicants must normally have completed or be in progress towards completing 3 credits of a writing/composition course (ASTU 150 or ENGL 112) and 3 credits of literature (ENGL 110, 120 or 121) plus any communication requirement by their faculty.</p> <p><b>Dual Degree Programs</b></p> <p>Dual Degree programs are not open to students with a previous degree.</p> <p><b>BEd (Secondary) and BSc (Math and Physics)</b></p> <p>Students in the Faculty of Science may apply for admission to the program via the <a href="#">Science Information Centre</a> in the Fall of</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,156">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,156</a></p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Pre-Admission Advising</i></b></p> <p>Advising on pre-admission requirements is available through the <a href="#">Teacher Education Office</a>. Before sending inquiries or making appointments, please review your transcript in relation to the admission requirements for the program option of your choice and complete self-assessment forms and worksheets.</p> <p>Students in the Faculty of Science may apply for admission to the program via the <a href="#">Science Information Centre</a> in the Fall of second-year, after receiving approval from the faculties of Science and Education. All students will initially be accepted to the Faculty of Education beginning in term two of second-year. Continuation will require successful completion of both year two of the Science major and the in-school practicum in May following second year.</p>



second-year, after receiving approval from the faculties of Science and Education. All students will initially be accepted to the Faculty of Education beginning in term two of second-year. Continuation will require successful completion of both year two of the Science major and the in-school practicum in May following second year.

**BEd (Secondary) and BSc (Food, Nutrition and Health)**

Students in the Faculty of Land and Food Systems may apply to the Land and Food Systems Student Services Office prior to January 31 of second year. Admission will be conditional upon successful completion of a teaching practicum at the end of second year.

Applications can be found on the Land and Food Systems website <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,956>. All students whose applications are successful will be admitted to the Faculty of Education beginning Summer, Year 2. Continuation will require successful completion of both year two of the Food, Nutrition and Health major and the in-school practicum in May following second year.

**Type of Action:**

To include information in the calendar entry for the Faculty of Education that corresponds with and supports the proposal from the Faculty of Land and Food Systems for a new dual degree program (BSc Food, Nutrition and Health and BEd (Secondary))

**Rationale for Proposed Change:**

Inclusion of this information in the calendar entry for the Faculty of Education ensures clarity regarding the application process for the dual degree both in the Faculty of Land and Food Systems and also in the Faculty of Education.



# THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
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megan.stewart@ubc.ca

November 30, 2012

To: Vancouver Senate

From: Vancouver Senate Admissions Committee

Re: a. MA and MEd Programs in Early Childhood Education –  
Professional Experience requirement (approval)  
b. Doctor of Dental Medicine and International Dental Degree  
Completion Program – Admission requirements (approval)

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## **a. MA and MEd Programs in Early Childhood Education – Professional Experience requirement (approval)**

The Senate Admissions Committee has reviewed and recommends to Senate for approval a change in the admissions requirements for applicants to the MA and MEd programs in Early Childhood Education. As outlined in the circulated calendar entry, requiring that applicants have a minimum of two years' professional experience working with young children before applying better reflects on-going and current practices, and is consonant with on-going advice from program planning.

***Motion:** That Senate approve changes in admission requirements for applicants to the Master of Arts and Master of Education programs in Early Childhood Education, effective for the 2013 Winter Session and thereafter.*

## **b. Doctor of Dental Medicine and International Dental Degree Completion Program – Admission requirements (approval)**

The Senate Admissions Committee has reviewed and recommends to Senate for approval changes in the admissions requirements for applicants to the DMD program and the IDDCP. As outlined in the circulated calendar entry, the changes reflect updates to prerequisites, aptitude testing, advanced standing, academic credentials evaluation, and assessment and interview phase associated with admission to these programs, to bring the Calendar in line with current admission practices.

***Motion:*** *That Senate approve changes in admission requirements for applicants to the Doctor of Dental Medicine and International Dental Degree Completion Program, effective for the 2013 Winter Session and thereafter.*

Respectfully submitted,

Robert Sparks  
Chair Senate Admissions Committee



## UBC Admission Proposal Form Change to Course or Program

### Category: (2)

<p><b>Faculty:</b> Education  <b>Department:</b> Faculty of Education  <b>Faculty Approval Date:</b> September 25, 2012  <b>Effective Session (W or S):</b> W Term 1  <b>Effective Academic Year:</b> 2013</p>	<p><b>Date:</b> October 18, 2012  <b>Contact Person:</b> Marilyn Chapman  <b>Phone:</b> 604-822-8638  <b>Email:</b> <a href="mailto:marilyn.chapman@ubc.ca">marilyn.chapman@ubc.ca</a></p>
<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204,828,1147">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204,828,1147</a></p> <p><b>Proposed Calendar Entry:</b>  (40 word limit.)</p> <p><i>Early Childhood Education</i></p> <p>Degrees Offered: M.A., M.Ed.</p> <p>[...]</p> <p>Program Overview</p> <p>Graduate programs in Early Childhood Education, <b>offered through the Faculty of Education</b>, are interdisciplinary, cross-departmental programs that consist of core courses in early childhood and related courses in departments. For example, approved elective courses might be found in child development, in special education (Department of Educational and Counselling Psychology &amp; Special Education), in early literacy (Language and Literacy Education), in early numeracy (Curriculum and Pedagogy) or in the history of childhood (Educational Studies).</p> <p>Master of Arts</p> <p>Admission Requirements</p> <p>Admission to the M.A. program requires a B.Ed. degree or a four-year undergraduate degree in a related field (including, but not</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204,828,1147">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204,828,1147</a></p> <p><b>Present Calendar Entry:</b></p> <p><i>Early Childhood Education</i></p> <p>Degrees Offered: M.A., M.Ed.</p> <p>[...]</p> <p>Program Overview</p> <p>Graduate programs in Early Childhood Education, <del>offered through the Centre for Cross-Faculty Inquiry in Education (CCFI)</del>, are interdisciplinary, cross-departmental programs that consist of core courses in early childhood and related courses in departments. For example, approved elective courses might be found in child development, in special education (Department of Educational and Counselling Psychology &amp; Special Education), in early literacy (Language and Literacy Education), in early numeracy (Curriculum and Pedagogy) or in the history of childhood (Educational Studies).</p> <p>Master of Arts</p> <p>Admission Requirements</p> <p>Admission to the M.A. program requires a B.Ed. degree or a four-year undergraduate degree in a related field (including, but not</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>limited to, child and youth care, nursing, psychology, social work and family studies). Applicants whose degree is in an unrelated field (e.g., Arts, commerce, general studies) may be accepted if they have completed a college or university certificate or equivalent program in early childhood education. Applicants must have <b>of minimum of two years professional</b> experience working with young children in an appropriate setting. In addition to an overall average of 76% or better in all upper-level courses, or at least 12 credits at 80% or higher in the field of education or a related field, M.A. applicants are expected to show evidence of research potential.</p> <p>...</p> <p>Master of Education</p> <p>Admission Requirements</p> <p>Admission to the M.Ed. program requires a B.Ed. degree or a four-year undergraduate degree in a related field (including, but not limited to, child and youth care, nursing, psychology, social work and family studies), with an overall average of 76% or better in all upper-level courses, or at least 12 credits at 80% or higher in the field of education or a related field. Applicants whose degree is in an unrelated field (e.g., Arts, commerce, general studies) may be accepted if they have completed a college or university certificate or equivalent program in early childhood education. Applicants must also have <b>a minimum of two years professional</b> experience working with young children in an appropriate setting.</p> <p>...</p>	<p>limited to, child and youth care, nursing, psychology, social work and family studies). Applicants whose degree is in an unrelated field (e.g., Arts, commerce, general studies) may be accepted if they have completed a college or university certificate or equivalent program in early childhood education. Applicants must have experience working with young children in an appropriate setting. In addition to an overall average of 76% or better in all upper-level courses, or at least 12 credits at 80% or higher in the field of education or a related field, M.A. applicants are expected to show evidence of research potential.</p> <p>...</p> <p>Master of Education</p> <p>Admission Requirements</p> <p>Admission to the M.Ed. program requires a B.Ed. degree or a four-year undergraduate degree in a related field (including, but not limited to, child and youth care, nursing, psychology, social work and family studies), with an overall average of 76% or better in all upper-level courses, or at least 12 credits at 80% or higher in the field of education or a related field. Applicants whose degree is in an unrelated field (e.g., Arts, commerce, general studies) may be accepted if they have completed a college or university certificate or equivalent program in early childhood education. Applicants must also have experience working with young children in an appropriate setting.</p> <p>...</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

Contact Information

**Office for Graduate Programs and Research**

Scarfe Building, 2125 Main Mall  
Vancouver, BC, Canada V6T 1Z4

Tel: 604.822.8638

Fax: 604.822.8234

Email: [ccfi.educ@ubc.ca](mailto:ccfi.educ@ubc.ca)

Web:

[earlychildhood.educ.ubc.ca/programs/graduate-programs](http://earlychildhood.educ.ubc.ca/programs/graduate-programs)

Contact Information

~~Centre for Cross-Faculty Inquiry in Education~~

Scarfe Building, 2125 Main Mall  
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Email: [ccfi.educ@ubc.ca](mailto:ccfi.educ@ubc.ca)

Web:

[earlychildhood.educ.ubc.ca/programs/graduate-programs](http://earlychildhood.educ.ubc.ca/programs/graduate-programs)

**Type of Action:**

Amend program overview, admission requirements and correspondence address.

**Rationale for Proposed Change:**

The program overview reflects more clearly the faculty-wide nature of the program.

Refinements in the admissions requirements (i.e. applicants must have minimum 2 years of working experience before applying) better reflect on-going and current practices, and are consonant with on-going advice from the program Advisory (for admissions, for program planning).

☐

**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.)

**Rationale for not being available for**

**Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐

**Pass/Fail or**

☐

**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.)



## UBC Admission Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty: Dentistry</b>  <b>Department: Dean's Office</b>  <b>Faculty Approval Date: March 29, 2012</b></p> <p><b>Effective Session _13W_ Term _1_</b>  <b>Year _2013_ for Change</b></p>	<p><b>Date: October 15, 2012</b>  <b>Contact Person: Vicki Koulouris</b>  <b>Phone: 2-4486</b>  <b>Email: vkoulouris@dentistry.ubc.ca</b></p>
<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><i>Admission</i></p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests, <b>problem based learning (PBL) assessment</b> and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted. Applicants must <b>supply evidence of Canadian citizenship or permanent residency of Canada</b>. Completion of three academic years in a Faculty of Arts or Science including pre-dental requirements at UBC or the equivalent, with a minimum scholastic average of 70%, (based on the system of grading used at UBC), is required.</p> <p>Fulfillment of the minimum requirements for admission does not guarantee acceptance. The number of qualified applicants significantly exceeds the number of available positions. Not every qualified applicant will be offered admission. Candidates who meet admission requirements but who are not successful in gaining a place with their initial application may reapply for admission in a subsequent year.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151</a></p> <p><b>Present Calendar Entry:</b></p> <p><i>Admission</i></p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted. Applicants must <b>be Canadian citizens or permanent residents of Canada</b>. Completion of three academic years in the Faculty of Arts or Science including pre-dental requirements at UBC or the equivalent, with a minimum scholastic average of 70%, (based on the system of grading used at UBC), is required.</p> <p>Fulfillment of the minimum requirements for admission does not guarantee acceptance. The number of qualified applicants significantly exceeds the number of available positions. Not every qualified applicant will be offered admission. Candidates who meet admission requirements but who are not successful in gaining a place with their initial application may reapply for admission in a subsequent year, <b>although the number of interviews is normally limited to two</b>.</p> <p>Application forms and information</p>



Application and information regarding the admissions process, deadlines, and pre-dental requirements are available from Dentistry. Applicants must submit the required non-refundable application fee to cover the costs of evaluating application documents. Applicants to the Faculty of Dentistry who have been required to withdraw from a dental program will not normally be granted admission.

### Prerequisites

Only applicants who have completed the following prerequisite courses by April of the academic year in which they apply will be considered for admission. The courses listed below are for students completing their prerequisites at UBC. To access course descriptions for these courses, please consult the [UBC Student Services website](#).

#### 1. English

Minimum 6 credits. The 6-credit first year English requirement can be met by taking one of ENGL 112, ASTU 150 or ENGL 100, PLUS one of ENGL 110, ENGL 111, ENGL 120 or ENGL 121; or it can be met by successfully completing the Arts One Program or CAP (Coordinated Arts Program).

#### 2. Chemistry

Minimum 6 credits. CHEM 121 and CHEM 123; or CHEM 111 and CHEM 113.

#### 3. Biology

Minimum 6 credits. For UBC students who have been given an exemption from BIOL 111, the 5 credits of BIOL 121 and BIOL 140 are sufficient. No additional course is required. If the applicant does not meet the above criteria, the

regarding the admissions process, deadlines, and pre-dental requirements are available from Dentistry. Applicants must submit the required non-refundable application fee to cover the costs of evaluating application documents. Applicants to the Faculty of Dentistry who have been required to withdraw from a dental program will not normally be granted admission.

### Prerequisites

Successful completion of the following courses in the Faculty of Arts or Science at UBC Vancouver (or evidence of successfully completing equivalent courses elsewhere) is required:

ENGL 112 and one elective chosen from: ENGL 110, 111, 120, or 121. For UBC students, the 6-credit first year English requirement can be met by taking one of ENGL 100, 112, or ASTU 150, PLUS one of ENGL 110, 111, 120, or 121; OR by successful completion of the Arts One Program or Coordinated Arts Program (CAP).

CHEM 121 and 123; or CHEM 111 and 113; or the former CHEM 111 and 112; or CHEM 121 and 122.

BIOL 12 or BIOL 111 and BIOL 121 or equivalent.

CHEM 203 and 204; or CHEM 233, 235 and 205; or the former CHEM 231 and 232.

BIOC 300 or 303; or BIOL 201 and BIOC 302.

Students completing the program will likely have completed the science requirements of points 2, 3, 4, and 5 above.

### Aptitude Testing



<p>minimum 6 credits are required. BIOL 111, BIOL 121 and BIOL 140 (for students without BIOL 12).</p> <p>4. <b>Organic Chemistry</b> Minimum 6 credits. CHEM 203 and CHEM 213; or CHEM 233, CHEM 235 and CHEM 213; or CHEM 233, CHEM 235 and CHEM 205. If taken prior to September 2011: CHEM 203 and CHEM 204.</p> <p>5. <b>Biochemistry</b> Minimum 6 credits. BIOC 202 and BIOC 302 (recommended); or BIOL 201 and BIOC 302; or BIOC 303 (if taken prior to September 2012 BIOC 300).</p> <p>Applicants who have completed course combinations based on previously published data are assured that they have satisfied the prerequisite requirements in the applicable subject above.</p> <p>Students who have completed the UBC Science One Program will have completed the requirements numbered 2 and 3 above.</p> <p><b>Aptitude Testing</b></p> <p>Applicants must have completed the Canadian Dental Association Dental Aptitude Test (DAT) or the American Dental Association DAT within the previous five years before the Faculty's application deadline. Information and application forms are available from the Student Development Library, the Dentistry Student Services Office, or may be downloaded from the <a href="#">Canadian Dental Association</a> or <a href="#">American Dental Association</a>. At the time of the test the student must request that the scores be sent to the Dentistry D.M.D. Admissions Office.</p>	<p>Applicants must have completed the Canadian Dental Association Dental Aptitude Test (DAT) within the previous five years before the Faculty's application deadline. Information and application forms are available from the Student Development Library, the Dentistry Student Services Office, or may be downloaded from the <a href="#">Canadian Dental Association</a>. At the time of the test the student must request that the scores be sent to the Dentistry Student Services Office.</p> <p><b>Acceptance</b></p> <p>Successful applicants must submit a deposit within two weeks of notification of acceptance by the University. This deposit is non-refundable and will be applied towards the clinic fees of the first term.</p> <p>A health record which evidences immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox, Hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the Student Health Service. Immunizations are available from your family doctor, public health department, and from the Student Health Service. Being a carrier of any serious communicable disease may restrict students' educational opportunity to attain competency for graduation and subsequent practice as a dentist. Counselling is available to individuals who have, or are carriers of, communicable diseases.</p> <p>A disability may result from practising dentistry. Exposure to infectious diseases such as HIV, Hepatitis B, Hepatitis C, other infectious diseases, and the possibility of physical assault are all possible. Injury during training may preclude a student from continuing and from practising dentistry. While the Faculty of Dentistry makes efforts to</p>
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## Acceptance

Successful applicants must submit a deposit within two weeks of notification of acceptance by the University. This deposit is non-refundable and will be applied towards the clinic fees of the first term.

A health record which evidences immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox, and Hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the Student Health Service. Immunizations are available from your family doctor, public health department, and from the Student Health Service. Being a carrier of any serious communicable disease may restrict students' educational opportunity to attain competency for graduation and subsequent practice as a dentist. Counseling is available to individuals who have, or are carriers of, communicable diseases.

A disability may result from practicing dentistry. Exposure to infectious diseases such as HIV, Hepatitis B, Hepatitis C, other infectious diseases, and the possibility of physical assault are all possible. Injury during training may preclude a student from continuing and from practicing dentistry. While the Faculty of Dentistry makes efforts to minimize such risks, it does not provide any insurance to protect students from loss of future income. The Faculty recommends that students purchase disability insurance and continue coverage during postgraduate training and practice.

## Admission of Students with Advanced Standing

Please see website for additional details:

<http://www.dentistry.ubc.ca/Education/DM>

minimize such risks, it does not provide any insurance to protect students from loss of future income. The Faculty recommends that students purchase disability insurance and continue coverage during postgraduate training and practice.

## Admission of Students with Advanced Standing

Currently there are no arrangements for considering advanced standing for applicants from other dental schools.

## International Dental Degree Completion Program

The Faculty will consider applications to the D.M.D. degree completion program from graduates of international dental programs which are not accredited by the Commission on Dental Accreditation of Canada. This program will commence in Term 3 of second year (lasts four weeks and occurs in June each year) and will lead to the degree of Doctor of Dental Medicine. In addition to tuition fees, the costs of the program include clinic fees, course material costs, and student fees. Further information and online application forms are available from Dentistry.

The Faculty of Dentistry receives applications from many more students than it can accept; therefore, compliance with the admission requirements does not guarantee admission. Vacancies as a result of student withdrawal in any class will not be filled, except in extraordinary circumstances, beyond the first four weeks of first term in any academic year.

The admission process will be in two phases.

## Phase 1: Academic Credentials Evaluation



[D/AdmissionProcedures.asp](#)

### **International Dental Degree Completion Program (IDDCP)**

The Faculty will consider applications to the D.M.D. degree completion program from graduates of international dental programs which are not accredited by the Commission on Dental Accreditation of Canada. This program will commence in Term 3 of second year (lasts four weeks and occurs in June each year) and will lead to the degree of Doctor of Dental Medicine. In addition to tuition fees, the costs of the program include clinic fees, course material costs, and student fees. Further information and online application forms are available from [Dentistry](#).

The Faculty of Dentistry receives applications from many more students than it can accept; therefore, compliance with the admission requirements does not guarantee admission.

The admission process will be in two phases.

#### **Phase 1: Academic Credentials Evaluation**

Applicants must:

1. submit original records (transcripts) of their entire post-secondary and university studies (if transcripts are in a language other than English, applicants must also submit a certified translation in English). **The above documents must be received in sealed and endorsed official envelopes from source.**
2. submit their original dental degree **in sealed and endorsed official envelope from source.**

Applicants must:

8. submit original records (transcripts) of their entire post-secondary and university studies (if transcripts are in a language other than English, applicants must also submit a certified translation in English);
9. submit their original dental degree **(it will be returned);**
10. demonstrate an acceptable working knowledge of English by achieving an overall score of at least **6.5** on the International English Language Testing System (IELTS) exam and at least **6** on each component;
11. submit proof of Permanent Resident status;
12. submit the required non-refundable application fee;
- 13. make application by June 3, 2005 for admission in June of the next year;**
- 14. submit three confidential letters of reference, which must be sent directly from their referees;**
- 15. undertake the Association of Canadian Faculties of Dentistry Eligibility Examination. Information and application forms are available from the Association of Canadian Faculties of Dentistry, 401-359 Kent Street, Ottawa, ON, K2P 0R7. The applicant must request that the scores of the examination be sent to the Student Services Office in the Faculty of Dentistry.**

Applicants will be evaluated on their educational credentials, work experience, results of the Eligibility Examination, and



3. demonstrate an acceptable working knowledge of English by achieving an overall score of at least 7.0 on the International English Language Testing System (IELTS) exam and at least 6.5 on each component;
4. submit proof of Permanent Resident status;
5. submit the required non-refundable application fee;
6. submit a letter of good standing from the licensing authority, or its equivalent, of the region in which the applicant last practiced; and
7. undertake the National Examining Board of Canada Assessment of Fundamental Knowledge with a minimum score of 75. Information and application forms are available from the National Examining Board of Canada, 80 Elgin Street, 2<sup>nd</sup> Floor, Ottawa, Ontario, K1P 6R2. The applicant must request that the scores of the examination be sent to the IDDCP Admissions Office in the Faculty of Dentistry.

