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

Vancouver Senate

MINUTES OF JANUARY 20, 2010

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Principal M. Burgess, Mr. A. Cheung, Mr. G. Costeloe, Mr. G. Dew, Dr. W. Dunford, Dean B. Evans, Dr. D. Farrar (Provost & Vice-President, Academic), Rev. Dr. S. Farris, Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. Gorman, Mr. S. Haffey, Dr. W. Hall, Dr. P. G. Harrison, Ms. K. Ho, Dr. A. Ivanov, Mr. A. Johal, Ms. A. Johl, Mr. D. Leung, Dr. P. Loewen, Dr. P. L Marshall, Dr. W. McKee, Mr. W. McNulty, Mr. J. Mertens, Mr. C. Meyers, Dr. G. Öberg, Dr. C. Orvig, Ms. I. Parent, Dr. K. Patterson, Dean S. Peacock, Mr. B. Perrin, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. J. Sealy-Harrington, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. D. Verma, Mr. A. Wazeer, Dr. R. A. Yaworsky, Dr. T. Young.

By invitation: Mr. A. Arida, Mr. N. Beyzaei, Mr. R. Bredin, Ms. S. Chung, Mr. A.C. Embree, Ms. M. Fryer, Mr. A.J. Hajian, Ms. H. Kim, Dr. A. Kindler, Ms. K. McKellin, Mr. W. Sudmant, Mr. G. Tse.

Regrets: Dean T. Aboulnasr, Dr. Y. Altintas, Ms. K. Aminoltejari, Dr. B. Cairns, Mr. B. Cappellacci, Ms. B. Craig, Dr. J. Dennison, Ms. A. Dulay, Mr. S. Heisler, Dean M. Isman, Ms. A. Kelly, Dr. S. B. Knight, Dr. B. S. Lalli, Dr. B. Larson, Dr. D. Lehman, Mr. B. MacDougall, Ms. S. Morgan-Silvester (Chancellor), Dean D. Muzyka, Principal L. Nasmith, Dean J. Saddler, Mr. M. Sami, Ms. E. Segal, Ms. A. Shaikh, Dean C. Shuler, Dean R. Sindelar, Dean G. Stuart, Mr. D. Thakrar, Dr. M. Vessey, Dr. R. Wilson, Dr. R. Windsor-Liscombe.

Recording Secretary: Ms. L. M. Collins.

Senate Membership

DECLARATION OF VACANCY

The Secretary declared a vacancy for one faculty representative of the Joint Faculties to replace resigning Senator Dr. Yusuf Altintas.

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Senate Membership

DECLARATION OF VACANCY

The Secretary declared a vacancy for one faculty representative of the Joint Faculties to replace resigning Senator Dr. Yusuf Altintas.

Senate Membership, continued

SERVICE RECOGNITION

The President noted that Dr. Robert Tierney was attending his last meeting of Senate before stepping down as Dean of the Faculty of Education. Senators applauded in appreciation of Dean Tierney's dedicated service to the Senate.

Minutes of the Previous Meeting

Mr. Mertens
Dr. Anstee
} *That the minutes of the meeting of December 16, 2009 be adopted as circulated.*

Carried.

Business Arising from the Minutes

METRO VANCOUVER AND ACADEMIC LAND USE (P. 09/10 79)

Further to his remarks at the December 2009 meeting, Prof. Toope reported that Mr. Stephen Owen, Vice-President, External, Legal and Community Relations, had scheduled a meeting with the Senate Academic Building Needs Committee to discuss Metro Vancouver's plan to introduce new regulations governing use of academic land. In response to a question from Mr. Costeloe, the assembly recognized Ms. Collins, who stated that guests were welcome at meetings of Senate Committees at the discretion of each Committee, and that requests should be directed to the Committee Chair through the Secretariat.

Remarks from the Chair and Related Questions

PROVINCIAL HST REBATE

The President was pleased to report that the provincial government had decided to provide a provincial Harmonized Sales Tax (HST) rebate for universities. He stated that this action underscored the provincial government's commitment to post-secondary education. Eligible universities would receive a rebate of 75 percent, meaning that they would pay no more after harmonization than under the Provincial Sales Tax.

Senate Membership, continued

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Remarks from the Chair and Related Questions, continued

STRUCTURAL DEFICIT AND ANNUAL CAPITAL ALLOWANCE REDUCTION

The President noted that the provincial government planned to reduce the University's Annual Capital Allowance (ACA) by $7 million in the following fiscal year, in addition to a $6-million reduction in 2009/2010. As a result, the University's structural deficit had grown from $25 million to approximately $32 million. The University executive was working aggressively to centrally recover as much of this amount as possible, rather than distributing cuts across academic units. Increases in revenue and centralized cost savings were therefore expected to make up $22 million, leaving $10 million to be addressed through budget cuts to Faculties and other units. The President was hopeful that this action would stabilize the budget, if grant funding remained steady.