Applicants will be evaluated on their educational credentials, work experience, results of the Eligibility Examination, and their proficiency in English in Phase 1. Applicants will be shortlisted for participation in Phase 2 of the admissions process. Due to space limitations, not all applicants will be invited to Phase 2.

Please see website for additional details:

<http://www.dentistry.ubc.ca/Education/DM/D/AdmissionProcedures.asp>

## Phase 2: Assessment and Interview

their proficiency in English in Phase 1. Applicants will be shortlisted for participation in Phase 2 of the admissions process. Due to space limitations, not all applicants will be invited to Phase 2.

## Phase 2: Assessment and Interview

Applicants invited to Phase 2 must:

6. undertake an interview to demonstrate competence in verbal communication skills in English by reaching level 5 or better on the Placement Interview Test Rating Scale of the English Language Institute at UBC, or its equivalent. English is the medium of instruction in Dentistry and communication skills are necessary to function effectively in the clinical setting. This requirement in English communication skills is in addition to the English Language Admissions Standard requirement of Phase 1;
7. undergo a psychomotor skills assessment on dental mannequins at UBC;
8. undertake a personal interview at UBC;
9. participate in a problem based learning exercise; and
10. submit a non-refundable assessment fee.

Phase 2 normally occurs in October and lasts three days. During this time the interview, the psychomotor skills assessment, the English fluency test, an assessment of participation in a problem-based learning exercise, a Faculty tour, and an orientation to the clinic will occur.

More detailed information on Phase 2 of



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Applicants invited to Phase 2 must:

1. undertake an interview to demonstrate competence in verbal communication skills in English by reaching level 5 or better on the Placement Interview Test Rating Scale of the English Language Institute at UBC, or its equivalent. English is the medium of instruction in Dentistry and communication skills are necessary to function effectively in the clinical setting. This requirement in English communication skills is in addition to the English Language Admissions Standard requirement of Phase 1;
2. undergo a psychomotor skills assessment on dental mannequins at UBC;
3. undertake a personal interview at UBC;
4. participate in a problem based learning (PBL) exercise; and
5. submit a non-refundable assessment fee.

Please see website for additional details:

<http://www.dentistry.ubc.ca/Education/DM/D/AdmissionProcedures.asp>

### Deposit

Successful applicants must submit a deposit within two weeks of notification of acceptance by the University. This deposit is non-refundable and will be applied towards the clinic fees of the first term of third year. See Acceptance; the information on immunizations and disability also apply to this program.

~~the admissions process will be provided to applicants selected for Phase 2.~~

~~As spaces are limited, successful completion of Phase 2 does not guarantee admission. Candidates will be competing with other applicants from which the final selection will be made.~~

### Deposit

Successful applicants must submit a deposit within two weeks of notification of acceptance by the University. This deposit is non-refundable and will be applied towards the clinic fees of the first term of third year. See Acceptance; the information on immunizations and disability also apply to this program.

### Registration and Orientation

Students register through the Student Service Centre (SSC). Candidates who have been accepted for admission to the Faculty of Dentistry will be notified by email concerning registration and orientation. Classes begin in August. No student will be admitted to any class after its first meeting, except by permission of the Dean.

### Type of Action:

(e.g. new course, delete course, etc.)  
Update the UBC Calendar regarding the DMD and IDDCP admission procedure.

### Rationale for Proposed Change:

Current information in the UBC Calendar is out of date.



### **Registration and Orientation**

Students register through the Student Service Centre (SSC). Candidates who have been accepted for admission to the Faculty of Dentistry will be notified by email concerning registration and orientation. Classes begin in August. No student will be admitted to any class after its first meeting, except by permission of the Dean.



**a place of mind**  
**THE UNIVERSITY OF BRITISH COLUMBIA**

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

26 November 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: December Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

**Motion:** *“That the new courses, changed courses, new course code, and program changes brought forward by the Faculties of Graduate Studies and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



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Senate and Curriculum Services  
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Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.9134 | F: 604.822.5945

26 November 2012

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF GRADUATE STUDIES**

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The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Graduate Studies and is pleased to submit them for your consideration.

## **Land and Food Systems**

*New course*

FOOD 511 (3)

*Changed course*

FOOD 531 (6)

## **Medicine**

*Changed course*

PHTH 544 (5)

*New course*

PHTH 545 (6)



THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty: Land &amp; Food Systems</b>  <b>Department: Food Science</b>  <b>Faculty Approval Date: March 23, 2012</b>  <b>Effective Session: Winter 2012 Term 2</b></p>	<p><b>Date: March 8, 2012</b>  <b>Contact Person: Jerzy Zawistowski</b>  <b>Phone: 2-9449</b>  <b>Email: jzawisto@mail.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FOOD 511 (3) Master of Food Science Workshops</b></p> <p>This course is not eligible for <a href="#">Credit/D/Fail</a> grading.</p>	<p><b>Present Calendar Entry:</b> None (new course)</p> <p><b>Type of Action:</b> Create New Course</p> <p><b>Rationale:</b></p> <p>Master of Food Science (MFS) Workshops are designed to prepare students for the mandatory food practicum project (FOOD 531) that is conducted in the summer session. The majority of students enrolling the MFS program have very little experience with the food industry and conducting industrial projects. The first three FOOD 531 course offerings indicated a need for the students to develop their project workplans and the literature search before starting the actual project in May to allow for enough time for the experimentation, data analysis and report writing. In addition the students need to gain required skills as to how to research, write proposals and reports, and present findings for an industry, or government institutions. They also have to learn about corporate culture and policies before commencing summer projects.</p> <p>To meet these needs, thirty six hours of workshops are required to enable the students to gain pre-requisite background knowledge before they will apply this into their practicum projects. The MFS Workshops (FOOD 511) will take place in terms 1 and 2 of the winter session, between September and March, inclusive. The course will cover writing proposals, reports, standard operating procedures, literature review, and the experimental workplan as well as customized workshops offered by campus services on library resources, databases, and citation, resume and interview skills and also seminars</p>





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	<p>by industry sponsors on expectations and corporate cultures.</p> <p>The course grading scheme is proposed to be a “pass/fail/pass with honours” system. Students are required to gain the minimum of 68% in all course components in order to pass (P) the course. Fail (F) is considered to be lower than 68%. Students who gain the minimum of 85% will be granted pass with honours (H).</p> <p>The prototype of this course was offered in in 2010 and 2011. The course syllabus is included in this submission.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b> (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input checked="" type="checkbox"/> <b>Honours/Pass/Fail grading</b> (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>
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THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty: Land &amp; Food Systems</b>  <b>Department: Food Science</b>  <b>Faculty Approval Date: March 23, 2012</b>  <b>Effective Session summer Term Year</b>  <b><u>2013</u> for Change</b></p>	<p><b>Date: March 8, 2012</b>  <b>Contact Person: Jerzy Zawistowski</b>  <b>Phone: 2-9449</b>  <b>Email: jzawisto@mail.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FOOD 531 (6) Master of Food Science Food Practicum Project</b>  <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Prerequisite: FOOD 511</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=FOOD">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=FOOD</a></p> <p><b>FOOD 531 (6) Project</b>  <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b></p> <ul style="list-style-type: none"> <li>(1) Change course name to more accurately describe the course</li> <li>(2) Add the Prerequisite for this course which is the FOOD 511 (Master of Food Science Workshops)</li> <li>(3) Change grading system from percentage to Pass/Fail/Honours system</li> </ul> <p><b>Rationale:</b></p> <p>The name “Project” is changed to “Master of Food Science Food Practicum Project” to reflect the nature of this course. This course is restricted to students enrolled in the Master of Food Science (MFS) program. All students are assigned to hands on projects that are initiated by food industry. These projects provide industrial experience for students as well as practical benefits for food companies. All students must have satisfactorily completed the required course work for the MFS program (minimum of 24 credits) including FOOD 511 prior to starting the MFS food practicum project.</p> <p>The course grading scheme is also proposed to be changed to a “pass/fail/pass with honours”</p>



# THE UNIVERSITY OF BRITISH COLUMBIA

	<p>system. The current percentage grades are subjective and varied between academic and industrial evaluators. The percentage system will still be used internally to evaluate the students on each component of the practicum and for categorizing the evaluation into pass and pass with honours. Students are required to gain the minimum of 68% in all course components in order to pass (P) the course. Fail (F) is considered to be lower than 68%. Students who gain the minimum of 85% will be granted pass with honours (H). The details of the course grading system will communicated to students in the course syllabus.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b> (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input checked="" type="checkbox"/> <b>Honours/Pass/Fail grading</b> (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>
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<b>Faculty: Medicine</b> <b>Department: Physical Therapy</b> <b>Faculty Approval Date: July 10, 2012</b> <b>Effective Session: Winter 2013</b>	<b>Date: July 31, 2012</b> <b>Contact Person: Carissa Dyck</b> <b>Phone: 604-822-2272</b> <b>Email: carissa.dyck@ubc.ca</b>
<b>Proposed Calendar Entry:</b>  PHTH 544 (5) Clinical Practice IV a	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=PTH">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=PTH</a>  <b>Present Calendar Entry :</b>  PHTH 544 (11) Clinical Practice IV  <b>Type of Action:</b> Decrease credit value; split content of existing course in two  <b>Rationale:</b> This course is being split in two: PHTH 544 (5) and PHTH 545 (6).  As it currently stands, PHTH 544 is a complex and large course with two distinct components: musculoskeletal / electrotherapy/cardiac rehab content and neurological content (adult/pediatric). The size of course, coupled with its two themes, presents challenges with respect to content delivery, scheduling and evaluation.  The new courses, PHTH 544 and PHTH 545, will contain all of the content of the original PHTH 544. The separation of the course will allow for the course content to become more streamlined as each course will represent one of the aforementioned themes. It will also have the additional benefit of allowing for easier scheduling and evaluation of each individual course.  We propose to assign a value of 5 credits to PHTH 544 and a value of 6 credits to PHTH 545. The rationale for this is that the original PHTH 544 was worth 11 credits,



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>and this content is being divided according to the content requirements of PHTH 544 and the new PHTH 545.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PHTH 545 (6) Clinical Practice IVb</b></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action</b> Create new course</p> <p><b>Rationale:</b> As it currently stands, PHTH 544 (11) is a complex and large course with two distinct components: musculoskeletal/ electrotherapy/cardiac rehab content and neurological content (adult/pediatric). The size of course, coupled with its two themes, presents challenges with respect to content delivery, scheduling and evaluation.</p> <p>The new course, PHTH 545, will contain all of the musculoskeletal / electrotherapy/cardiac rehab content of the original PHTH 544. The separation of the course will allow for the course content to become more streamlined as each course will represent one of the aforementioned themes. It will also have the additional benefit of allowing for easier scheduling and evaluation of each individual course.</p> <p>We propose to assign a value of 5 credits to PHTH 544 and a value of 6 credits to PHTH 545. The rationale for this is that the original PHTH 544 was worth 11 credits, and this content is being assigned to PHTH 544 and the new PHTH 545.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading.</b> (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"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>

# THE UNIVERSITY OF BRITISH COLUMBIA



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26 November 2012

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

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

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The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Science and is pleased to submit them for your consideration.

## **Anesthesia, Pharmacology and Therapeutics**

*New course*

PCTH 201 (3)

## **Astronomy**

*New courses*

ASTR 200 (3)

ASTR 205 (3)

ASTR 300 (3)

ASTR 333 (3)

ASTR 406 (3)

ASTR 407 (3)

## **Biology**

*New course*

BIOL 459 (3)

## **Cellular and Physiological Sciences**

*New course code*

CAPS

*Program change*

Bachelor of Science > Cellular and Physiological Sciences > Honours Specialization >

Honours: Physiology

<b>Contact: Dr. Bill Ramey</b> <b>Phone: 822-3300</b>		<b>Faculty Approval Date: October 30, 2012</b> <b>Email: <a href="mailto:wramey@mail.ubc.ca">wramey@mail.ubc.ca</a></b>	
<b>Anesthesia, Pharmacology and Therapeutics</b>			
<b>Effective Date for Change: 13S</b> <b>Proposed Calendar Entry:</b>  <b>PCTH 201 (3) Drugs and Society.</b>  <b>Introductory principles of drug action.</b> <b>Historical and present day medical and non-medical use of drugs. [3-0]</b>  <b>Prerequisite: One of Biology 12, BIOL 111, BIOL 112, BIOL 153, BIOL 155 or SCIE 001.</b> <b>Second year standing is required.</b>		<b>Present Calendar Entry:</b>  <b>Action:</b> Create new course <b>Rationale:</b> With the rapidly increasing prevalence of drugs in our society, both in health and social use, we feel that there is a demand for an introductory level course that increases pharmacological awareness. This course will be of interest to students wishing to move forward into the life sciences, potentially acting as a springboard to generate more interest in our intensive pharmacology undergraduate specialization or our more advanced PCTH 325 course, while at the same time appealing to the much broader audience of students in other non-life sciences disciplines wanting a basic knowledge of how drugs work and their societal relevance.	
		<b>Supporting Documents: SCI-12-1-PCTH 201</b>	

<b>ASTRONOMY</b>	
<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 200 (3) Frontiers of Astrophysics</b></p> <p><b>Stellar masses and evolution. White dwarfs, neutron stars and black holes. Extrasolar planet formation and detection. Dark matter in the Milky Way and other galaxies. Cosmological observations and principles. Weather permitting, observations will be conducted. [3-0-0]</b></p> <p><b>Prerequisite:</b> Either (a) one of PHYS 101, PHYS 107, PHYS 153 and one of MATH 101, MATH 103, MATH 105, MATH 121; or (b) SCIE 001.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> This is part of a reorganization of the material in the 2<sup>nd</sup> and 3<sup>rd</sup> years of the undergraduate Astronomy curriculum. We are creating ASTR 200, 205 and 300 to replace the existing ASTR 201, 202 and 303. The aim of this course is to expose students to current topics of great interest in astronomy at an early stage of the undergraduate program. We intend for this to be a “magnet” course drawing students into the Astronomy undergraduate specializations.</p> <p><b>Supporting Documents:</b> SCI-12-1-ASTR 200</p>
<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 205 (3) Stars and Stellar Populations</b></p> <p><b>Measurement of positions, motions and distances in astronomy. Temperature, masses and spectra of stars. Hertzsprung-Russell diagram. Quantitative stellar structure and evolution. Chemical composition of stars in different Galactic populations. Globular and open star clusters. [3-0-0]</b></p> <p><b>Prerequisite:</b> ASTR 200 and one of PHYS 210, EOSC 211, CPSC 302, CPSC 303.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> This is part of a reorganization of the material in the 2<sup>nd</sup> and 3<sup>rd</sup> years of the undergraduate Astronomy curriculum. We are creating ASTR 200, 205 and 300 to replace the existing ASTR 201, 202 and 303. This course will cover measurement in astronomy, the quantitative aspects of stellar structure and evolution and populations of stars in our Galaxy.</p> <p><b>Supporting Documents:</b> SCI-12-1-ASTR 205</p>



<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 300 (3) Galaxies</b></p> <p><b>Structure and kinematics of our galaxy. Spiral arms and dynamics of stars in spiral and elliptical galaxies. Galactic formation, evolution, dynamics and groups. Active galaxies and quasars. [3-0-0]</b></p> <p><b>Prerequisite: One of ASTR 202, ASTR 205 and one of PHYS 210, EOSC 211, CPSC 302, CPSC 303.</b></p> <p><b>Corequisite: One of MATH 217, MATH 227, MATH 317.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> This is part of a reorganization of the material in the 2<sup>nd</sup> and 3<sup>rd</sup> years of the undergraduate Astronomy curriculum. We are creating ASTR 200, 205 and 300 to replace the existing ASTR 201, 202 and 303. This course will cover the structure and dynamics of spiral and elliptical galaxies, the formation and evolution of galaxies and groups and active galaxies.</p> <p><b>Supporting Documents: SCI-12-1-ASTR 300</b></p>
<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 333 (3) Exoplanets and Astrobiology.</b></p> <p><b>Observations and basic characteristics of extrasolar planets, including their formation, evolution and potential for supporting life. Not to be used to satisfy any Physics and Astronomy major, minor or honours specialization requirement, but may be used as an upper-level science elective. [3-0-0]</b></p> <p><b>Prerequisites: One of PHYS 101, PHYS 102, PHYS 107, PHYS 108, and one of MATH 200, STAT 200, STAT 203, STAT 241, BIOL 300.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> The discovery and characterization of planets around other stars has become a major activity in astronomy and a revolution in many aspects of planetary science. ASTR 333 will be a course on planets beyond the Solar System and prospects for life elsewhere in the Universe, aimed at the Combined Major in Science. This would be the first such course to be introduced for science majors at UBC. Such courses have been recently introduced and are popular with students in other universities.</p> <p><b>Supporting Documents: SCI-12-1-ASTR 333</b></p>

<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 406 (3) High-Energy Astrophysics</b></p> <p><b>Radiative processes. White dwarfs, neutron stars and black holes. Accreting systems. Gamma-ray bursts. [3-0-0]</b></p> <p><b>Prerequisite: All of PHYS 203 and PHYS 301 and MATH 215, and one of ASTR 300, ASTR 303.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> The highly successful X-ray and gamma-ray satellites launched in the last decade or so have led to a host of discoveries and new understandings in the realm of high-energy astrophysics. Knowledge of these concepts, as well as of the radiative processes in effect in many of these environments, is an essential part of a modern astronomy education. The department is thus adding a senior undergraduate course on this topic. This course will replace ASTR 402.</p> <p><b>Supporting Documents: SCI-12-1-ASTR 406</b></p>
<p><b>Effective Date for Change:</b> 13S <b>Proposed Calendar Entry:</b></p> <p><b>ASTR 407 (3) Planetary Science</b></p> <p><b>Structure of planetary systems, planetary interiors, planet formation, planetary atmospheres, meteoritics, impact cratering. [3-0-0]</b></p> <p><b>Prerequisite: One of PHYS 210, EOSC 211, and one of MATH 217, MATH 227, MATH 317 and one of MATH 316, PHYS 312 and one of ASTR 200, EOSC 212.</b></p> <p><b>Corequisite: One of PHYS 206, PHYS 216, PHYS 306, EOSC 352.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course. <b>Rationale:</b> Due to highly-successful space missions (like Cassini at Saturn, Messenger at Mercury, and the Curiosity rover on Mars) and because of the discovery of large numbers of extrasolar planetary systems, planetary astronomy is a rapidly-growing area. The department is thus adding a senior undergraduate course on this topic.</p> <p><b>Supporting Documents: SCI-12-1-ASTR 407</b></p>

<b>BIOLOGY</b>	
<p><b>Effective Date for Change: 13S</b> <b>Proposed Calendar Entry:</b></p> <p><b>BIOL 459 (3) Neurobiology of Sensory and Motor Systems</b></p> <p><b>Analysis of the mechanisms of sensory processing and motor orchestration using vertebrate and invertebrate model systems. Neural circuit structure, specialization, information coding, integration, and behaviour. [3-0-0]</b></p> <p><b>Prerequisite: BIOL 455.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> Neurobiology courses are in high demand from Biology students. The current offerings fill quickly and the students have expressed the desire for more courses in the area. BIOL 459 will build directly on concepts and topics that are emphasized in BIOL 455, which currently enrolls about 100 students per year. About 25-30 of these students are expected to enroll in BIOL 459. In order to probe experimental systems in depth and critically evaluate scientific literature on the topics, students will require a substantial foundation in neuroscience; far more than is provided in third year courses such as BIOL 361, 362, 364 or PSYC 360. BIOL 455 provides this link, as it covers fundamental concepts, such as current-voltage relationships of ion channels, basic neural circuit mechanisms of sensory information processing, and models of information coding, that are commonplace in scientific research but reach well beyond the basic physiology covered in third year. Without the foundation provided in BIOL 455, the majority of BIOL 459 would need to be devoted to understanding fundamental concepts rather than applying those concepts to building a mechanistic understanding of nervous system function.</p> <p><b>Supporting Documents: SCI-12-1-BIOL 459</b></p>

<b>CELLULAR AND PHYSIOLOGICAL SCIENCES</b>	
<p><b>Effective Date for Change:</b> 13S</p> <p><b>Proposed Calendar Entry:</b></p> <p>Cellular and Physiological Sciences, Faculty of Medicine</p> <p><b>CAPS: Cellular, Anatomical and Physiological Sciences</b></p> <p>...</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create a new course code, CAPS, for the course listings section of the calendar.</p> <p><b>Rationale:</b> The specialization title is changed to Cellular, Anatomical and Physiological Sciences to more accurately reflect the teaching in the undergraduate specialization offered by the Department. The specialization expanded in the past years to include courses in cellular physiology and anatomy. The course code, CAPS, reflects the current range of content within the specialization, cellular, anatomical and physiological sciences. CAPS will provide a common identity to all undergraduate courses offered by the Department of Cellular and Physiological Sciences and help the students recognize that all course offerings are equally significant for studies in this field. This change will have no impact on current library usage or budgets.</p> <p><b>Supporting Documents:</b> SCI-12-1-CAPS</p>

Contact: Dr. Bill Ramey  
Phone: 822-3300

Faculty Approval Date: October 30, 2012  
Email: [wramey@mail.ubc.ca](mailto:wramey@mail.ubc.ca)

## CELLULAR & PHYSIOLOGICAL SCIENCES

**Effective Date for Change:** 13S

(<http://www.calendar.ubc.ca/vancouver/index.cfm?tre=12,215,410,435>)

**Proposed Calendar Entry:**

**Present Calendar Entry:**

Honours **Specialization**

Honours ~~Program~~

Honours (0266): Physiology (PHYL)

Honours (0266): Physiology (PHYL)

**This specialization has been renamed to Cellular, Anatomical and Physiological Sciences as of Winter session 2013. Students currently in the specialization will have the option to choose between the designation of Honours Physiology or the designation of Honours Cellular, Anatomical and Physiological Sciences for their B.Sc. specialization. Students admitted to the specialization after Winter session of 2012 will graduate with an Honours B.Sc. in Cellular, Anatomical and Physiological Sciences. Students may fulfill requirements with equivalent CAPS courses.**

**Honours (XXXX): Cellular, Anatomical and Physiological Sciences (CAPS)**

First Year

First Year

Communication Requirement <sup>1</sup>	6
BIOL 112, 121 <sup>2</sup> , 140	8
CHEM 121, 123 (111, 113)	8
MATH 100 or 102 or 104 <sup>3</sup>	3
MATH 101 or 103 or 105 <sup>4</sup>	3
PHYS <sup>5</sup>	6
Total Credits	34

Communication Requirement <sup>1</sup>	6
BIOL 112, 121 <sup>2</sup> , 140	8
CHEM 121, 123 (111, 113)	8
MATH 100 or 102 or 104 <sup>3</sup>	3
MATH 101 or 103 or 105 <sup>4</sup>	3
PHYS <sup>5</sup>	6
Total Credits	34

Second Year

Second Year

BIOL 200, 201	6
CHEM 205	3
CHEM 211	4
CHEM 233, 235	4
MICB 202	3
Electives	15
Total Credits	35

BIOL 200, 201	6
CHEM 205	3
CHEM 211	4
CHEM 233, 235	4
MICB 202	3
Electives	15
Total Credits	35

Third Year

Third Year

<b>CAPS</b> 390	3	<b>ANAT</b> 390	3
BIOC 301, 302	6	BIOC 301, 302	6
BIOL 300 <sup>6</sup>	3	BIOL 300 <sup>6</sup>	3
<b>CAPS</b> 301	6	<b>PHYL</b> 301	6
<b>CAPS</b> 303	3	<b>PHYL</b> 303	3
Electives	12	Electives	12
Total Credits	33	Total Credits	33
Fourth Year		Fourth Year	
<b>CAPS</b> 421	3	<b>PHYL</b> 421	3
<b>CAPS</b> 422, 423, 424, 426	12	<b>PHYL</b> 422, 423, 424, 426	12
<b>CAPS</b> 430 <sup>7</sup>	6	<b>PHYL</b> 430 <sup>7</sup>	6
<b>CAPS</b> 449 <sup>7</sup>	6	<b>PHYL</b> 449 <sup>7</sup>	6
Electives	3	Electives	3
Total Credits	30	Total Credits	30
Credits for Degree	132	Credits for Degree	132
...		...	
<sup>2</sup> Students lacking Biology <b>11 or</b> 12 must take BIOL 111 before taking BIOL 121.		<sup>2</sup> Students lacking Biology 12 must take BIOL 111 before taking BIOL 121.	
<sup>7</sup> Students will normally be required to take <b>CAPS</b> 430 and 449 in the same Winter Session.		<sup>7</sup> Students will normally be required to take <b>PHYL</b> 430 and 449 in the same Winter Session.	
...		...	
		<b>Action:</b>	
		1. Change Honours Program to Honours Specialization.	
		2. Insert advisory note under the title Honours Physiology.	
		3. Create specialization number, title and code for the Honours Cellular, Anatomical and Physiological Sciences and insert this below the preceding note and above the First Year course listings.	
		4. Rename all PHYL and ANAT course codes with CAPS.	
		<b>Rationale:</b>	
		1. Specialization number, title and code are revised to capture the recent changes to the teaching in the specialization.	
		2. An advisory note to the current students in the Honours Physiology specialization is required to specify their options for graduation. Students currently in the specialization will have the option to choose between the designation of Honours	

	<p>Physiology or the designation of Honours Cellular, Anatomical and Physiological Sciences for their BSc specialization. Students admitted to the specialization after Winter session of 2012 will graduate with an Honours B.Sc. in Cellular, Anatomical and Physiological Sciences. In addition, the advisory note clarifies that students may fulfill their specialization requirements with CAPS courses. The advisory note will be removed once the current students have graduated from the specialization.</p> <p>3. The PHYL and ANAT courses are now identified by the revised course code CAPS.</p>
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**Office of the Senate**  
2016-1874 East Mall  
Vancouver, BC Canada V6T 1Z1

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

November 28, 2012

To: Vancouver Senate

From: Senate Nominating Committee

**RE: a. Adjustment to Senate Committees Membership – Associate Vice-President Academic**

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As the titles and portfolios of the associate vice-presidents academic can frequently change, the Nominating Committee requests that Senate adjust the membership of the following committees by replacing the specific vice-provost & associate vice-president titles with “an associate vice-president academic, as designated by the academic vice-president”:

Academic Building Needs  
Academic Policy  
Admissions  
Curriculum  
Library  
Teaching and Learning

**Motion:** *That the membership of the Academic Building Needs, Academic Policy, Admissions, Curriculum, Library, and Teaching and Learning Committees be adjusted to replace specific vice-provost & associate vice president titles with “an associate vice-president academic, as designated by the Academic Vice-President”.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee





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27 November 2012

To: Vancouver Senate

From: Senate Nominating Committee

RE: **b. Adjustment to Student Awards Committee Membership – Change in Title and Voting Privileges**

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Reflecting a change in the title of the position, the Nominating Committee requests that the Senate adjust the membership of the Student Awards Committee to replace the ex-officio, non-voting member, “Manager of Graduate Awards, Faculty of Graduate Studies”, with the “Director, Graduate Awards and Development, Faculty of Graduate Studies”. This change reflects a change in title of the current member.

In addition, upon the recommendation of the Student Awards Committee, the Nominating Committee requests that this member be granted voting privileges. Recent changes within the Faculty of Graduate Studies have led to the dissolution of the position “Assistant Dean, Finance, Awards and Development, Faculty of Graduate Studies”, who was an ex-officio and voting member of the Student Awards Committee. A separate proposal reflecting this change is forthcoming. The current request will allow the Faculty of Graduate Studies to retain two voting voices on the Committee.

**Motion:** *That the Membership of the Student Awards Committee be adjusted to replace the ex-officio, non-voting member, “Manager of Graduate Awards, Faculty of Graduate Studies”, with the ex-officio, **voting** member, “Director, Graduate Awards and Development, Faculty of Graduate Studies”.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee



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27 November 2012

To: Vancouver Senate  
From: Senate Nominating Committee  
RE: **c. Adjustment to Teaching and Learning Committee Membership – Addition of Ex-officio Member**

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Upon the recommendation of the Senate Teaching and Learning Committee, the Nominating Committee requests that the Senate adjust the membership of the Teaching and Learning Committee by adding an ex-officio, voting representative from the Vice-President, Students' office.

The Teaching and Learning Committee feels that it would benefit from continuous representation from the Vice-President, Students' office, as this unit is responsible for delivering services to students that support their well-being and academic engagement. The Teaching and Learning Committee has suggested that the Senior Director, Student Development and Services would be the role that best matches the needs of the Committee.

**Motion:** *That the "Senior Director, Student Development and Services" from the Vice-President, Students' office be added to the membership of the Teaching and Learning Committee as an ex-officio, voting member.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee



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Office of the Senate  
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Phone 604 822 5239  
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www.senate.ubc.ca

November 30, 2012

From: Senate Committee on Student Awards, Vancouver

To: Vancouver Senate

Re: New Awards and Proposed Changes to Existing Awards (November 2012)

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The Student Awards Committee recommends:

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

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**AUSENCO Women in Chemical Engineering Prize** – A \$2,000 prize is offered by Ausenco to a female student with the top grade point average in the third year of the Bachelor of Applied Science program in Chemical Engineering. Ausenco is a global, diversified engineering and project management company providing services in minerals and metals, process infrastructure, program management, environment and sustainability, and energy. The award is made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2012/2013 Winter Session)

**Thomas BENNETT Student Enrichment Memorial Awards in Chemical and Biological Engineering** – Two \$500 awards have been endowed by family, friends and colleagues in memory of Thomas Edward James Bennett, accomplished Chemical and Biological Engineering alumnus, to honour his prodigious achievements in a life that ended too soon. His dedication and passion to “live life to the fullest and make a difference through sustainability” inspired many. The awards are offered to undergraduate students in the Department of Chemical and Biological Engineering in support of student enrichment activities. Preference is given to students who have demonstrated high academic achievement, leadership and social and environmental concern. Recommendations are made by the Department of Chemical and Biological Engineering in the Faculty of Applied Science. (First Award Available in the 2012/2013 Winter Session)

**DREAM Catcher Scholarship in Theatre** – A \$1,500 scholarship is offered by UBC alumna and theatre enthusiast Bonnie Mah (BCom’87) to inspire Theatre students to pursue their dreams. This award is given to an outstanding student enrolled in the Bachelor of Fine Arts in Acting or Design and Production, or the Master of Fine Arts in Directing or Design and Production. Financial need will be taken into consideration.



The award is made on the recommendation of the Faculty of Art's Department of Theatre and Film 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)

**Rose WATTERS and Nora Piggott Memorial Bursary** – A \$1,000 bursary has been endowed in memory of Rose Watters and Nora Piggott. The bursary is awarded to a deserving female student who is in financial need. The award is open to students in any discipline, faculty or year of study.

The award commemorates two sisters: Nora Piggott was a well-loved teacher in Victoria high schools, who passed away in 1981. Her younger sister Rose Watters (nee Piggott) was a teacher and a healer who passed away in 2003. Adjudication is made by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

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

**#1923 PHI Delta Kappa Scholarship in Education** – Two scholarships valued at \$500 each, gifts of the UBC Chapter of Phi Delta Kappa, are awarded to prospective educators who are entering an undergraduate degree program in the Faculty of Education. The awards are made to students who not only have strong academic records but who also have shown potential for teaching. The awards are made on the recommendation of the Faculty.

**How amended:** Changes in the number of awards from one to two and in the award value.

**#3967 Robert F. Osborne Memorial Award in Kinesiology** – An award of \$2,975 has been endowed in memory of Dr Robert F. Osborne's outstanding service as coach, teacher and administrator during his 33 years as a faculty member at UBC, 27 of them as Director of the School of Physical Education and Recreation. The award is available to undergraduate students returning to the Bachelor of Kinesiology degree program who have exhibited excellence in academics, athletics, and service in sport and recreation. The award is made on the recommendation of the School.

**How amended:** The change made was a revision from students entering the final year to "returning student".

**#5638 Dr Mark Antel Memorial Award** – A \$1,500 award is offered by the Penticton Medical Society, in memory of Dr. Mark Antel, to a student in year 3 or 4 of the M.D. Program in the Southern Medical Program at the University of British Columbia Okanagan. Preference is given to medical students with an expressed interest in



practicing in the Okanagan upon completion of their M.D. The award is made on the recommendation of the Faculty of Medicine.

**How amended:** Change of award name from Penticton Medical Society Scholarship in Medicine to honour the memory of Dr. Mark Antel. Change of criteria so award goes to M.D. students in years 3 or 4 in the Southern Medical Program at UBCO and 'preference' wording added.

**#5834 Farris Entrance Award in Law** – A \$1,000 entrance award is offered by Farris to a student entering law who has demonstrated academic excellence and has also exhibited exemplary public or community service prior to pursuing a legal education. This award is made on the recommendation of the Faculty of Law.

**How amended:** Change of award type and name from scholarship to entrance award directed to a student entering law and slight revision to the criteria to include service.



November 30, 2012

To: Vancouver Senate

From: Tributes Committee

Re: a. Remedy of Clerical Error in UBC Calendar list of Emeritus Staff (approval)  
b. Candidates for Emeritus Status (approval)

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**a. Remedy of Clerical Error in UBC Calendar list of Emeritus Staff (approval)**

Due to a clerical error, the names of certain individuals who have not yet retired or resigned are included in the UBC Calendar list of Emeritus Staff. Following Senate approval of those candidates put forward for Emeritus status in April 2007, a moratorium was introduced in respect of mandatory retirement age in May of that year, and therefore, some candidates who had been approved for Emeritus status decided not to retire. Unfortunately, confusion about this resulted in their names still being listed in the Calendar.

To remedy this error, the Tributes Committee recommends that these individuals' names be removed from the Calendar until such time as they retire or resign from UBC. Upon retirement or resignation, these individuals' names should be added to the list of candidates for Emeritus status to be approved by Senate, and subsequently listed in the Calendar.

**Motion:** *That the names of the following individuals, which have inadvertently been included in the UBC Calendar list of Emeritus Staff, be removed from that list until such time as they have retired or resigned from UBC and have been approved by Senate for Emeritus status:*

*Dr. Thomas Andrew Black  
Dr. Donald Brooks  
Dr. Stephen Carey  
Dr. Lee Paul Gunderson  
Prof. Keith Maillard  
Dr. James Gordon McLarnon  
Dr. George Albert Sawatzky  
Prof. Anthony F. Sheppard*



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*Dr. James Robert Thompson*  
*Dr. Patricia Vertinsky*

**b. Candidates for Emeritus Status (approval)**

The Tributes Committee recommends approval of the following motion:

**Motion:** *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with emeritus status at a designated rank be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne  
Chair, Tributes Committee

## 2012 December Emeriti List

<b>Faculty Members Eligible for Emeritus Status</b>				
<b>Retirements or Resignations - September 1, 2012 to December 31, 2012</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Rank</b>	<b>Faculty</b>	<b>Emeritus Title</b>
Adderley	Robert	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Cooperberg	Peter L.	Professor	Medicine	Professor Emeritus of Radiology
Eldridge	John E.	Professor	Science	Professor Emeritus of Physics & Astronomy
Gofton	Edward	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Goumeniouk	Alexander	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Grigliatti	Thomas A.	Professor	Science	Professor Emeritus of Zoology
Hassall	Eric	Professor	Medicine	Professor Emeritus of Paediatrics
Hayashi	Shizu	Professor	Medicine	Professor Emerita of Pathology
Hepburn	Andrew	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Orthopaedics
Kahn	Sharon Elaine	Professor	Education	Professor Emerita of Educational and Counselling Psychology and Special Education
Madewan	Maniam	Administrative Librarian	VP Academic & Provost	Administrative Librarian Emeritus
Mosher	Richard E.	Associate Professor	Education	Associate Professor Emeritus of Kinesiology
Oger	Joel J.	Professor	Medicine	Professor Emeritus of Neurology
Saunders	Brian A.	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Taylor	William	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Urologic Sciences
Vuong	Son	Associate Professor	Science	Associate Professor Emeritus of Computer Science
Walsh	Kirsten	Administrative Librarian	VP Academic & Provost	Administrative Librarian Emerita
Wexler	Stephen	Associate Professor	Law	Associate Professor Emeritus of Law
Wright	Jamie	Clinical Professor	Medicine	Clinical Professor Emeritus of Urologic Sciences





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**OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC**

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Phone 604 822 4948  
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Provost and Vice President Academic

November 19, 2012

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

From: David H. Farrar  
Provost and Vice-President Academic

A handwritten signature in dark ink, appearing to read 'DH Farrar'.

**Re: Change of Name Request from the Department of Forest Sciences to  
the Department of Forest and Conservation Sciences**

**Recommendation:**

I recommend that Senate approve the change of name from the Department of Forest Sciences to the Department of Forest and Conservation Sciences, effective January 1, 2013.

**Rationale:**

The new name more accurately reflects the broader mission of the department. It captures the broader range of forest and conservation sciences within the department, regardless of ecosystem or scale and addresses the external perception of the department as expressed in the 2011 departmental external review. The new name will bring greater attention to the wide range of sciences and their application practiced in the department, positioning UBC as a dynamic institution undertaking teaching and research in the broad domain of Forest and Conservation Sciences.

The proposed name change was presented, discussed, and approved by the Faculty of Forestry. Enclosed is a summary of information submitted for consideration.

# THE UNIVERSITY OF BRITISH COLUMBIA



**Faculty of Forestry**  
**Office of the Dean**  
2424 Main Mall  
Vancouver, B.C. Canada V6T 1Z4  
Tel: 604-822-3542  
Fax: 604-822-8157  
e-mail: john.innes@ubc.ca

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## MEMORANDUM

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**TO:** Anna Kindler, Vice Provost and Associate Vice President Academic

**CC:** Jola Holt, Executive Assistant to the Vice Provost & AVP Academic Affairs & Resources  
John Richardson, Head of Forest Sciences Department

**FROM:** John Innes, Dean of Forestry

**DATE:** November 15, 2012

**Subject:** Senate submission for the Department of Forest Sciences name change request

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Enclosed please find the following documents for the proposed name change request of the *Department of Forest Sciences* to the *Department of Forest and Conservation Sciences*:

- A letter from the Dean requesting the name change;
- A letter from John Richardson (Head of the Forest Sciences Department) to John Innes (Dean of the Faculty) including the rationale for the name change;
- Report from the Evaluation Committee of the 2011 External Review of the Department of Forest Sciences;
- Record of consultation with relevant units that may have interest in/be affected by the change - these are:
  - A letter from Dr. Murray Isman (Dean) of Faculty of Land and Food Systems;
  - A letter from Dr. Sarah Otto (Director) of the Biodiversity Research Centre;
  - Emails from Drs. M. Hassan (Dept. Geography), B. Milsom (Dept. Zoology), and L. Samuels (Dept. Botany);
- Record of consultation with students (includes explanation about how the name-change conversation proceeded among students) – two emails from students:
  - Ira Sutherland, Natural Resources Conservation program
  - Andrea Haas, Natural Resources Conservation program;
- Record of consultation with Professors Emeriti and external organizations that might have a vested interest in name of department – two emails from:
  - Dr. John McLean (Professor Emeritus)

- Dr. Mary Mes-Hartree (Director General, National Capital Region, Natural Resources Canada);
- Formal approval by the Faculty Meeting – section 6 of minutes from May 3<sup>rd</sup> (2012) Department meeting;

Thank you for reviewing the documents. Please advise if additional information is required prior to the submission to the Senate Secretariat.

Best Regards,

A handwritten signature in blue ink, appearing to read "John Dean", with a stylized flourish at the end.

John, Dean Faculty of Forestry



November 14, 2012

Dr. Anna Kindler  
Vice Provost and Associate Vice President  
Academic Affairs and Resources  
Office of the Vice President Academic  
University of British Columbia  
1958 Main Mall, Room 640  
Vancouver, BC V6T 1Z2

Dear Dr. Kindler:

**Re: Request to change *Department of Forest Sciences* to *Department of Forest and Conservation Sciences***

The 2011 External Review of the Department of Forest Sciences recommended a name change in order for the department to “reflect its broader mission”. The reviewers noted that “The teaching and research mission of the department extends to a wide range of ecosystem science and management issues that include but are not limited to forested systems”. The department has since presented me with their proposed name change and rationale (attached herein), and I share their opinion that the new name will not only benefit the Department, but also the Faculty and the University.

I hereby request a name change for the *Department of Forest Sciences* to the *Department of Forest and Conservation Sciences*, and am seeking your support to advance the proposal to the Senate Academic Policy Committee for resolution.

With best regards,

A handwritten signature in blue ink, appearing to read 'John L. Innes'.