VANCOUVER 2010 WINTER OLYMPIC AND PARALYMPIC GAMES

The President noted that the Olympic Games were soon to begin, and emphasized the opportunity to generate excitement about UBC. Highlights included the following:

- The Olympic Torch Relay was to cross the Point Grey campus on February 11, and a community celebration was scheduled for that day.
- The Robson Square campus was prepared to host thousands of journalists at the International Media Centre.
- Five 'Sport and Society' dialogs were scheduled to take place at the Chan Centre for the Performing Arts.

INTERNATIONAL ENGAGEMENT STRATEGY

At the President's request, Vice-President John Hepburn had convened an international advisory council to draft an International Engagement Strategy. The Strategy would refine and expand upon the ideas in Prof. Toope's earlier discussion paper on this topic. A draft plan was expected by the summer of 2010.

Remarks from the Chair and Related Questions, continued

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CANADA EXCELLENCE RESEARCH CHAIRS

The President had recently attended presentations of four excellent UBC proposals for Phase 2 of the federal Canada Excellence Research Chairs (CERC) competition. Final determinations were to be made by a peer review committee. The CERC program was to fund up to 20 chairs across Canada at an annual amount of up to $1.4 million each over seven years. The President described the work involved in developing these proposals as tremendous and he was optimistic that UBC would be successful in the competition.

Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

THURSDAY NOON-HOUR BREAK

The Committee had circulated the following report for information:

> As the Senate was informed at its meeting of 13 May 2009, the Academic Policy Committee has undertaken a review of the policy prohibiting the scheduling of classes from 12:30 to 2:00 pm each Thursday. The Committee has consulted with and received data from faculties and administrative offices, considered detailed documents prepared by student representatives, and discussed the matter at its meetings in November and December of 2009. The importance of a time for non-scheduled curricular or non-curricular activities and meetings to regularly occur during the school day has been made clear to the Committee, but so have the difficulties in fully implementing the existing policy.
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> In its deliberations, the Committee has attempted to balance the aspirations of UBC - as exemplified by Place and Promise commitments to creating an "outstanding work environment" and providing "enriched educational experiences and rewarding campus life" - with the realities of limited classroom space and student and instructor demands for reasonably compact schedules. The Committee is aware of the difficulties faced by faculties in finding suitable and sufficient spaces and times for instruction, and thus the erosion of this policy in current practice, but still views this break as an important mechanism to facilitate the scheduling activities beyond those in classes.
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> The Committee has determined that there is not a consensus to rescind or amend the policy, but is acutely aware that its full implementation is challenged by the reality of our scheduling and space situations. As such, the Committee can make no recommendation to Senate at this time for any changes to the existing policy,

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Academic Policy Committee, continued

but takes this opportunity request that faculties and departments endeavour to implement the policy as much as is possible.

DISCUSSION

In response to a question from Mr. Costeloe, Dr. Harrison expressed the opinion that given the intractability of various conflicting factors, it would not be productive to refer this matter back to Academic Policy Committee at that time.

Mr. Tomlinson raised the issue of an apparent failure to notify Faculties that the Noon-hour Break had been reinstated for 2009/2010 following the 2008/2009 suspension. Dr. Harrison indicated that he thought a reminder had been sent to Faculties. Ms. Collins agreed to follow up.

Admissions Committee

Committee Chair Dr. Fielding presented the reports, which are summarized below.

ITEM 6(A), BACHELOR OF SCIENCE IN NATURAL RESOURCES CONSERVATION

The Committee recommended a revised calendar entry on admission requirements for applicants to the Bachelor of Science in Natural Resources Conservation program. Applicants were required to complete Chemistry 11 for admission to the program.

ITEM 6(B),BACHELOR OF SCIENCE IN FORESTRY

The Committee recommended a revised calendar entry on admission requirements for applicants to the Bachelor of Science in Forestry program. Applicants who had completed more that one Grade 12 Science course were to have additional elective options in first year. The revised calendar entry also included additional information on the program's broader-based admission application process.

ITEM 6(C), BACHELOR OF SCIENCE IN WOOD PRODUCTS PROCESSING/MINOR

Academic Policy Committee, continued

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ITEM 6(C), BACHELOR OF SCIENCE IN WOOD PRODUCTS PROCESSING/MINOR

Admissions Committee, continued

IN COMMERCE

The Committee recommended a revised calendar entry on admission requirements for applicants to the Bachelor of Science in Wood Products Processing/Minor in Commerce program. The revised calendar entry outlined a modified application deadline and a list of courses applicants must complete for admission to the program.

ITEM 6(D), BACHELOR OF COMMERCE: COLLEGE/UNIVERSITY TRANSFER STUDENTS

The Committee recommended a revised calendar entry on admission requirements for applicants to the Bachelor of Commerce program. College and university transfer students would be able to satisfy the program's English admission requirement by completion of either ASTU 150 or ENGL 100, in addition to Arts One or a Coordinated Arts Program satisfying the three-credit Writing component of the Faculty of Arts Writing and Research requirement.