Dr. John L. Innes  
Professor and Dean

Encl: Department of Forest Sciences name change request





**a place of mind**  
**THE UNIVERSITY OF BRITISH COLUMBIA**

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**Dr. John S. Richardson**  
Head and Professor

Professor John Innes  
Dean, Faculty of Forestry  
University of British Columbia  
Vancouver, BC, V6T 1Z4

11 June 2012

*John*  
Dear Professor Innes,

Our department has unanimously concluded that we wish to change our name. The name, *Department of Forest Sciences*, has served us well over the decades, but no longer reflects the wide range of activities in Conservation Sciences in other ecosystems carried out in our department. Attached you will see our explanation for why we wish to change our name to the *Department of Forest and Conservation Sciences*. The proposed name reflects our continuing excellence in the field of Forest Sciences, but extends it to better indicate the true range of our conceptual domain beyond the forest. We hope you will agree with us that this is an appropriate time to pursue renaming our department.

Sincerely

A handwritten signature in dark ink, appearing to be 'John S. Richardson', with a long horizontal line extending to the right.

Dr. John S. Richardson  
Professor and Head  
Associate of the Peter Wall Institute for Advanced Studies

### ***The Department of Forest and Conservation Sciences in UBC's Faculty of Forestry***

We wish to change the name of our department to more closely reflect the teaching and research strengths of our group. While the *Department of Forest Sciences* has been a useful moniker for many years, the breadth of scientific research in our department now includes alpine, grassland, freshwater and ocean environments, as well as forests and the interactions that link environments at a variety of scales up to the landscape and globally. In each environment, our faculty and student researchers now consider questions at many scales, from the genetics and genomics of individuals and populations within a species, to the ecology, persistence and function of whole ecosystems. Our researchers often use similar methods of inquiry regardless of venue. A strong and persistent theme of almost all research undertaken within the department is an emphasis on the application of research results. For instance, our science is often applied to pressing questions on the population genetics of endangered plant and animal species, the production and protection of crop trees and unmanaged forested ecosystems, the design and management of nature reserves, the management of animal harvest and ecosystems, the development of restoration practices, landscape conservation, and much more. These are the topics we teach to undergraduate and graduate students, and these are also the issues for which our research products are most often cited regionally, nationally and internationally.

Our graduate students and post-doctoral fellows from around the globe join our department because of the world-class science we produce in forest and conservation sciences, building on our long legacy of scientific study of forest ecosystems. Our departmental name should reflect both our history of excellence and the rapidly changing research and educational landscape. Conservation Sciences, whether applied to forested or other ecosystems, have a similar conceptual basis. The nature of our research has been to develop and apply these conceptual ideas to the practical conservation of our natural heritage.

The largest of our Faculty's undergraduate programs, Natural Resources Conservation, which we co-manage with the Department of Forest Resources Management, continues to grow. Our informal censuses of student opinion suggest that many find the current departmental name confining given their interests in the conservation of ecosystems in addition to the forested systems. Many of the students canvassed in upper-level courses within our Department suggest they would also prefer to be associated with a departmental name that is more inclusive of the range of interests and research demonstrated by our faculty, graduate students and post-doctoral fellows. Such a name change was also suggested by our external review committee in 2011.

Overall, a name change to the *Department of Forest and Conservation Sciences* would be advantageous to our department, the Faculty of Forestry and the University of British Columbia. Our proposed change captures the broader range of forest and conservation sciences within our department, regardless of ecosystem or scale, and addresses the external perception of our department as expressed in our 2011 departmental review. The new name will bring greater attention to the wide range of sciences and their application practiced in our department. This will show the University of British Columbia as a dynamic institution with an outstanding faculty undertaking research in the broad domain of *Forest and Conservation Sciences*.

"To generate and disseminate innovative scientific understanding about forests and associated ecosystems, and species within them, to promote their conservation and sustainable use." – department's mission statement 2011

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Evaluation of the

**Department of Forest Sciences**

**University of British Columbia**

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**Final Report of the Evaluation Committee**

Vancouver, 9 - 11 May, 2011

Victor Lieffers, Chair  
Su See Lee  
Lisa Graumlich  
Brenda McComb

## Table of Contents

Preamble .....	1
Departmental Community .....	3
Student learning – undergraduate programs .....	5
Research and Graduate Training.....	6
Safety.....	8
International Initiatives .....	9
Aboriginal Engagement .....	10



## 1 Preamble

**Strengths.** -- The Department of Forest Sciences at UBC is a research intensive unit of forest biologists with an international reputation, including genomics, below-ground ecosystems, and biodiversity conservation. The Program Directors for two undergraduate programs reside in the Department. One program (Forest Science) is designed to prepare students for graduate studies and the other (Natural Resources Conservation) is the most rapidly growing undergraduate program in the Faculty of Forestry. There generally is a friendly atmosphere in which decisions are made collectively with efforts made to inclusiveness, with rare exceptions. The faculty in the department are supportive of the leadership demonstrated by their current Department Head, Robert Guy, and are optimistic about the future of the Faculty of Forestry under the leadership of Dean John Innes. The facilities are new and outstanding. As a general statement, the Forest Sciences Department is excellent in many respects and we want to emphasize the strength of the department in undergraduate and graduate programs, research programs, campus-wide leadership through their university service activities, and engagement with other research units on campus and with national and provincial research organizations. The faculty is also engaged in opportunities related to aboriginal relations and international activities.

The teaching and research mission of the department extends to a wide range of ecosystem science and management issues that include but are not limited to forested systems. We view this as a positive step toward a more holistic approach to ecosystems science and suggest that the department consider changing its name to reflect its broader mission. It may be more appropriate to consider changing the name of Department rather than the entire Faculty of Forestry given the political implications of changing program names at this time.

But in our view there is room for improvement, so we point out a number of suggestions that will need to be prioritized collectively by departmental members, including the faculty, staff and students. We briefly highlight a few of these main points here, but provide more detail below.

**Issues.** --Our first concern addresses the review report provided to the Department in 2003. This 2003 report provided 30 recommendations, and although a number of recommendations have obviously been addressed, many issues are still relevant from the older report. Indeed we identified 13 recommendations that in our opinion are still valid, and we suggest that the faculty revisit the 2003 report and agree on which suggestions are still valid and which are no longer valid or have been addressed adequately.

By taking an ecosystems perspective in their research and teaching mission the Department can be viewed as a leader in sustainability issues. Information generated from their research is easily extended to address issues of sustaining ecosystem services in the face of the synergistic effects of large scale ecosystem stressors (such as climate change, land use, invasive species, pollutants, disease, etc.). We suggest that the Department be more proactive in highlighting their work as it

relates to local sustainability issues, for instance through weekly news updates posted to their website and shared widely, because the Department's contributions are essential to addressing sustainability issues on campus, in the urban ecosystem of Vancouver, in the Province and around the world. These outreach efforts are critical to ensuring that the department is seen as integral to and an important part of the Faculty of Forestry and the University. Indeed we suggest that the department consider hiring an urban ecosystems faculty member who can engage in research and teaching in the Vancouver urban area.

As Robert Guy returns to the faculty ranks the Faculty of Forestry and the Department have a unique opportunity to engage a new leader for the department to help promote their success and vision. We suggest that the Dean and Department give serious consideration to finding the best person for this position from within or external to the university.

The ecosystems science perspective is a 'glue' to provide greater intellectual cohesion around a common paradigm. By taking this approach in their teaching mission it may also provide an opportunity for including an optional and more holistic capstone experience that would bring together interdisciplinary teams of students from all undergraduate programs together to address real ecosystem management issues through a hands-on and community service learning approach.

Communication needs to be improved at all levels of the department and Faculty to ensure that individuals are aware of what others are doing, what opportunities might exist for collaboration and the development of a functional intellectual community, and even about the purpose for this external review.

The department will need to refocus its efforts on seeking funds to support its research and graduate training efforts. As provincial support has been drastically reduced the faculty will either need to refocus their work in other areas where resources do exist, and some of these may be international efforts, or they may need to restructure their positions to invest more effort into teaching and less into research. It is our view, however, that international partnerships and programs could be a fruitful avenue to increase competitive research funding while at the same time addressing the internationalization of their research and teaching missions. As the faculty transitions to new research areas, a one-semester in-house sabbatical may be considered to facilitate development of these new programs.

Finally we suggest that the department be sensitive to their relevance to the university priorities around instruction, research and other aspects of their strategic plan. It is clear that small, specialty undergraduate programs, though highly valued by students and faculty, may become viewed as untenable to upper administration as funding models are driven by student headcounts or student credit hours.



## General recommendations

- Revisit the 2003 review report and reassess where continued effort is needed to address suggestions that are still relevant.
- Take an ecosystem science and management perspective to provide intellectual cohesion among faculty, and position the department to be a leader in sustainability issues locally, regionally and globally. Hire an urban ecosystems scientist.
- Improve communication among members of the department and to the outside world on campus, to stakeholders, and the general public.
- Develop strategies to adapt to fewer opportunities for external grant and contract support for research, or be proactive in seeking collaborations with others inside and outside of BC to enhance funding opportunities for faculty, post docs and students.
- Ensure that the outreach efforts of the department clearly address priorities outlined in the university strategic plan and the funding models being used to resource units on campus.

## 2 Departmental Community

**Strengths.** -- The Review Team sees that the Department of Forest Sciences is a friendly group of forest biologists that have few internal conflicts for space and resources. This is a very good starting point for building future collegiality within the faculty. The research programs are strong and faculty are humble and have been described as good-natured.

**Issues.** Faculty members have been described by one senior member as being rather complacent and rather non-demanding of change at a Departmental level. This may arise from a focus on individual research programs rather than Department community. Secondly, from discussions with graduate students, PDFs and RAs, the review committee detected issues of lack of intellectual community within the Department. Research groups appear to have strong internal structure, but Departmental intellectual collegiality appears to be limited except where there are formal alignments. There apparently is limited contact among lab or research groups, and apparently only limited efforts to generate it through Departmental seminars and other means for formal or informal interactions. Indeed, for some research groups there appears to be a much stronger intellectual community outside of the Department (e.g. Biodiversity Research Centre or Applied Biology – Land and Food Systems) than within the Department. While it is desirable to have strong research linkages across the university, it is also important to maintain a Departmental vision – the ‘glue’ that holds the unit together. This lack of community may be a threat to the Department and Faculty in that staff might be more interested in developing new thrusts in teaching and research outside of the Faculty than within



it. The Department and Faculty may lose its identity and reason for existence as a separate entity from the other Departments on Campus. Secondly, there are missed opportunities for providing an excellent learning experience for graduate students and PhDs if they do not have meaningful interactions with the people working on the same floor of their building.

### Recommendations

- Find mechanisms to encourage Departmental and Faculty collegiality, including but not limited to strategic conversations about the identity and future of the unit.
- All faculty, students, and staff should have input into decision-making regarding the direction of the Department.
- The Dean and Head should encourage collaborative research across disciplines within the Department and Faculty. One possibility is an internal competition for seed money to facilitate new avenues for interdisciplinary activities.
- Find places for students to meet for coffee and informal meetings.
- Develop more research discussion groups both within and especially across-disciplines.
- Continue seminar series and develop a culture that this cross linkage is an important part of Departmental collegiality – having faculty attend the seminars is a critical step.

## 3 Student learning—undergraduate programs

**Strengths.** -- The Department of Forest Sciences plays a critical role in delivering part or all of three undergraduate programs in the Faculty of Forestry. The Faculty should be commended for increasing the quality and retention of students. The significant number of shared core courses in the first and second year curricula contribute to a strong esprit du corps and a breadth of understanding. The curricula emphasize field- and lab-based experiential learning which is highly valued by students and results in skill sets that are relevant to future employers. The rapid growth in enrollment in the Natural Resources Conservation (NRC) program (i.e., 70% increase in 5 years) reflects a strategic initiative on the part of the Faculty of Forestry which taps increasing student interest in sustainability-related fields as well as the positive reputation of the program, at home and abroad. The positive trajectory of student numbers is particularly important at this time as UBC adopts a new budget model in which undergraduate student enrollment drives investment of new revenues at the level of the Faculty. The Faculty of Forestry has also moved strategically to increase the enrollment of international students through targeted recruitment and new options in the curriculum (e.g., Global Perspectives Major within NRC). This too will position the Faculty of Forestry for future growth as the new UBC budget model provides substantial flow of money back to the Faculty from tuition from international students.

**Issues.** Relatively low enrollments and flat trajectories in four of the five undergraduate programs (i.e., BSF Forest Resource Management, BSF Forest Operations, BSc Forest Science, and BSc Wood Products Processing) may give the impression that the Faculty of Forestry's undergraduate programs are not relevant to the larger mission and financial sustainability of UBC. The relatively complicated program requirements appear to be not aligned with the UBC strategic action to "simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning."

Increasing numbers and changing demographics of students pose challenges to all aspects of learning from pedagogy to student advising and career services. Increasing NRC majors will further stress a system of advising and mentoring students that is already stretched thin. Increasing scope of enriched educational opportunities will place further demands on Student Services.

Increasing numbers of international students for whom English is not their native tongue create a variety of challenges. Successfully integrating international students into the undergraduate programs will require attention to ensuring that students have adequate English skills as well as more general orientation to student life at UBC.

The Faculty of Forestry has untapped potential to deliver environmental science and sustainability learning opportunities to the larger campus.

### **Recommendations**

- Consolidate undergraduate programs from five to two by combining 1) BSF Forest Resource Management, BSF Forest Operations, and BSc Wood Products Processing and 2) BSc Forest Science and BSc Natural Resources Conservation. Simplify requirements and look for further efficiencies in the delivery of the curriculum. Ensure that marketing, including naming of degree program, reflects readily understandable characterization of the content and careers associated with the undergraduate programs.
- Bolster student-advising services with professional staff members. Work with faculty to ensure that all students have a faculty advisor/mentor, utilizing faculty resources beyond the program director. Provide for regular assessment of the overall student experience, including exit interviews and alumni feedback. Assist students to find opportunities for learning abroad.
- Enhance student services for international students. Pair each incoming student with two mentors: one domestic student to provide advice on student life and learning and one international student, preferably from the student's home country, to provide targeted advice regarding adjustments to life at UBC.
- Broaden undergraduate course offerings for non-majors building on success of such courses as Visualizing Climate Change and others with wide appeal.



## 4 Research and Graduate Training

**Strengths.** –The department is widely recognized both inside and outside of UBC for its strength in research activity and training of graduate students. The faculty are very successful in competing for grants through NSERC and other federal programs and they have developed collaborative relationships with other agencies to enhance their research effort. Indeed the “Co-op” type of arrangement that the Department has with Environment Canada and others is a model based in part on the US system of research cooperatives, but which leverages intellectual and fiscal resources into a win-win situation for federal and university scientists. We feel that these efforts should be maintained and grown, if at all possible. The Department has effectively developed research clusters that allow them to develop depth in their research programs and subsequent international reputations in areas such as genomics and population genetics, below ground systems, and aquatic-riparian ecosystems.

The faculty have used their grant-writing capabilities to secure external support for graduate education as well. We were very impressed with the departmental philosophy of only accepting students when faculty can support them financially. The four-year fellowships that have been acquired from University sources are significant additions to the NSERC and other funding sources for students and we encourage the faculty to continue to be aggressive in seeking these funds for their students. Students expressed a high degree of satisfaction in their programs and interactions with faculty, though several suggestions were made for improvement.

**Issues.** --Unfortunately as provincial support for research has fallen off drastically, support for graduate training in some disciplines has also declined. In addition, restrictions on graduate student support from NSERC grants further limits the funding support for students. Consequently there is a high expectation that both research funding and graduate student enrollments will decline in the near future. The reliance of faculty on provincial sources of funding was identified as an area of risk in the 2003 review. That risk has been realized. Some of the faculty not aligned with genomics work funded by NSERC and Genome Canada or those who have connections to other federal sources, will need to refocus their research efforts. It remains unclear how they will be able to rebuild their research programs. Interdisciplinary and international collaborations offer avenues for future research support. Similarly development of new research cooperatives joint with federal, provincial (unlikely at this time), industry, or other universities (nationally or internationally) could allow access to funds and infrastructure that would leverage the intellectual expertise held in the Department.

Teaching assistantships are another aspect of supporting graduate students while enhancing undergraduate experiences and providing graduate students with experience in teaching. We heard from a number of faculty that more TAs are needed for a variety of reasons that we highlight here but we recognize this is only a short list of reasons for enhancing TA opportunities.

- Lab Safety – many field labs now typically include from 25-50 students and simply from a safety standpoint the student/instructor ratio should be such that if there were an emergency then there would be a sufficient number of trained instructors able to cope with that emergency.
- NSERC funding – because NSERC provides only 1 year for a MSc degree student and 3 years for a PhD, then additional assistantship support is needed to ensure funding for incoming students. TA-ships not only provide funding for the student but also provide the student with valuable teaching experience that could help them should they decide to pursue an academic career. Concomitant with this issue, however, is the need to provide training for TAs in teaching pedagogy.
- Undergraduate experience in classes – by including trained TAs in classes then the higher student instructor ratios allow more direct connections to undergrads during field laboratories and in other settings where instructors can easily be overwhelmed with questions from many students.
- Faculty burnout – work-life balance is a significant issue for several highly productive faculty who are working much more than 60 hours per week. Having TAs available to assist with marking papers, assisting with labs, and in lecture preparation can ease the burden on faculty of both genders who realize that reduced hours per week would allow them to realize a more healthy life.

We did hear some suggestions that perhaps the name of the Graduate Program could be changed to be more inclusive of the variety of forestry, ecosystems, and social science research conducted in the Faculty of Forestry. The negative connotations at times ascribed to the word “Forestry” could be circumvented by moving to a more holistic and less value-laden term for the program.

In the 2003 external review, time to completion of graduate degrees was mentioned as a point of concern. That concern remains and should be addressed. It is not clear if the Graduate School or Forestry program has a continuous enrollment policy, but enacting such a policy may provide a negative financial incentive for students to complete their degrees in a timely manner.

Although development of a non-thesis MS program could raise revenue for the department, there is an understandable reluctance to move in that direction among faculty with a strong history in research excellence. Development of such a program could be especially beneficial if new faculty/instructors were hired to oversee this program. Therefore the energies of existing faculty would not be redirected significantly to such a program except through increased enrollments in graduate courses. Students graduating from a program such as this carry with them the UBC label into their careers and become the management connections to resource issues that will need to be addressed in future research agendas. Such a network of UBC alumni in the management workforce should allow avenues of communication regarding research opportunities, internships, and employment of graduates into the future.



Research Associates and Postdoctoral Fellows expressed a concern that they be more engaged as peers by the faculty. Several individuals felt isolated and many expressed a need for a higher degree of intellectual engagement through discussions, seminars and similar avenues for allowing communication. Indeed graduate students also expressed a concern that faculty seemed to be uncommitted to attending departmental seminars and other discussion sessions where cross disciplinary information can be shared and discussed.

### **Recommendations**

- Explore interdisciplinary, interagency, inter-university and international collaborations as avenues for future research support.
- Match Teaching Assistantship allocations to courses to meet goals of safety, undergraduate training, and faculty workload.
- Develop policies or guidelines that address the issue of time to completion for graduate degrees.
- Consider a College investment in a non-thesis MSc program administered by a newly hired instructor or Faculty member; income from the program could pay for the director's salary.
- Develop a culture of a faculty commitment to attending seminars and discussion groups in a manner that will create a cohesive intellectual community.

## **5 Safety**

**Strengths.** --There appears to be an overarching policy on campus that identifies lab and field safety as a priority for the university and there are Departmental and Faculty (e.g., as in Forestry) safety committees in place that have the means to enforce these policies.

**Issues.** --Several graduate students expressed concerns that the rules and protocols for safe operations of labs and field operations were not always being followed. This may relate to the Departmental culture of not rocking the boat and 'disturbing' another lab group's operations. If there are valid issues around lab and field safety, however, the Head and Dean must address these.

### **Recommendation**

- The Dean or Head should establish a safety review with the goal to assure compliance to current rules and regulations.



## 6 International Initiatives

**Strengths.** --The international initiatives being undertaken by the Faculty, i.e. the training of Indian Forestry staff and recruitment of international undergraduate students, particularly from China, show promise and peril. Both of these initiatives will contribute new sources of funding to the Faculty, and the latter, to increased undergraduate enrolment, thereby partially alleviating the concern that the Faculty of Forestry is over-resourced.

**Issues.** The faculty buy-in into these international initiatives is relatively low and they do not appear to be fully engaged with the Dean's Office on these initiatives. There appears to be apathy on the part of most faculty members to the international initiatives.

Apart from a few members of faculty, the majority of the members are not internationally oriented or conduct research/work outside North America.

In the Committee's opinion, the Indian program involves little intellectual exchange; while it is no doubt interesting for the Indian students to learn about BC forestry practices, one wonders how they can relate this experience to their home systems.

The Committee is of the opinion that there is a critical lack of depth in certain fields of research and teaching, especially tropical forestry.

More can be done to improve intercultural understanding. There appears to be a 2-culture operation among the foreign (mainland Chinese) and Canadian students.

### Recommendations

- Explore other avenues of international engagement such as international collaborative research, membership in international task forces and committees, ENGOS, etc.
- Explore non-Canadian and international funding opportunities for international collaborative research.
- Create a small number of collaborative research partnerships that might also involve undergraduate and graduate student exchange.
- Provide joint co-support faculty positions between UBC and its collaborative partners e.g. Nanjing Forestry University, to facilitate faculty exchange for both teaching and research.
- Appoint at least 2 to 3 new international scholars in the faculty, particularly in tropical and developing world forestry.
- Partner domestic English speaking students/seniors and mentors with new international students to help them better integrate into their new environment.
- Explore opportunities for collaborative research with the professional Foresters who participate in the Indian Forestry Training Program.

## 7 Aboriginal Engagement

**Strengths.** The 2003 Summer Forestry Camp for First Nation Youth seemed to successfully encourage increased enrolment of aboriginal students in the subsequent years. In addition, the First Nation Initiative undertaken by the Faculty of Forestry has increased trust and communication with the aboriginal community. The idea of developing a Centre of Excellence for Indigenous Forestry is commendable.

**Issues.** The funding and energy focussed on the Aboriginal program has been inconsistent. In recent years there has been a fall-down in recruitment of aboriginal students in Forestry.

The desired outcomes of aboriginal engagement, other than increased enrolment of aboriginal students, are not clear.

Social science aspects which are highly relevant and important to the aboriginal community do not appear to be covered by the subjects taught in this department.

There appears to be a lack of research on aboriginal issues related to forestry in the department.

### Recommendations

- Ensure sustained funding for the Summer Forestry Camp for First Nation Youth to generate and maintain interest among the community to pursue studies in forestry and natural resources.
- Engage aboriginal students from the Faculty of Forestry and other Faculties on campus as a bridge to build further connections to the aboriginal communities.
- Establish and strengthen linkages to colleges outside of UBC for recruitment of students.
- Explore other means to link the Faculty of Forestry with aboriginal communities.
- Prioritize recruitment of local students relative to international development (e.g. Centre of Excellence for Indigenous Forestry).
- Increase research on aboriginal issues.





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THE UNIVERSITY OF BRITISH COLUMBIA

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September 20, 2012

Dr. John S. Richardson, Head  
Department of Forest Sciences  
University of British Columbia  
Vancouver, BC V6T1Z4

Dear John:

I apologize for the very tardy response to the proposed name change of your Department from *Forest Sciences* to *Forest and Conservation Sciences*. I think your rationale behind this change make perfect sense to me, and hopefully to a wider campus constituency.

I directly surveyed my Associate Deans and Program Directors on the proposed name change, and solicited comments from Land and Food Systems faculty and staff on two occasions. To date I have not heard nor received a single negative comment or concern.

As such I feel that I can speak on behalf of the Faculty of Land and Food Systems in providing our full support for the proposed name change to the *Department of Forest and Conservation Sciences*.

With best regards,

A handwritten signature in black ink, appearing to read 'Murray B. Isman', with a long horizontal flourish extending to the right.

Murray B. Isman  
Dean



**a place of mind**  
**THE UNIVERSITY OF BRITISH COLUMBIA**

**OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC**

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Provost and Vice President Academic

December 4, 2012

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

From: David H. Farrar  
Provost and Vice-President Academic

A handwritten signature in black ink, appearing to read 'DH Farrar', followed by a horizontal line.

**Re: Student Evaluation of Teaching Report to Senate**

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**Item for information:**

I am pleased to forward for information of the Vancouver Senate the annual Student Evaluation of Teaching Report.

The Report is the result of the Policy on Student Evaluations of Teaching passed by Senate in May 2007 and provides the results for the University Module Items for 2011W term from September 2011 to April 2012. The Policy requires every course section or learning experience be evaluated by students each time it is offered (with some exceptions, as defined by the policy).

Summary of student evaluations of teaching are available at <http://teacheval.ubc.ca>

**Attachment:** Student Evaluation of Teaching Report to Senate, September 2012



## STUDENT EVALUATION OF TEACHING REPORT TO SENATE September 2012

### RESULTS

The results for the University Module Items are consistent over time as the data for 2011W (September 2011 to April 2012) indicate below.

#### *2011W Scope*

Results for 7,331 unique instructor and course combinations were submitted to the University, for those courses in which the University Module Items were administered.

**Table 1. Scope of 2011W Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	46	149	151	237	280	863
Arts	608	422	696	488	390	2,604
Commerce	17	67	260	176	222	742
Dentistry	3	22	24	71	11	131
Education	17	46	291	135	217	706
Forestry	5	25	27	44	20	121
College of Health Disciplines		2	1	14		17
College for Interdisciplinary Studies					6	6
Graduate Studies					1	1
Land & Food Systems	3	36	59	46	42	186
Law	30	23	55	86	7	201
Medicine			105	101	102	308
Pharmaceutical Sciences		26	27	54	12	119
Science	358	240	347	195	186	1326
<b>TOTAL</b>		1,058	2,043	1,647	1,496	7,331

<sup>1</sup> In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

<sup>2</sup> Unique course section combination.



**Table 2. 2011W Results by Year Level<sup>1</sup>**

UMI	Year Levels						2010W Average
	100 Level	200 Level	300 Level	400 Level	Grad	Average	
1. The instructor made it clear what students were expected to learn	4.1	4.1	4.1	4.1	4.2	4.1	4.1
2. The instructor communicated the subject matter effectively	4.0	4.0	4.1	4.1	4.2	4.1	4.1
3. The instructor helped inspire interest in learning the subject matter	3.9	4.0	4.1	4.1	4.3	4.1	4.1
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	3.9	4.0	4.1	4.1	4.2	4.1	4.1
5. The instructor showed concern for student learning	4.1	4.1	4.2	4.3	4.4	4.2	4.2
6. Overall the instructor was an effective teacher	4.1	4.0	4.1	4.2	4.2	4.1	4.1

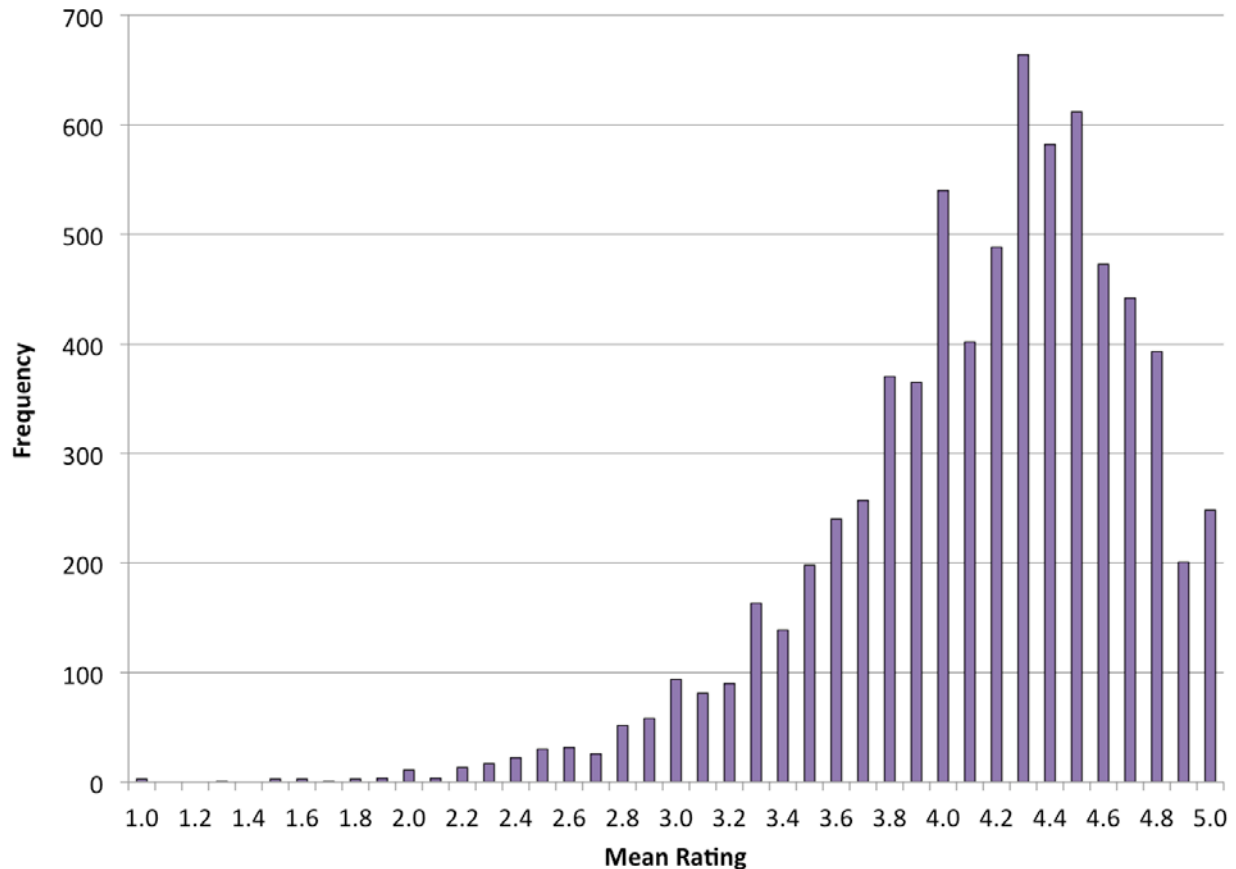
<sup>1</sup> Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

## PUBLICATION OF RESULTS

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. For 2011W, results for 14.3% of courses were published. This is up from 11.5% for the previous session.



### THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2011W



As assessed by students, the overall quality of teaching at UBC is 4.1 (standard deviation = .57) on a five point scale. 69% of faculty members are assessed at 4 or higher and only 4% received evaluations below 3.

#### NEXT STEPS

The Standing Committee will continue to monitor the implementation of Student Evaluation of Teaching. In partnership with the AMS, the committee is conducting a pilot during the current academic session into ways in which instructor-driven, informal midterm evaluations of teaching can support a dialogue around and feedback on teaching and learning issues between faculty and students. The Faculties of Arts, Science, Applied Science and the School of Kinesiology are all participating in this pilot.

Information about Student Evaluation of Teaching at UBC is available at [teacheval.ubc.ca](http://teacheval.ubc.ca).



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OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

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Provost and Vice President Academic

November 27, 2012

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

From: David H. Farrar  
Provost and Vice-President Academic

A handwritten signature in black ink, appearing to read 'D. H. Farrar', followed by a horizontal line.

Re: **Aboriginal Strategic Plan Implementation Report, UBC Vancouver**

**Item for information:**

I am pleased to forward for information of the Vancouver Senate the Aboriginal Strategic Plan Implementation Report 2012 for UBC Vancouver.

The Aboriginal Strategic Plan was adopted in January, 2009. The Report outlines the progress made by UBC Vancouver and points to the areas requiring further focus in the implementation of the Aboriginal Strategic Plan.

Following receipt by Senate, the Report will be made available at the following website:  
<http://aboriginal.ubc.ca/>

**Attachment:** UBC Aboriginal Strategic Plan Implementation Report, UBC Vancouver Campus 2012



## **UBC ABORIGINAL STRATEGIC PLAN IMPLEMENTATION REPORT VANCOUVER CAMPUS FOR THE PERIOD ENDING JUNE 30, 2012**

Since the first report on the implementation of the Aboriginal Strategic Plan in 2010, considerable progress has been made in several key areas. Aboriginal enrolments and graduation rates have continued to rise: in the 2010/11 academic year, 1,041 students were identified as Aboriginal at UBC, with 729 students on the Vancouver campus, and, on Vancouver campus, 121 Aboriginal students graduated in all degree categories. At the Vancouver campus, processes surrounding admissions and several aspects of student support that have long operated as barriers to Aboriginal students have been significantly improved, and new pathways into UBC established. Major advances have also been made in data management, allowing students to more easily update their self-identification status, and providing more consistent baseline information. In research, a process moving towards better understanding and more complete evaluation of the kinds of collaborative research frequently done with Aboriginal communities and organizations has been established that will better support new research and significant initiatives already underway, and across the university new curriculum has been established and new Indigenous and expert faculty have been hired. UBC now has more than twenty Indigenous faculty on tenure-track appointments—one of the largest cohorts in a research-intensive university in the world. Additional programs for pre-university Aboriginal students have been established. A major strategic planning initiative for Aboriginal programs has begun for the health disciplines, and major Indigenous initiatives are now at the forefront of the Faculty of Education's agenda. Finally, UBC has begun a set of initiatives surrounding the history and legacy of the Indian Residential School system that will provide a focus for all of our programs aimed at the potential for a better future, based in a common understanding of our shared history, that we can, as an informed society, develop together.

Before beginning with this last set of possibilities, it is important to note that the Aboriginal Strategic Plan is now in its fourth year of operations. At its inception, the plan was intended to initiate new activity and provide institutional focus; in a larger sense, however, it is built on the recognition that the many forms of activity it encompasses are and must be embedded in core University functions in ways that are sustainable and allow for growth. It is important to ensure that, at the unit level, progress to date is understood and stable, and that a path for future development is defined. A final section of this report (Budgets and Planning) returns to this concern.

## INDIAN RESIDENTIAL SCHOOL INITIATIVES

On November 1, 2011 the First Nations House of Learning, in collaboration with the Indian Residential School Survivors Society, hosted a day-long Dialogue on the History and Legacy of the Indian Residential Schools. For more than a century, the Indian Residential School system forcibly removed Aboriginal children from their communities and families and placed them in a system of extended confinement in which many died and many more suffered multiple forms of abuse. The effects upon individuals and communities were devastating and, though the last school closed in 1997, those effects reverberate through families and communities to this day. Until recently, these effects were rarely openly discussed in communities, and remained virtually invisible to the larger Canadian society that had tacitly authorized and perpetuated their operation. Even though Prime Minister Stephen Harper apologized in Parliament on June 11, 2008 for the systematic injustices perpetrated through this system few Canadians know much about this history or about the wider history it represents. The result is that Aboriginal people and other Canadians enter into conversations and negotiations with no real basis for understanding each other, or the context of the issues they are attempting to resolve.

The November 1 Dialogue at UBC was designed to give key administrators, faculty, and student leaders the opportunity to come together with residential school survivors and other Aboriginal leaders to develop a better understanding of this system and its effects, and to consider the ways in which a more informed understanding might provide the basis for a better future. The day, conducted according to Coast Salish ceremonial practice, was intense and, at many points, very difficult, but many participants indicated that it was very significant in giving them the basis for a new understanding and a clearer vision of what education can and should be in providing a basis for Canadian and Aboriginal relations.

Following this event, a further set of initiatives have been undertaken. First, a set of anniversary events during Celebrate Learning week in October 2012 has been scheduled to follow up on and continue the work begun in 2011. One focus will be further planning: the Truth and Reconciliation Commission of Canada (TRC), established by court order to gather testimony and documentation on the Indian Residential School system, is scheduled to hold its last National Event on the west coast in Vancouver in the fall of 2013. The UBC Faculty Senate and Board of Governors has approved the suspension of classes for one day during that National Event so that students and the university community may more actively participate in it, and this year's activities will plan how the National Event can be built into curriculum and other forms of engagement. Several campus units have already begun planning for such programs.

Part of the mandate of the Truth and Reconciliation Commission is also the formation of a permanent National Research Centre (NRC) to provide access to its records and to develop educational materials and public information on the schools. UBC has also joined with the University of Manitoba in a bid to become the National Research Centre. If this bid is successful, UBC will establish a West Coast Centre that will provide access to Indian Residential School records and testimony, and develop educational materials and public information that will provide institutional memory for this history and for the broader set of historical relations it represents, especially as it applies to British Columbia. It will serve as a focal point for education on the Point Grey campus, a destination point for K-12 students from across the province and for visitors from communities and around the world, and for the formation of new relationships and understandings that will serve us all.

## ABORIGINAL STUDENT SUCCESS

Since the last report in 2010, considerable institutional focus has been devoted to removing barriers to Aboriginal student success and to providing better support for Aboriginal students at all levels.

### Areas of Accomplishment

**Admissions.** Better management of the Aboriginal applicant pool and more efficient address of data issues resulted in an increase of 56% in undergraduate Aboriginal admissions for winter session 2011 without any changes having been made to admissions criteria. In the following year, admissions held even with this increased amount, even though very broad changes in general UBC admissions processes produced some challenges (further information below). The work done on Aboriginal admissions processes was very difficult and technically challenging, but the results clearly worthwhile. As noted at the end of this section, however, continued monitoring and adjustment will be necessary to retain and extend these gains, and to extend them through work in other areas.

In addition to these changes, substantial progress has been made in harmonizing data on Aboriginal students. Students can now more easily self-identify at the time of admission, and can easily change their status at any subsequent point. Definitions and the purpose of self-identification have also been more clearly explained. While it is possible that some of the increase in enrolments is an increase in self-identification, if so, it may well indicate that students feel more confident that identified Aboriginal status will work for them rather than against them. Although complexities and challenges remain in data collection, we can, for the first time, more confidently and consistently track Aboriginal student data from year to year.

Professional faculties, such as Law and Medicine, have separate admissions processes, and both Law and Medicine have had Aboriginal admissions programs that, for many years, been highly successful. The program in the Faculty of Medicine has frequently been studied by other institutions aspiring to similar success, and, in 2011, the Faculty of Law had a particularly successful admissions cycle, admitting nineteen new Aboriginal students for a total of fifty six—a record for a Law faculty in Canada.

More aggressive recruiting and support of Indigenous graduate students also resulted in gains across the university. In the 2010/11 academic year, 148 graduate students on the Vancouver campus were identified as Aboriginal. Since graduate students are admitted through many department processes, gathering more accurate current data on Aboriginal Graduate students remains a challenge. As graduate student recruitment tends to be international, the number of Indigenous students recruited to UBC also merits further investigation.

**Financial Aid.** New Aboriginal scholarships and fellowships have been established at the undergraduate and graduate levels and more than \$600,000 in dedicated funding is awarded yearly on the Vancouver campus to Aboriginal students. Two major entrance awards have been established for high-achieving Aboriginal undergraduate students, each worth \$20,000 over four years. Graduate student support has also been increasing: in the 2011-2012 academic year, \$282,685 in academic fellowships was targeted for Aboriginal graduate students. In addition to these amounts, the Faculty of Education also reports \$320,000 awarded each year to Aboriginal Ph.D. students with plans to award more. These awards supplement others already established for Aboriginal students, and other general awards for which Aboriginal students are eligible. Since the purpose of these dedicated awards is to increase the levels of support available to Aboriginal students, any other awards made to students that will be displaced by these larger awards will go to the next most highly ranked Aboriginal student rather than returning to the general pool.

UBC is moving towards a more integrated Admissions / Financial Aid process in which financial awards will be more closely tied to need and financial aid packages presented to successful applicants simultaneously with their notice of admissions. Though this shift in process should provide significant benefit to Aboriginal applicants, it will be important to monitor it to assure that it does.

**UBC-Langara Transfer Program.** Since the last report, UBC and Langara College have collaborated on the design of a transfer program for Aboriginal students entering the Arts Faculty. The program uses a number of incentives, including guaranteed admissions, financial awards, and support services to encourage Aboriginal students to gain the preparation necessary for admission and success at the university. Given that the majority of Aboriginal students leaving BC high schools do not meet the University's general admission requirements, and that Aboriginal students who do transition to BC colleges and universities often prefer

smaller institutions, this program is an important component of the Vancouver campus's overall Aboriginal recruitment strategy. Other faculties are now considering participation in this program.

**Aboriginal Language Credits.** BC and Yukon high school students applying to the Vancouver campus must complete an approved grade 11 language course to meet the campus's second language requirement. Although the Vancouver campus has accepted several First Nations languages for some time, an additional 14 languages were added in 2012 to the list of grade 11 and 12 courses satisfying this requirement. This change in admission policy provides First Nations students and others the opportunity to learn local First Nations languages while preparing for university admission. These courses are also significant in that they may be included in the student's admission average calculation. Finally, these language courses are also helpful for smaller communities who struggle to offer their students enough of the academic courses needed for university admission. The Okanagan campus has also approved these courses for inclusion in admissions.

**Aboriginal Jump Start.** The Jump Start program began as a two-week orientation program primarily for international students and has proved so successful in increasing student success that programming has been extended throughout the year and UBC is now beginning to extend it to a wider range of students. In August 2011, an Aboriginal cohort was added to Jump Start and programming developed that specifically addressed their academic and cultural needs. A second group of students will enter the program this fall.

**Pre-University Programs.** UBC continues to run an extensive set of pre-university and outreach programs for younger Aboriginal students. In addition to established campus-based programs such as Summer Science, CEDAR, and the Native Youth Program, other programs are run collaboratively with the Musqueam Indian Band, the Vancouver School Board, and other partners. A new Emerging Aboriginal Scholars Program developed in collaboration with the Pacific Institute for the Mathematical Sciences (PIMS) was successfully inaugurated in 2011.

### **Challenges in Aboriginal Student Admissions and Support**

Though substantial progress has been made in many aspects of admissions, data collection, and student support, challenges remain. As noted above, UBC is in the process of making substantial changes to its whole system of admissions, including a major shift to broad-based admissions that evaluate factors in addition to GPA as an

index of past performance, as well as a very substantial change in the ways in which services are provided. These changes should be of benefit to Aboriginal applicants, but their actual effects are, as yet, uncertain, and there are reasons for concern. The longer admissions form, for instance, may present some additional challenges for students coming from households in which there is little familiarity with such processes. This year, around 150 Aboriginal students began the application process, but did not complete it: follow-up contacts with and support for such students is essential. The cost of application also appears to be functioning as a barrier and strategies to mitigate application and registration costs need to be investigated.

UBC's admissions cycle is also considerably behind that of other institutions, several of which grant early admissions to Aboriginal applicants. It is, therefore, extremely important that we continue to monitor admissions processes for their actual effects on Aboriginal applications, devise alternative processes as necessary, and maintain the flexibility and mobility to address challenges quickly as they arise.

The gains made to date in these areas have been the result of constant vigilance, a highly dedicated strategic team, and close collaboration with senior administrators. UBC is a massive institution, and the numbers of Aboriginal students are still quite small (<1.5% on the Vancouver campus): it is very easy for critical Aboriginal initiatives to be lost in day-to-day processes or in the course of administrative policy shifts. This year, as noted above, a major shift in the ways in which services are provided has begun that eliminates many of the support structures this team has worked so long to establish. In this transition, the ways in which Aboriginal student circumstances will be addressed has not been not entirely certain.

For the last two years, the position of Coordinator of Aboriginal Initiatives dedicated to strategic planning in Enrolment Services and the VP Students portfolio has operated on a trial basis. That oversight and planning function has been critical to the gains made to date—and to their extension in the foreseeable future. At present, a process of assuring the long-term stability of that position is nearly complete. In addition, a dedicated Aboriginal recruiter/advisor position has been part of the UBC recruiting team in Enrolment Services. That position is now being restructured to better address strategic priorities.

It is still also the case that some Aboriginal student programs, especially those directed towards pre-university students, are vulnerable to changes in extramural funding. Recent reductions in both federal and provincial government support have resulted in reduced functions for some programs (very notably the Native Youth Program). It is

imperative that alternative strategies for continuing these valuable programs be identified. They are far too valuable to lose.

## **Opportunities in Aboriginal Admissions and Student Support**

Based on the work done to date and assuming that gains can be consolidated in the emerging new regime of admissions and services, we are now in the position to consider the expansion of the programs that have a solid base, and to consider the addition of others.

**Extension of the UBC-Langara Transfer Program.** As noted above, this program has begun as a path towards admission to the Faculty of Arts. There is considerable interest and advantage to its extension to other faculties, and it has the promise of becoming a major pathway to UBC for students who may not be in a position to take that step in first year.

The possibility of establishing relations with other institutions, including Aboriginal-controlled institutions that might provide laddering into the Langara program, should also be explored.

**Investigation of Other Transitional Year Options.** The UBC-Langara Transfer Program offers an additional route into UBC for students for whom direct entry may not be the best option, but it is also a program likely to be of benefit primarily to students in the lower mainland. Other transitional year program possibilities should be explored for students coming from more distant locations.

Older students who have considerable work experience also might benefit from the development of other avenues of entry, such as certificate programs that provide alternative pathways into degree programs for academically-oriented participants. Some existing programs, such as the Aboriginal Health and Community Administration Program (AHCAP) provide a starting point for such developments, and other models available to us through our international partnerships should be further explored.

With further developments, a full set of admissions pathways for Aboriginal students is within our reach.

**Recruiting.** The first stage of implementation of the Aboriginal Strategic Plan deferred the development of an active recruiting program until we were confident that our processes and support structures for Aboriginal students would reliably result in



positive student experiences, and that supports were robust enough to support expansion. Though work remains in all of these areas, an active recruiting policy is now warranted.

There are, however, some challenges. Most UBC programs are over-subscribed: students compete heavily for entry, and recruiting is not really necessary. For Aboriginal students, however, the case may be quite different. Aboriginal students across Canada and certainly in BC have many more options than they used to, and the number of Aboriginal students completing Grade 12 with the necessary entrance requirements is still quite low. Institutions are now quite clearly competing for Aboriginal students. Students are often attracted as well to smaller institutions closer to home, and the highest performing students are often recruited by other elite institutions, including some in the United States.

While the emergence of all of these options are desirable in terms of the larger social goal of providing Aboriginal students with multiple paths in higher education, UBC has unique opportunities for Aboriginal students in many areas and may well be the best choice for students who may choose other institutions if we do not adequately make our case. It is now the time to devise, resource, and implement an effective Aboriginal recruiting strategy. The full and strategic development of the dedicated recruiting position in Enrolment Services noted above is critical and requires the collaborative engagement of expertise from many areas, and certainly from the Coordinator of Aboriginal Initiatives in Enrolment Services and the VP Students portfolio.

## CURRICULUM AND PUBLIC PROGRAMMING

In addition to the superb curriculum that exists across many units in many fields, significant developments have occurred since our last report in curricula of particular interest to Aboriginal students and communities.

**Required Courses.** The Faculties of Education and Law have both instituted mandatory Aboriginal curriculum requirements for all of their undergraduate students. The Faculty of Education has passed a requirement that all students complete a course in Aboriginal education.

The Faculty of Law will now be requiring that all students complete curriculum in constitutional law that addresses Aboriginal rights. This requirement is in response to the assessment in the legal profession that knowledge of these areas is fundamental to competence in the practice of law in Canada and will begin this fall.

**New Degree Tracks.** In addition to new and revised courses developing Aboriginal content across campus, some units are adding degree concentrations addressing Aboriginal concerns. The Faculty of Education is also offering a Master of Education with an emphasis on Indigenous Knowledges and Pedagogies.

Based on the success of research projects conducted in collaboration with First Nations communities, the School of Community and Regional Planning has also developed an Indigenous Concentration within its Master Program in Planning. This program should prove particularly valuable in developing the planning expertise necessary to take full advantage of the many areas of specialist expertise available in other areas throughout the university (in engineering, business, natural resources, politics and policy) to provide more integrated development strategies for communities. Too often specialist initiatives developed in communities do not progress because critical developments in some other area are lacking: this program will build the planning expertise to avoid those pitfalls and develop more integrated development strategies.

These programs and degree tracks supplement the many already in operation at UBC. The First Nations Concentration in the School of Library, Information, and Archival Studies (SLAIS) is one example, and the First Nations Studies Program in the Arts Faculty another.

Although not a degree track, another course is worthy of mention. For the last two years, the UBC Film Production Program has offered a one-term course in First Nations film production. This course provides students who are not film specialists the opportunity to develop an understanding of visual media and to produce a short video on a First Nations theme. In each of these two years, students have produced interesting work, and one student has gone on to major film festival success and the beginnings of a career. This course is funded by a multicultural film grant from Rogers Communications and will focus on Aboriginal film for one more year before rotating to another area. Further support will need to be secured for a First Nations film course to continue beyond this year.

**New Faculty.** UBC continues in its commitment and success in bringing additional Indigenous and expert faculty to the university. Since our last report, two new Indigenous faculty members have joined UBC. Dr Candace Kaleimamoowahinekapu Galla has joined the Faculty of Education, specializing in Indigenous language revitalization and education. Dr Daniel Justice, a senior Cherokee scholar specializing in Indigenous literature, has joined the Faculty of Arts as Chair of the First Nations Studies Program. In addition, the Faculty of Forestry welcomes Jeanette Bulkan from Guyana as Professor of First Nations and Community Forestry, replacing Professor Ron Trosper, who has returned to the United States. Several other search processes are currently in progress. UBC's contingent of Indigenous and other expert faculty is now among the best in the world.

**Public Programming.** In addition to its regular courses, UBC routinely hosts conferences and other public events addressing Aboriginal issues. In addition to the November 1, 2011 Dialogue on the History and Legacy of the Indian Residential Schools mentioned earlier, below are some notable events from the last two years:

**Global Indigenous Conference.** Beginning in 2011, UBC has hosted a student-led conference addressing global Indigenous issues. The 2011 conference focused on the impact of development on Indigenous communities in Peru and the Amazon, and the 2012 conference concentrated on mining and energy issues and First Nations development strategies in BC.

**The Futures of Change: Equity, Diversity, & Intercultural Understanding Colloquium.** This conference in the spring of 2012, organized by the Interdisciplinary Roundtable on Diversity, a student organization including

many Aboriginal students, provided a comprehensive examination of diversity issues on campus in which Aboriginal perspectives were well integrated.

**International Federation of Library Associations.** In the spring of 2012, the annual meeting of the International Federation of Library Associations (IFLA) was held at UBC. The current President of the association, UBC Head Librarian Ingrid Parent, set Indigenous knowledge as the theme of the conference, and administrators of library systems from around the world gathered for three days to consider the information needs of Indigenous communities and the interaction of Indigenous information systems with larger national and transnational systems.

**Hands Back, Hands Forward: Sharing Indigenous Intellectual Traditions.**

This two-day international conference focusing on Indigenous Intellectual Traditions in Education held at UBC was also a pre-conference to the annual meeting of the American Educational Research Association in which two senior Indigenous educators, Dr Linda Tuhiwai Smith from the University of Waikato in New Zealand, and Dr Jo-Ann Archibald, Associate Dean of Indigenous Education at UBC, were honoured.

**Classroom Dialogue.** The Aboriginal Strategic Plan noted that Aboriginal and other students often suffer significantly when classroom discussions of Aboriginal topics do not progress productively. Following the work begun in the student project *What I Learned in Class Today: Aboriginal Issues in the Classroom* a position was established in the Centre for Teaching, Learning, and Technology to assist new and continuing teachers with understanding these discussions better and developing more productive and professional ways of working with them. That program began with the training of Teaching Assistants, and has now been increasingly active in working with faculty in several significant curricular areas.

## RESEARCH

While it is clear that many research projects are underway across the university that have an Aboriginal focus, getting an accurate number is very difficult, both because of the wide spectrum of projects challenges definition, and because research projects only typically become visible through a few formal processes—when, for instance, they register funding or file for ethics approval.

It is perhaps more useful to note that the Aboriginal Strategic Plan identified the *type* of research relationships as a more critical issue than the *number* of projects underway. The Plan notes that research that does not consider the interests of Aboriginal communities has, in the past, often been far worse than no research at all, and the Plan calls for increased support of research relationships with Aboriginal communities and organizations that developed along newer, more collaborative models. That kind of research often begins with the establishment of collaborative relationships through which questions are jointly developed, goals determined, methods devised, and the interpretation and benefits of results shared.

Research conducted in this way is frequently called Community-Based Research (CBR), and in the 2011-2012 academic year, the Vice-President Research and International appointed a taskforce to prepare a set of recommendations for its better understanding and support. The recommendations of that group are now under consideration for further action. This step is a significant one: by asking different questions and developing relationships through which they can be approached in different ways, Community-Based Research can provide substantial benefits that would not be realized by other methods. There are, however, costs to doing this kind of work that have not been fully understood or adequately credited. The kinds of reciprocal relations involved can also take time and require forms of expertise and work not typical of other methods. If those benefits and requirements are not well understood, researchers may face difficulties in the assessment of their work, and especially its timelines, and may be dissuaded from entering this field. Establishing a community of practice that makes this work more visible and a process that ensures that it is properly understood and accurately evaluated will position UBC at the forefront of this emerging approach to research and is a major step forward for the Aboriginal Strategic Plan. The further progress of these developments should be watched closely.

One example of Community-Based Research is the CEDAR Project, a project funded by the Canadian Institute of Health Research, Institute of Aboriginal People's Health (CIHR, IAPH), and conducted by a team of UBC researchers from the School of Public and Population Health and Aboriginal community leadership. This study has been possible at all only through its collaborative community-based design, and has investigated questions, such as

the link between HIV and HCV rates among urban Aboriginal youth and environmental factors such as parental attendance in Indian Residential Schools, that are very significant for policy and of primary interest to communities, but might otherwise have escaped the attention of academic researchers. The results have been significant in providing a better understanding of a critical issue in Aboriginal health and for establishing partnerships that can shape the future of Aboriginal health delivery.

A more fully developed platform for Community-Based Research will significantly add to UBC's ability to partner with Aboriginal communities to address critical issues in health and many other areas, and to produce results such as this one.

## STRATEGIC INITIATIVES

The Aboriginal Strategic Plan was designed from the outset not to define initiatives across the university, but to set a broad framework in which units could see their work located and could undertake further initiatives to address issues and opportunities local to their fields. At present, two UBC units are undertaking major planning and implementation initiatives.

**Faculty of Education.** As noted above, the Faculty of Education has undertaken a major curricular initiative in mandating a required course on Aboriginal education for all undergraduates, is offering an M.Ed. program with an emphasis on Indigenous Knowledges and Pedagogies, and is continuing to add Indigenous faculty to its already significant cohort. In addition, the Faculty has designated the 2012-2013 academic year as “The Year of Indigenous Education.” Further information may be found at <http://educ.ubc.ca/facultyunits/indigenous-education>.

**Faculty of Medicine.** As noted above, the Faculty of Medicine has had for many years one of the most successful programs for Aboriginal medical students. With major changes underway in the organization of all UBC health programs, the Faculty of Medicine, in collaboration with other units, has established an Aboriginal Health Strategy Working Group. A more integrated approach to UBC’s Aboriginal health initiatives will be of substantial benefit to both the university and Aboriginal people and communities, especially as the newly forming First Nations Health Authority begins the process of restructuring health administration and delivery for Aboriginal people throughout the province.



## BUDGETS AND PLANNING

One of the key design goals of the Aboriginal Strategic Plan is to develop stable funding for Aboriginal initiatives: where a familiar historic pattern has been to fund Aboriginal initiatives for short periods of contingent funding, the ASP calls for the integration of Aboriginal initiatives into core unit funding processes. Section 10.5 of the ASP notes that

Although some aspects of planning, coordinating, and reviewing efforts in support of this plan may be undertaken as centralized functions, primary responsibility for identifying priorities and developing and implementing many of its aspects lies with individual units. Unit funding should be linked to progress in defining, developing and implementing initiatives in support of this plan. These initiatives should be integrated into unit academic and/or operational plans, assessments, and reviews. Specific goals and timeframes should be clearly identified.

The 2010 *Implementation Report* noted both optimism and some apprehension regarding progress towards this goal.

The 2009/10 budgetary process was an important moment for UBC Vancouver in addressing budgetary limitations and moving towards a new and more strategic budget process. In the very substantial changes that transition to this model entailed, some of the attention to the embedding of strategic priorities such as the ASP in budgets was lost. The administration has committed to the reassertion of this model in budgetary discussions in the new academic year. Even so, as unit summaries indicate, units have moved forward in taking responsibility for actions in support of the ASP that fall within their domains. These are welcome developments, and commitment to this model will be a primary factor in distinguishing UBC's Aboriginal Strategic Plan from the many others that have relied on special (and therefore highly contingent) funding as their approach.

In the 2011-2012 budget process, a further step has been taken towards this goal. Units were instructed, in the preparation of their budget presentations, to include information identifying their commitments and priorities on two strategic initiatives, one of which was the Aboriginal Strategic Plan.

Units responded in varying ways and to varying degrees to this requirement. The unit summaries included in the Appendices to this document include summaries of what each unit identified in these presentations. It is clear that, as of yet, not every Faculty or unit has an Aboriginal strategy within which new and existing Aboriginal initiatives can be located and

supported. If progress on the Aboriginal Strategic Plan is to continue and be fully embedded as an ongoing University commitment and priority, it is vital that this integration of Aboriginal priorities in core budget planning continue to develop as a regular feature, and that units be encouraged to represent their commitments and aspirations more fully.

Where Faculties and other units have not articulated unit-level Aboriginal strategies, it is now time that they do so: unit strategies are important frameworks within which the opportunities created by smaller budgeting units (departments, research units, even individual scholars), may be clearly assessed for their potential value, apart from unit interests, in making allocation decisions.

## DEVELOPMENT

UBC is in the later phases of the *Start an Evolution* development campaign, the most ambitious university development campaign in Canadian history, with a goal of raising \$1.5 billion. Aboriginal initiatives, to date, have not had a major presence in this campaign, but the development of a West Coast Centre of the National Research Centre of the Truth and Reconciliation Commission, with which this document began, if approved, will require substantial fundraising and will provide a focus for Aboriginal initiatives in this campaign. Development priorities for Aboriginal initiatives across the university are now being defined and should have clear visibility within this campaign, even in the event the Centre project does not go forward.

## **APPENDIX A:**

### **ABORIGINAL STUDENT PARTICIPATION AT UBC VANCOUVER**

UBC collects and uses Aboriginal student self-identification to develop, implement and assess programs and services that support Aboriginal student success at the University. The University has made several changes to the ways in which it collects and manages data, including some that make it easier for students to self-identify online at any point in their time at UBC. Self-identification is, however, voluntary, and we have strong anecdotal evidence that many Aboriginal students choose not to identify for a variety of reasons. It is highly likely that the number of Aboriginal students at UBC is significantly higher than we are able to report.

For statistical purposes, UBC uses data from the Ministry of Advanced Education Student Transition Project (STP), which includes UBC student self-identification data. This project links data on students in public post-secondary institutions with students' K-12 records through each student's Personal Education Numbers (PEN). The most recent year for which this data is available is Winter 2010/11.

The data provide an approximation of Aboriginal student participation rates by identifying any current student who self-identified (or was identified) as Aboriginal while enrolled in the BC K-12 system or any other BC Post-Secondary institution. Though harmonized for statistical purposes, this data is never recorded in student files at UBC.

**Enrolment.** In Winter 2010/11 at UBC's Vancouver campus, 729 students enrolled had identified or been identified as Aboriginal. Of these 581 were undergraduate and 148 were graduate students. This enrolment is a 16% increase from the 620 students registered in 2008. At both the undergraduate and graduate levels Aboriginal students constitute 1.5% of the student body (compared to 1.4% in 2008).

**Gender.** Females were overrepresented in the general student body but much more sharply among Aboriginal students. At the undergraduate level 65% of all Aboriginal students were female compared to 55% of non-Aboriginal students. At the graduate level the difference between male and female enrolments increases dramatically with males forming only 28% of the total. This disparity is not reflected among the non-Aboriginal graduate students for whom the genders are represented almost equally.

**Part-time/Full-time.** A higher proportion of Aboriginal students were enrolled in part-time studies but not dramatically so: 45% of Aboriginal students were part-time versus 37% of

non-Aboriginal students. There is virtually no difference between Aboriginal and non-Aboriginal part-time enrolments at the graduate level.

**Median Age.** Aboriginal students, especially at the undergraduate level, are not considerably older than non-Aboriginal students. The median age for Aboriginal undergraduate students is 24 versus 22 for non-Aboriginal students. The difference is greater at the graduate level where the median age for Aboriginal students is 35 versus 28 for non-Aboriginal students.

**Admission Type.** Far more Aboriginal students came to UBC from another post-secondary institution than non-Aboriginal students: 48% of Aboriginal students came from another institution versus only 26% of non-Aboriginal students.

**Retention.** Aboriginal student retention after two years (82%) was close to the retention rate for non-Aboriginal students (86%). For graduation within six years, however, the divide was much more pronounced. For the 2005 cohort, only 59% of Aboriginal students had graduated within six years versus 78% of non-Aboriginal students. After ten years though, this gap had narrowed: 77.4% of the 2001 Aboriginal cohort had graduated within ten years versus 82% of the non-Aboriginal cohort.

**Required to Withdraw.** In 2010/11, twelve Aboriginal undergraduate students (2.1%) were required to withdraw. This is very close to the percentage required to withdraw among non-Aboriginal students (1.7%).

**Graduation.** In 2011/12, 108 self-identified Aboriginal students graduated from the Vancouver campus, down from 121 in 2010/11. Due to the issues surrounding self-identification, this figure likely underestimates the number of Aboriginal graduates. Despite the decrease from 2010/11, this is an increase of 61% from 2001/02 when only 67 Aboriginal graduates were identified. We cannot determine what portion of this increase can be attributed to increasing levels of self-identification.

## Enrolment by Program

<b>Table 1: Self-Identified Aboriginal Undergraduate Enrolment (Winter 2010/11)</b>	
Degree program	Number of Students
Bachelor of Arts	189
Bachelor of Applied Science	27
Bachelor of Commerce	22
Bachelor of Computer Science	<5
B.D.Sc.(Dental Hygiene)	<5
Bachelor of Education (Elementary)	45
Bachelor of Education (Secondary)	21
Bachelor of Fine Arts	<5
Bachelor of Human Kinetics	16
Bachelor of Music	6
Bachelor of Midwifery	<5
Bachelor of Science (APBI)	<5
Bachelor of Science (Agroecology)	<5
Bachelor of Science	54
Bachelor of Science (Natural Resources Conservation)	5
Bachelor of Science (Pharmacy)	7
Bachelor of Science Forestry	6
Bachelor of Science (Food Nutrition and Health)	8
Bachelor of Science (Forest Science)	<5
Bachelor of Science (Global Resource Systems)	<5
Bachelor of Science in Nursing	5
Bachelor of Social Work	6
Diploma in Accounting	<5
Diploma in Art History	<5
Diploma in Education	13
Doctor of Dental Medicine	<5
Diploma in Urban Land Economics	<5
Juris Doctor/ Bachelor of Laws	26
Doctor of Medicine	20
Certificate in Real Prop Valuation	<5
Null (not enrolled in a degree or diploma program)	82
<b>Total</b>	<b>581</b>

Source: UBC Planning and Institutional Research – STP Data

<b>Table 2: Self-Identified Aboriginal Graduate Enrolment (Winter 2010/11)</b>	
Degree program	Number of Students
Master of Architecture	<5
Doctor of Education	13
Executive MBA	<5
Master of Laws	<5
Master of Arts	10
Master of Arts (Asia Pacific)	<5
Master of Arts (Planning)	<5
Combined M.A.S. & M.L.I.S.	<5
Master of Archival Studies	<5
Master of Applied Science	<5
Master of Business Administration	<5
Master of Education	15
Master of Education Technology	<5
Master of Fine Arts	8
Master Health Administration	<5
Master of Journalism	<5
Master of Landscape Architecture	<5
Master of Library & Information Studies	<5
Master of Management	<5
Master of Public Health	6
Master of Music	<5
Master of Nursing	<5
Master of Occupational Therapy	<5
Master of Physical Therapy	<5
Master of Science	13
Master of Science in Nursing	5
Combined MSC/Dip Endodontics	<5
Master of Social Work	<5
Doctor of Philosophy	39
<b>Total</b>	<b>148</b>

Source: UBC Planning and Institutional Research STP Data



## **APPENDIX B: REPRESENTATION OF ABORIGINAL FACULTY AND STAFF AT UBC VANCOUVER**

The Indigenous Academic Caucus, an informal association of faculty members who identify as Indigenous, currently has thirty members from six faculties and the UBC Library. Of these, 22 are tenured or tenure-track.

Increase in the number of Indigenous tenure or tenure-track faculty at UBC's Vancouver Campus.

- 2001/2002 – 6
- 2007/2008 – 11
- 2009/2010 – 20
- 2011/2012 – 22

Of these, fourteen are Canadian, seven American, and one from another country.

The two most recent faculty hires are Dr Candace Kaleimamoowahinekapu Galla, Assistant Professor, in Language and Literacy Education and Dr. Daniel Heath Justice, Associate Professor of English and Chair in the First Nations Studies Program.

Growing up in a sugar plantation town in Kaʻū, Hawaiʻi, Dr. Galla was exposed to an array of languages and cultures from a young age and continued learning about her Hawaiian language and culture formally at Kamehameha Schools on Kapālama campus in Honolulu. She went on to study Linguistics at the University of Arizona and received a PhD in Language, Reading and Culture. Her research explores what types of technology initiatives Indigenous language communities are using to revitalize, maintain, and promote their language.

A citizen of Canada, the United States, and the Cherokee Nation, Daniel Heath Justice comes to UBC from the Aboriginal Studies program and the Department of English at the University of Toronto. He specializes in Indigenous literatures in North America, cultural studies and literary history, and speculative fiction. He is the author of *Our Fire Survives the Storm: A Cherokee Literary History* and other critical essays in the field of Indigenous literary studies, as well as co-editor of a number of critical and creative anthologies and journals. His forthcoming projects include a critical monograph on kinship in Indigenous writing, and, with co-editor James H. Cox, the *Oxford Handbook of Indigenous American Literature*.

UBC Vancouver's complement of Aboriginal scholars may be increasing even further in the near future, with five searches currently underway for faculty positions in indigenous subject areas. These positions may or may not be filled with Indigenous scholars.

Searches currently in progress are:

School of Social Work--Assistant Professor of Social Work (First Nations/Aboriginal)

School of Human Kinetics - Assistant or Associate Professor in Indigenous Culture, Health and Physical Activity

Faculty of Arts – Faculty member in the First Nations Languages Program.

Faculty of Education—CRC in Indigenous Mental Health, Healing, and Wellness; tenure-track position in Educational Studies

### **Results from the UBC Employment Equity Census Questionnaire**

Since 1990, UBC has asked every faculty and staff member to complete the voluntary Employment Equity Census Questionnaire in which they can identify whether or not they belong to one or more of four designated equity groups: women, Aboriginal people, persons with disabilities, and members of visible minorities.

As with student numbers, it is important to keep in mind that while these are the best data available, they rely on self-identification. As some individuals may choose not to participate or self-identify, the data may not reflect the actual representation of Aboriginal staff and faculty at UBC. All data below on the representation of Aboriginal staff and faculty at UBC Vancouver have been provided by the UBC Equity Office.

## Representation of UBC V Faculty by Faculty and Designated Equity Group: Aboriginal Peoples - 2009 and 2011

Faculty	UBC Faculty(*)			Aboriginal Peoples(*)			
	2011			2009		2011	
	Total (**)	Respondents to the Questionnaire		Total	Respondents to the Questionnaire	Total	Respondents to the Questionnaire
		#	%	#	%	#	%
Applied Science	235	124	53%			1	1%
Arts	553	314	57%	6	2.2%	7	2%
Education	179	94	53%	5	6.8%	4	4%
Forestry	49	21	43%			1	5%
Law	46	23	50%	1	5.3%	1	4%
Medicine	649	259	40%	1	0.5%	1	0.4%
Sub Total	1711	835	48.8%	13	2.3%	15	1.8%
<b>Total (all Faculties)</b>	<b>2410</b>	<b>1185</b>	<b>49.2%</b>	<b>13</b>	<b>1.3%</b>	<b>15</b>	<b>1.3%</b>

Source: UBC Equity Office 2012

(\*) Data gathered from the UBC Employment Equity Census Questionnaire  
October 31, 2009 and October 31, 2011

(\*\*) Sessionals and Adjunct Professors are not included

## Academic Rank of Faculty who self-identified as Aboriginal Peoples at UBC V

Rank	% of Respondents to the UBC EE Census Questionnaire	
	2009	2011
Full Professor	1	3
Associate Professor	6	6
Assistant Professor	3	6
Instructor II	2	
Lecturer	1	
<b>Total</b>	<b>13</b>	<b>15</b>

Source: UBC Equity Office 2012

## Representation of UBC V Staff and Faculty by Faculty and Administrative Unit and by Designated Equity Group: Aboriginal Peoples

Faculty/ Administrative Unit	Staff and Faculty			Aboriginal Peoples(*)			
	2011			2009		2011	
	Total	Respondents to the Questionnaire		Total	% of Respondents to the Questionnaire	Total	% of Respondents to the Questionnaire
	#	#	%	#	%	#	%
Applied Science	594	281	47%	5	1.9%	6	2.1%
Arts	1290	619	48%	10	1.9%	12	1.9%
College of Health Disciplines	62	28	45%			1	3.6%
College of Interdisciplinary Studies	198	103	52%	2	1.6%	2	1.9%
Dentistry	219	123	56%	1	1.0%	1	0.8%
Education	473	210	44%	7	4.2%	10	4.8%
Forestry	165	90	55%			1	1.1%
Graduate Studies	52	40	77%				
Land and Food Systems	134	79	59%	1	1.1%	1	1.3%
Law	89	47	53%	2	4.9%	3	6.4%
Medicine	2846	1351	47%	10	1.0%	12	0.9%
Pharmaceutical Sciences	107	68	64%	1	1.6%		
Science	1011	534	53%	2	0.4%	3	0.6%
Sauder School of Business	384	208	54%	1	0.7%	4	1.9%
Office of the President	231	123	53%			1	0.8%
VP Academic and Provost	1099	635	58%	7	1.9%	6	0.9%
VP Development and Alumni Engagement	225	155	69%	1	0.9%	2	1.3%
VP Finance, Resources and Operations	1366	535	39%	11	2.5%	10	1.9%
VP Research and International	208	109	52%	2	2.4%	4	3.7%
VP Students	1128	426	38%	10	2.2%	9	2.1%
VP External, Legal and Community Relations	75	47	63%	2	2.9%	2	4.3%
<b>Total</b>	<b>11956</b>	<b>5827</b>	<b>49%</b>	<b>75</b>	<b>1.6%</b>	<b>90</b>	<b>1.5%</b>

Source: UBC Equity Office

## APPENDIX C: UNIT SUMMARIES

### ACADEMIC UNITS

Each unit summary below begins with a unit profile. In each case, the second, inset paragraph presents a summary of those Aboriginal priorities identified in the unit's 2011/12 budget presentation. In some cases a final paragraph summarizes other information provided by the unit.

#### Faculty of Applied Science

In Winter 2010/11, the Faculty of Applied Science had Aboriginal students enrolled at the bachelors, masters, and doctoral level. This included 32 undergraduate and 15 graduate students. Each year the Faculty offers GEERing-Up youth engineering workshops for children and youth from grades 2-10. In 2011, 35 of the participants were Aboriginal. As of Spring 2012, the School of Community and Regional Planning has joined the Faculty of Applied Science. In September 2012 the school will begin offering an Indigenous Community Planning specialization in the masters degree in planning.

**Budget Presentation.** Applied Science identified a number of Aboriginal-focused research initiatives currently underway in the Faculty. The School of Nursing has at least six current projects including "Improving Access to Primary Health Care: Lessons from Two Urban Aboriginal Health Centres," "Reuniting Carrier Sekani Children in Care with Family and Community," and "Addressing the Consequences of Violence and Trauma: A Health Intervention for Women in an Indigenous Context." A major NSERC-funded research project in the Department of Chemical and Biological Engineering, "Res'eau WaterNet," is aimed at developing innovative, affordable technologies for providing clean drinking water to small, rural, and, in particular, First Nations communities. The Faculty also reported a graduate Scholarship for Aboriginal students, an Aboriginal Community of Practice and a Mining Engineering course.

#### Faculty of Arts

The Faculty of Arts has a number of Aboriginal-focused academic programs and projects including the First Nations Studies Program, the First Nations Languages Program, the First Nations concentration in Library and Archival Studies, the Archaeological Field School, and the Nanisiniq Arviat History Project in Social Work. Ongoing community and outreach programming includes the MOA Native Youth Program and Musqueam 101. The Faculty

currently has nine tenure-track faculty members across five departments and schools who have identified as Indigenous, with six of those having joined the university since the Aboriginal Strategic Plan process began. Tenure track searches for Aboriginal hires are currently underway in the First Nations Languages Program and the School of Social Work. Arts also has the largest number of self-identified Aboriginal undergraduate students of any Faculty, with 206 undergraduates in 2010/11 (up from 148 in 2008) and 33 graduate students.

**Budget Presentation.** New developments identified in the Faculty's budget presentation include the Dechinta Project, creating credit-bearing courses and student mobility with the Dene Nation, to which the Faculty has made considerable contributions; the participation of several Arts units in the proposed development of First Nations Residential Schools archive; fundraising for a LEEF Chair in Ecosystems and Cultures at Risk; and the development of a First Nations Reporting Program in the School of Journalism. The Faculty is also engaged in two tenure-track searches for Aboriginal hires including a search to replace the chair of the First Nations Languages Program. A search for a new chair of the First Nations Studies program was recently successfully completed with the hiring of Dr. Daniel Heath Justice.

## **Faculty of Dentistry**

In Winter 2010/11 the Faculty of Dentistry had under five students who had identified as Aboriginal. Dentistry has multiple community outreach dental clinics that serve First Nations populations. The dental clinic on the Downtown Eastside that is linked with the First Nations Health Clinic has become a venue for dental students to provide volunteer clinics. In 2011-2012 the Dentistry volunteer clinics treated more than 2000 individuals with limited access to care. A volunteer clinic has become a yearly event for the First Nations population on Penelakut Island and another clinic is scheduled for summer 2012. Dentistry also has two comprehensive dental clinics on Haida Gwaii. These clinics have rotations for General Practice residents, dental graduate students, dental students and dental hygiene students. In addition to the clinics on Haida Gwaii, programs in the public schools have begun to assist students to better understand optimal oral health.

**Budget Presentation.** Dentistry reported that it plans to increase recruitment of Aboriginal students to Dentistry programs and expand its outreach programming. Towards these ends, the Dentistry Admissions Office met with the education representatives of seven different First Nations to investigate ways to enhance application to and admission to the B.D.Sc. Dental Hygiene programs. They report an enthusiastic response to the meetings and have several First Nations students

starting the B.D.Sc program in September 2012. Dentistry is working with the Lieutenant Governor's office to identify other First Nations locations to provide oral health care and one additional clinical site will be initiated in summer 2012.

## Faculty of Education

The Faculty of Education has considerable Indigenous enrolment at the undergraduate and graduate levels with 99 undergraduate students and 53 graduate students in Winter 2010/11. The Faculty has ten tenure-track/tenured faculty members, one visiting associate professor, and five (9-12 month) lecturers who have identified as Indigenous. A nominee for a Tier 2 Canada Research Chair in Aboriginal Mental Health is in process of being confirmed with the federal government. This, coupled with the appointment of an Associate Dean of Indigenous Education, makes it the largest cluster of its kind in a Canadian faculty of education. A search is also underway for a tenure-track position in Aboriginal Health, Exercise and Physical Activity in the School of Kinesiology. The Faculty continues to offer the Native Indian Teacher Education Program (NITEP), which is a Bachelor of Education Degree and the Ts`kel Program for graduate students. The province-wide, inter-institutional, and multi-disciplinary Supporting Aboriginal Graduate Enhancement (SAGE) peer support and faculty mentoring project continues to be led and organized by the Faculty of Education.

**Budget Presentation.** The Faculty of Education provided a comprehensive account of its Aboriginal-focused initiatives in its budget presentation. For 2011 the Faculty focused on increasing the number of tenure track positions, developing a faculty Indigenous Strategic Plan; engaging in strategic directions for Indigenous Education at a national level; expanding educational opportunities for Aboriginal people and opportunities for all students to learn about Aboriginal issues and perspectives; and increasing community-based research and knowledge mobilization through the Indigenous Education Institute of Canada.

A number of new developments were identified: a core Aboriginal education course is a requirement in the new teacher education program; a province-wide undergraduate to graduate transitions initiative, SAGE-U was piloted with 80 undergraduate participants; a current Master of Education program is being offered in July 2012 with an emphasis on Indigenous Knowledges and Indigenous Pedagogies; discussions continued regarding a proposed Indigenous Education PhD sub-specialization; and four new Aboriginal students received Aboriginal PhD scholarships (up to \$20,000 for each of four years). Total students supported are now 18 for a total of \$320,000 for 2011-12.



A comprehensive set of goals and deliverables for 2012 were identified, including a “Year of Indigenous Education” activities, the launching of a new NITEP field centre at Bella Bella (\$115,000 per year), increasing NITEP enrolment to 80 students, developing a SAGE-High School mentoring project, developing a NITEP alumni mentoring program, securing ongoing funding for SAGE, and engaging in the curriculum approval process for two graduate initiatives: (1) a Master of Education program in Indigenous Knowledges and Indigenous Pedagogies; and (2) an Indigenous PhD sub-specialization.

### **College of Health Disciplines**

Much of the Aboriginal-focused work of the College of Health Disciplines is located in the Institute for Aboriginal Health (IAH). The IAH assists health and human service faculties, schools, and departments in program and planning development concerning Aboriginal health issues and develops mechanisms for connections with Aboriginal communities and for the recruitment and support of Aboriginal students in the health and human service disciplines. Each year the IAH Summer Science Program brings approximately forty Aboriginal students from grades 9-12 on campus for the one week camps.

**Budget Presentation.** The College of Health Disciplines referred to support for Aboriginal students recruitment and retention, curriculum development across the Health and Human Sciences, First Nations Health Council funding, and Aboriginal engagement.

**Additional Information.** Over the past year, the IAH has begun work on an Aboriginal Admissions Strategy. IAH also provides tutoring and student success workshops, and a student lounge. It also offers a number of Aboriginal knowledge classes including First Nations Health and the Traditional Role of Plants.

The UBC Division of Health Care Communication, in collaboration with community partners, continues to offer the “Aboriginal Community as Teacher” program for health professional students to learn how to develop culturally-appropriate relationships. The program, funded by the Faculty of Medicine, recently won a community service-learning (CSL) award from the J.W. McConnell Foundation. The Division is also Investigating opportunities to involve patients and community organizations (including people from the Aboriginal community) in the training of medical residents about health advocacy, communication and collaboration.

## Faculty of Forestry

In Winter 2010/11, the Faculty of Forestry had 13 undergraduate students and fewer than five graduate students who had identified as Aboriginal. The Faculty offers a Specialization in Community and Aboriginal Forestry within the Forest Resources Management Program. The Faculty has an Aboriginal Strategic Plan and First Nations Advisory Board in place. Dr. Jeanette Bulkan has joined the Faculty as Professor of First Nations and Community Forestry.

**Budget Presentation.** The Faculty of Forestry did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

## Faculty of Graduate Studies

UBC Vancouver has identified 148 graduate students in units across campus as Aboriginal in Winter 2010/11, an 18% increase from 125 in Fall 2008. The Assistant Dean, Student Administration and Strategic Initiatives, serves as Aboriginal Coordinator and delivers individualized support for Aboriginal graduate applicants and problem solving for current graduate students. The Faculty also administers the Aboriginal Graduate Fellowship.

**Budget Presentation.** The Faculty of Graduate Studies identified four key areas of work: enhancing access to and responsiveness of student support services, ensuring all meritorious Aboriginal applicants have access to entrance funding, increasing Aboriginal graduate enrolment, and increasing applicants, awards, and reporting for the Aboriginal Graduate Fellowships.

**Additional Information.** In recent years significant funding has been added to the Aboriginal Graduate Fellowship (AGF) program (2012-2013 budget is more than \$400,000) and its continued expansion was one of four priorities in the Faculty's 2011/12 alumni appeal. The Spring 2012 competition was the largest ever, with 38 applications received. For the 2012-2013 intake, a competition for bridge funding was held (to be matched by graduate programs) for incoming students who either missed or were unsuccessful in the earlier AGF competition. The faculty plans to continue to raise the profile of the AGF among graduate programs, as they are best able to steer incoming students towards the competition.

This year, the Aboriginal coordinator initiated efforts to enhance engagement and community building among Aboriginal graduate students. This work will be expanded in 2012-2013 with a budget of \$3,000 towards hosting welcome events, town-hall meetings, and sponsoring academic support gatherings in partnership with the First Nations House of Learning and Vice President Students Office.

The Faculty recognizes the need for greater awareness of Aboriginal research methodologies and epistemologies to better support students who would like to conduct research from these perspectives, and plans to partner with other units in developing resources for graduate student supervisors. The Faculty would also like to partner with other units in training for supervisors and program staff related to cross-cultural communications and addressing difficult Aboriginal issues in the classroom or workplace.

### **Interdisciplinary Studies**

The College for Interdisciplinary studies had six masters and fewer than five Doctoral students who identified as Aboriginal in Winter 2010/11. The School of Community and Regional Planning, which was a part of the College for Interdisciplinary Studies until Spring 2012, has developed a new Indigenous Community Planning program, a specialization in the masters degree in planning, with classes beginning in Fall 2012. The school has now moved to the Faculty of Applied Science.

**Budget Presentation.** Interdisciplinary Studies did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

### **Faculty of Land and Food Systems**

The Faculty of Land and Food Systems had fifteen undergraduate students identify as Aboriginal in Winter 2010/11. One faculty member in Land and Food Systems has identified as Indigenous and a number of students and faculty members are engaged in research related to Aboriginal issues and knowledge. Aboriginal students enrolled in the Faculty receive advising and support from the Aboriginal Student Coordinator for the Faculties of Science and Land and Food Systems.

**Budget Presentation.** Land and Food Systems did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

### **Faculty of Law**

The Faculty of Law admitted nineteen Aboriginal students in Fall 2011, for a total of 56 enrolled Aboriginal students—a new record for a Canadian University. The Faculty has two Aboriginal faculty members involved in active research related to issues respecting Aboriginal communities; there are a further two non-Aboriginal faculty members whose work is directly in the area of Aboriginal law and a further non-Aboriginal faculty member whose work has close ties to Aboriginal legal issues. The Faculty works to improve Aboriginal involvement in the

legal profession by providing legal education relating to Aboriginal Issues for all students and supporting the legal education of Aboriginal students through the First Nations Legal Studies Program. The Centre for International Indigenous Legal Studies (CIILS), the research arm of the First Nations Legal Studies Program, strives for the advancement of Indigenous concerns through collaborative research projects with Indigenous communities.

**Budget Presentation.** The Faculty of Law did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

**Additional Information.** A new course on Aboriginal and treaty rights will be a mandatory part of the first year curriculum for all UBC Law students starting in September 2012. Among Aboriginal research projects in the Faculty are two that are part of the larger Major Collaborative Research Initiative (MCRI) on “Indigenous Peoples and Governance.” UBC Law has consulted extensively since 2009 with the Musqueam Indian Band on ways in which to incorporate recognition of the Musqueam and other indigenous peoples in the design of Allard Hall. A Musqueam House Post has been raised on the north lawn of the new building. An explanation of the significance of the post will be a component of first year law orientation.

In the coming year, UBC Law intends to significantly increase its recruitment activities by delivering an LSAT preparation course for prospective Aboriginal law school applicants, sending targeted letters to self-identified Aboriginal students with competitive LSAT scores to invite them to apply to UBC Law, and revising recruitment materials to emphasize Aboriginal content in the first year program and advanced Aboriginal law courses, including the First Nations Legal Clinic.

## **Faculty of Medicine**

The Faculty of Medicine has one of the highest intakes of Aboriginal medical students in Canada (1.6% in 2001 to 4.7% in 2009). The Faculty reserves 5% of admissions openings for Aboriginal applicants and in Winter 2010/11 34 students enrolled in the Faculty of Medicine had identified as Aboriginal. One faculty member has also self-identified. In May 2012 the Faculty graduated twelve Aboriginal MDs, a record for British Columbia. Within the School of Public and Population Health, the Division of Aboriginal People’s Health exists to support and develop Aboriginal health programs, curriculum, research and advocacy with Aboriginal communities and partners on local, national and international levels. The Faculty has identified seventeen current research projects with an Aboriginal focus, with a total of nearly \$9,000,000 in funding.

**Budget Presentation.** The Faculty highlighted the progress made in Aboriginal enrolment and a number of recent initiatives such as the Inter-Cultural Online Health Network, the E-mentoring project, the National First Nations and Inuit Health eHealth Evaluation, a Health Canada initiative to evaluate eHealth in First Nations and Aboriginal Communities, and the School of Audiology and Speech Sciences new program to better prepare students and staff to work with Aboriginal clients. The Faculty also identified its intent to form an Aboriginal health strategy.

**Additional Information.** A Working Group has been established to develop an Aboriginal Strategic Plan for the Faculty of Medicine and associated units. Measures have also been taken to stabilize the positions of faculty and staff working on Aboriginal health initiatives.

### **Faculty of Pharmaceutical Sciences**

The Faculty of Pharmaceutical Sciences had nine self-identified Aboriginal undergraduate students in Winter 2010/11.

**Budget Presentation.** The Faculty intends to collaborate with other units to develop course content to better meet the needs of Aboriginal communities, increase the number of relevant lectures and student projects, extend Doctor of Pharmacy Program experiential learning and specialized course offerings, and extend professional development to include special populations (Aboriginal, global, marginalized, etc.). The Faculty plans to identify areas of focus for partnership and collaboration in the development and delivery of Continuing Pharmacy Professional Development (CPPD) programs that meet the needs of Aboriginal populations.

**Additional Information.** Increasing Aboriginal student enrolment in the E2P Program assessing opportunities to partner with external funders to provide Aboriginal student scholarships for CPPD have also been identified as priorities.

### **Sauder School of Business**

In 2010/11, Sauder School of Business undergraduate Aboriginal enrolment was 27 self-identified students. Enrolment in the MBA program, while up slightly from 2008 remains under five students. Through the Ch'nook program, the School also reaches a large number of Aboriginal business students from other BC institutions, current and aspiring Aboriginal entrepreneurs, and Aboriginal youth. The Ch'nook Cousins program, for example, reaches 100 Aboriginal youth from across the Province each year.

**Budget Presentation.** The School's budget presentation noted the recent hiring of an Assistant Dean for Aboriginal Education. Expansion of the Ch'nook Program and supporting research, leadership of professional graduate programs, learning assessment and curriculum renewal, Aboriginal programs, and entrepreneurship were also identified as priorities.

## **Faculty of Science**

In Winter 2010/11, 55 undergraduate students (up from 47 in 2008) and eight graduate students had identified as Aboriginal in Science. The Faculty has one faculty member who has identified as Indigenous. The Faculty continues to support the annual two-week CEDAR summer camp that is attended by approximately 45 Aboriginal youth aged 8-12 each year. Aboriginal students in the Faculty receive advising, support and other services from the Aboriginal Student Coordinator for the Faculties of Science and Land and Food Systems.

**Budget Presentation.** The Faculty of Science identified a number of current initiatives and future plans related to the Aboriginal Strategic Plan. The Faculty seeks to expand educational opportunities for Aboriginal youth and to strengthen research collaborations with Aboriginal communities. It will continue to partner on the delivery of the Emerging Aboriginal Scholars Summer Camp (launched in 2011), through which 20 Aboriginal youth attended a five-week camp with math and English instruction and an internship with a faculty or staff member.

**Additional Information.** Over 2011/12, support services for incoming and continuing Aboriginal students in the Faculty were restructured and now include recruitment, science tutoring at the Longhouse, and increased coordination with the First Nations House of Learning. The Aboriginal Coordinator has also worked to foster an Aboriginal science student community through support of student clubs such as AISES and has supported students in pursuing NSERC Undergraduate Student Research Awards Program. Five Aboriginal students received these awards that give them the opportunity to experience research in a UBC lab through a paid internship. Two additional students received similar awards.

2012/13 priorities identified in the presentation included the continued review and evaluation of services provided to prospective and current Aboriginal students with an aim to increase enrolment, especially in graduate programs. The Faculty will also explore the possibility of increased funding for students with families and enhance coordination of Aboriginal community engagement programs. Discussions are underway with Langara College

regarding the expansion of the UBC-Langara Aboriginal Transfer program to the Faculty of Science.

### **UBC Library**

The UBC Library has a wide collection of Aboriginal-focused materials. Some materials are housed in the X̱wi7x̱wa Library, the only Aboriginal-focused branch of a University Library in Canada. The collections currently consist of approximately 12,000 items and are focused on First Nations in BC, but include contextual materials about Aboriginal people in Canada as a whole. In addition to special collections, X̱wi7x̱wa has research librarians expert in Indigenous areas, and is an international leader in Indigenous classification research. In September 2011, Sarah Dupont (Métis) joined X̱wi7x̱wa Library as Aboriginal Engagement Librarian. Her work includes providing reference and instruction services to students and faculty.

**Budget Presentation.** The Library identified the hiring of an Aboriginal librarian in its most recent budget presentation.

**Additional Information.** UBC Librarian Ingrid Parent, current President of the International Federation of Library Associations and Institutions (IFLA), hosted her first Presidential Meeting here at UBC with the theme “Indigenous Knowledges: Local Priorities, Global Contexts.” Nearly 200 participants from many countries attended.

## **ADMINISTRATIVE UNITS**

### **Vice President Communications & Community Partnership**

#### **UBC Robson Square**

UBC Robson Square has hosted approximately 40 events with 1300–1500 people taking part and engaging in discussions with an Aboriginal focus.

#### **UBC Learning Exchange**

The UBC Learning Exchange has developed a pilot program to connect local resident volunteer facilitators with Aboriginal students at Templeton Secondary School who need computer support with homework. Another new initiative is a weekly Cree language workshop, facilitated by a local Aboriginal resident. Drop-in patrons at the Learning Exchange participated in the sharing of Aboriginal culture with UBC students as part of a Reading Week project focusing on oral histories. The Learning Exchange also supported the Downtown Eastside Literacy Roundtable, including Aboriginal cultural awareness and literacy as a priority (e.g., Aboriginal language sharing circles).



### **UBC Ceremonies**

The Ceremonies Office continues to have a strong relationship with the Musqueam Indian Band to develop Musqueam participation in ceremonies and events on campus.

### **Government Relations**

Government Relations highlights UBC's commitment to Aboriginal Education through direct communication with MLAs, MPs, and BC mayors. At the federal level, Government Relations supports the President in engaging key federal decision makers on Aboriginal Issues.

### **Public Affairs**

Public Affairs works with the First Nations House of Learning and other units to identify significant Aboriginal-focused work underway at UBC for media releases, UBC Reports, UBC Social Media channels and the UBC website.

## **Vice President Students**

### **Department of Athletics and Recreation**

Athletics and Recreation has in the past collaborated in the annual UBC-Musqueam Soccer Tournament (\$13,000 in field access and staff resources; the tournament moved entirely to Musqueam in 2012). Nine UBC REC student staff have also worked with the Bridge through Sport program in the Musqueam community: their participation has been highly valued by the community. Two students from the Emerging Aboriginal Scholars Summer Program also worked with the department in 2011.

### **Student Housing And Hospitality Services**

Two alumni of the First Nations Studies Program were employed by Student Housing and Hospitality Services to chair an advisory naming committee that included Musqueam representatives to give Musqueam place names to two new student houses in the Totem Park Residence. The final names chosen by the committee for were *həm'ləsəm'* and *q'ələxən*.

### **Community Learning Initiative**

The UBC Community Learning Initiative (CLI) worked with 18 schools and community organizations to locate 360 UBC students in placements with an Aboriginal focus for a total of 10,624 hours of service. A summer grant was also awarded to support a students work at Musqueam to document Chinese market farms and train Musqueam youth in oral history interviewing. In collaboration with the Faculty of Forestry, forestry

students supported the implementation of Grandview *uuqinak'uuh* Elementary's 'EarthSchool' curriculum.

#### **Centre for Student Involvement**

The Centre for Student Involvement participated in the FNHL Student Lunch Series in 2011 and conducted a workshop at FNHL to introduce students to the Chapman Learning Commons' online and in-person academic support services.

#### **Career Services**

Career Services participated in the FNHL Student Lunch Series and partnered with FNHL in 2011 on a second annual Aboriginal Career Fair: due to limited student participation, however, this initiative is being reassessed. Career Services also provides support for the FNHL Aboriginal Mentorship Program and maintains an affiliation with the Aboriginal Lynx employment program to assist students and recent graduates to connect with employers.

#### **Counselling Services**

CS maintains an active partnership with FNHL to provide counselling services at the Longhouse and at Brock Hall. Over the past year use has increased. An orientation will be held annually to provide information to all counsellors and staff on services for Aboriginal students.

#### **Health Services**

A Health Services nurse is available at the Longhouse every Tuesday (to coincide with student lunch/information sessions) and works with approximately ten students each week. HS participates yearly in the FNHL Student Lunch Series.

#### **International Student Development**

In 2011 the FNHL partnered with International Student Development to develop an Aboriginal cohort within the Jump Start orientation program. The funding allocation for 2012 is \$20,000.

#### **Go Global**

Go Global is exploring the potential to develop a international learning hubs focusing on Aboriginal priorities in different regions. Discussions are also underway with the Faculty of Education regarding a Group Study Program in Peru.



November 30, 2012

To: Senate

From: Senate Secretariat

Re: Faculty of Medicine: Revision to Procedures for Full Faculty Meetings

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**Motion:** *“That Senate approve the proposed revisions to the Procedures for Full Faculty Meetings of the Faculty of Medicine, as set out in the attached document.”*

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The Senate Secretariat has received a request from the Faculty of Medicine to facilitate Senate’s approval of proposed revisions to the Procedures for their Full Faculty Meetings. Many of the Faculty’s membership are located outside the lower mainland. The proposed changes would allow all members to participate in full Faculty meetings via Webcast.



a place of mind  
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November 28, 2012

Mr. Christopher Eaton, Associate Registrar and Director  
Senate and Curriculum Services  
Enrolment Services  
Brock Hall 2016 – 1874 East Mall  
University of British Columbia

Dear Mr. Eaton:

I am writing to request approval from Senate to make a change to the current process for the Faculty of Medicine ("Full Faculty") Meetings. The Faculty of Medicine currently has approximately 6400 faculty members, with many located outside the Lower Mainland. In order to provide as many faculty members as possible with the opportunity to attend these important meetings, they are held at two sites in Vancouver, and videoconferenced to three additional sites: Prince George, Victoria and Kelowna. Recently we have been able to also make the meetings available by webcast on a view-only basis to faculty members unable to get to one of these sites.

We now have the capability to allow faculty members watching the webcast to also participate during the meeting and to give voting members the opportunity to vote. A motion to approve this change was approved by the Faculty of Medicine Executive Committee on July 17, 2012 and by Faculty on November 26, 2012. A background document is enclosed.

This change will provide all our faculty members with an opportunity to be involved in the affairs of the Faculty of Medicine regardless of their location in the Province, and I am accordingly requesting approval to proceed with this change for future meetings of Faculty. Thank you for your assistance moving this forward.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Gavin C.E. Stuart'.

Gavin C.E. Stuart, MD, FRCSC  
Dean, Faculty of Medicine  
Vice Provost Health, UBC

Enclosure

:cf

Approved by Faculty Executive - July 17, 2012  
Approved by Faculty – November 26, 2012

**UBC Faculty of Medicine - Dean's Office**

**Proposal to Change the Procedures for the Faculty of Medicine Meetings (Voting by Webcast & Audience Response System)**

Last updated: July 10, 2012

This is a proposal to change the procedures for the Faculty of Medicine Meetings to ensure all members, wherever they are geographically located, have the ability to participate and vote at the meetings. Membership in the Faculty of Medicine includes all faculty members, plus designated student and resident representatives and designated representatives from other Faculties.

**Background:**

Meetings of the Faculty of Medicine ("Full Faculty") are normally held in May and November of each year. Based on the University Act, the purpose of these meetings is to approve administrative structures, curricular and program changes, and candidates for degrees. These meetings are an integral part of the governance of the Faculty of Medicine, providing an opportunity for the membership to inform decisions and directions affecting it. It is therefore very important for all members to be able to attend.

Faculty of Medicine Meetings are chaired by the Dean of Medicine and are held in accordance with the BC University Act and Senate-approved voting membership. The University Act vests in the Faculty, subject to the approval of Senate, the powers to make rules for government, direction and management of the Faculty and its affairs and business. The Faculty Executive carries out this responsibility on behalf of Faculty between Faculty Meetings and obtains Faculty approval for their actions at the Faculty Meetings.

The meetings are currently held at five sites, Lower Mainland (Point Grey & Vancouver General Hospital), Victoria, Prince George, and Kelowna. Members are required to register before entering the meeting to record their attendance and confirm their voting status. The current FOM voting membership is approved by Senate, and only voting members may vote on motions. Voting at these five sites is normally done by a show of hands, using cards issued to voting members when they register. When warranted, voting is carried out by secret ballot (electronically). Voting by proxy or alternates is not permitted at Faculty Meetings.

Voting members are located all over the province, and many are unable to travel to one of the five sites. Since there wasn't a mechanism to allow these members to either participate or vote, a pilot project was established in 2010 which allowed individuals the option of viewing the meeting via a webcast. Each webcast remains live/active for one month following the meeting.

**Proposal:**

Based on the positive feedback about the view-only webcasts, and in conjunction with UBC WebEvent Broadcast and Publication Services (formerly known as Media Services), the following process can be implemented subject to approval by UBC Senate which will enable a higher percentage of attendance and participation in the Faculty of Medicine Meetings.

The notice of meeting and agenda package sent to all members will include the webcast address. Individuals wishing to attend via this means will log onto the site so their attendance will be recorded, and those who are eligible to vote will be able to do so on line. During the meeting, comments and questions from those on the webcast will be handled through a moderator who will pass them along to the Chair.

Following the discussion about each motion, those attending in person at one of the five sites will vote by showing their voting cards or electronic response card (clicker), and voting members participating via webcast will be able to toggle to a voting screen. The results will be available immediately. A moderator will pass the results to the Chair.

Voting on significant motions, i.e. those involving the creation, merging or disbanding of academic units or significant curriculum changes, would be handled by a secret vote coordinated by UBC Enrolment Services. The results would then be provided to the Faculty.

Approved by Faculty Executive - July 17, 2012  
Approved by Faculty – November 26, 2012

Comparison:

	<b>In person – current process</b>	<b>Via webcast – proposed process</b>
Meeting organization	The agenda, attachments and previous minutes are circulated by the Dean's Office to all Faculty of Medicine members plus other voting members by email no later than 3 weeks before the meeting date.	The agenda, attachments and previous minutes are circulated by the Dean's Office to all FOM members plus other voting members by email no later than 3 weeks before the meeting date.
Meeting organization	<p>The register of voting members is prepared. All members (faculty members and designated reps) are identified as either voting or non-voting.</p> <p>The registration desk at each site will be provided with this list of voting members.</p>	<p>The register of voting members is prepared. All members (faculty members and designated reps) are identified as either voting or non-voting.</p> <p>The webcast provider will be provided with the list of members, their ranks (for voting eligibility) and their email addresses.</p> <p><i>Note:</i> The provider needs all the addresses for attendance. Only those who have voting privileges will be able to authenticate on the voting page.</p>
Meeting organization	When arriving at the meeting, a registration desk will be set up at each site. Attendees are checked off and given a voting card or electronic response card (clicker) if appropriate.	When arriving at the webcast, an introductory registration page will be set up to allow attendees to view the meeting using the current webcast program.
Attendance	Before entering, attendees at each site will be required to have their names checked off on the register to confirm their attendance and their voting status.	<p>Before viewing the webcast, attendees are required to register using whatever fields we specify– i.e. name, dept - which will confirm their attendance.</p> <p>Attendees can confirm their voting status via a link to the Senate page of Faculty of Medicine voting members. Attendees can register before the meeting begins, during the meeting or after if desired.</p> <p><i>Note:</i> the meeting will be available as view only after the meeting and for 30 days.</p>
Attendance	<p>Voting members are given a card with which to vote on each motion.</p> <p>Although all faculty plus the other voting members (eligible students, other Faculty reps, etc) are invited to the meeting, only voting members may vote on the motions.</p>	<p>Voting members are given access to a voting page.</p> <p>Although all faculty plus the other voting members (eligible students, other Faculty reps, etc) are invited to the webcast, only voting members may vote on the motions.</p>
Attendance	Meeting attendance, as recorded on the minutes, is based on the registers from each of the five sites.	Meeting attendance, as recorded on the minutes is based on the electronic attendance sheet provided by the webcast provider.
Participation	The Chair will require that regular procedures be followed for votes on motions.	The Chair will require that regular procedures be followed for votes on motions.

Approved by Faculty Executive - July 17, 2012  
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Participation	Rules and procedures will be determined by the Chair who will be guided generally by Roberts Rules of Order.	Rules and procedures will be determined by the Chair who will be guided generally by Roberts Rules of Order.
Participation	Voting and non-voting members may speak to the minutes or make corrections using the microphones provided and identifying themselves before speaking.	Voting and non-voting members may speak to the minutes or make corrections by enabling the 'ask a question' feature on the webcast program. A moderator will direct these comments to the Chair.
Participation	Motions and amendments to motions may only be made by members with voting privileges using the microphones provided and identifying themselves before speaking.	Motions and amendments to motions may only be made by members with voting privileges by enabling the 'ask a question' feature on the webcast program. A moderator will direct these comments to the Chair.
Voting	Voting by proxy or alternate is not permitted.	Voting by proxy or alternate is not permitted.
Voting	At the conclusion of the discussion with respect to a particular motion, voting is conducted by a show of hands using voting cards or if the Audience Response System is being used, by electronic response card (clicker)	At the conclusion of the discussion with respect to a particular motion, those participating via the webcast will toggle to the voting page to vote.
Voting	At the May meeting, student representatives are asked to leave before the motion to approve the graduating classes..	Student representatives attending via the webcast will be asked to leave before the motion to approve the graduating classes.
Voting	The quorum is 50 voting members (total from all five sites including voting members attending via webcast) for issues of policy (based on a count of voting cards or the automatic tally of responses provided by the Audience Response System).	The quorum is 50 voting members (total from all five sites and the tally from the webcast provider) for issues of policy.
Voting	When warranted and with advance notice, voting by secret ballot on issues may be conducted electronically by Enrolment Services . Examples might include motions with respect to significant curriculum changes, the creation, merging or disbanding of academic units.	When warranted and with advance notice, voting by secret ballot on issues may be conducted electronically by Enrolment Services. Examples might include motions with respect to significant curriculum changes, the creation, merging or disbanding of academic units.