Dr. Fielding
Mr. Dew

That Senate accept the recommendations as listed in the report of the Admissions Committee with respect to Agenda Items 6(a) through 6(d), with changes to take effect for entry for the 2010 Winter Session and thereafter.

Carried.

ITEM 6(E), ENGLISH LANGUAGE ADMISSION STANDARD: LANGUAGE PROFICIENCY INDEX REQUIREMENT FOR FIRST-YEAR ENGLISH COURSES

The Committee recommended a revised calendar entry on the LPI requirement for first-year English courses. The proposed changes reflected the introduction of the Writing and

Admissions Committee, continued

IN COMMERCE

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Dr. Fielding
Mr. Dew

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Carried.

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Admissions Committee, continued

Research Requirement for applicants to the Faculty of Arts, approved by Senate in May 2009.

Dr. Fielding
Mr. Johal
} *That Senate approve the revised calendar entry on the English Language Admission Standard.*

AMENDMENT

Dr. Fielding circulated an amended version of the proposal, which removed references to "Applied Research and Evaluation Services (ARES)", a unit that no longer existed.

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

ITEM 6(F) CHANGE OF DEGREE PROGRAM/CAMPUS

The Committee recommended a revised calendar entry on Change of Degree Program/ Campus. Requests for readmission and change of degree program would be considered for both the Summer and Winter sessions.

Dr. Fielding
Dr. Marshall
} *That Senate approve the revised calendar entry on Change of Degree Program/ Campus, effective for entry to the 2011 Winter Session and thereafter.*

Carried.

Admissions Committee, continued

Research Requirement for applicants to the Faculty of Arts, approved by Senate in May 2009.

Dr. Fielding
Mr. Johal
} *That Senate approve the revised calendar entry on the English Language Admission Standard.*

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

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Dr. Fielding
Dr. Marshall
} *That Senate approve the revised calendar entry on Change of Degree Program/ Campus, effective for entry to the 2011 Winter Session and thereafter.*

Carried.

Admissions Committee, continued

ITEM 6(G) POLICY ON ADMISSION

The Admissions Committee recommended a revised calendar entry on Policy on Admission to better reflect the use of broad-based admission information in admission decisions.

Dr. Fielding
Mr. Mertens
} *That Senate approve the revised calendar entry on Policy on Admission.*

DISCUSSION

Mr. Johal questioned the need to delete specific references to denial of admission "on the basis of overall academic record," noting that the revised text seemed less transparent. Prof. Toope explained that because most programs used broader-based admission, it was possible to deny admission based on criteria other than the academic record.

The motion was put and carried.

ITEM 6(H) BACHELOR OF SCIENCE IN APPLIED BIOLOGY

The Admissions Committee recommended a revised calendar entry on admission to the Bachelor of Science in Applied Biology program. The proposed changes removed references to the Bachelor of Science Agroecology program, which had been replaced by the Bachelor of Science in Applied Biology and reflected recent changes in mathematics admission requirements for applicants following the BC/Yukon Secondary School Curriculum.

Dr. Fielding
Ms. Purewal
} *That Senate approve the changes in admission requirements for applicants to the Bachelor of Science in Applied Biology program, effective for entry to the 2010 Winter Session and thereafter.*

Carried.

Admissions Committee, continued

ITEM 6(G) POLICY ON ADMISSION

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Dr. Fielding
Mr. Mertens
} *That Senate approve the revised calendar entry on Policy on Admission.*

DISCUSSION

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Dr. Fielding
Ms. Purewal
} *That Senate approve the changes in admission requirements for applicants to the Bachelor of Science in Applied Biology program, effective for entry to the 2010 Winter Session and thereafter.*

Carried.

Curriculum Committee

See also 'Appendix A: Curriculum Summary.'

Committee Chair Dr. Marshall presented the report.

Dr. Marshall
Dr. Harrison

That the new and changed courses and programs brought forward by the Faculties of Arts, Commerce and Business Administration, and Science be approved.

Carried.

Teaching and Learning Committee

ITEM OF BROAD ACADEMIC INTEREST: COMMUNITY SERVICE LEARNING AND COMMUNITY-BASED RESEARCH

Committee Chair Ms. Friesen introduced the topic, which had been identified as an item of broad academic interest in response to the Agenda Committee's annual call for submissions. At the request of Ms. Friesen, the assembly recognized guest speaker Dr. Margo Fryer, Director, Learning Exchange and UBC Community Learning Initiative. The Committee had circulated a briefing note written by Dr. Fryer on the advancement of Community Service Learning (CSL) and Community-based Research (CBR) at UBC.

The following is excerpted from Dr. Fryer's briefing note:

The Growth of Community Service Learning at UBC

Community Service Learning (CSL) has three key elements: classroom learning; volunteer work that responds to community-identified priorities; and structured reflection activities that challenge students to make connections between what they are studying and their experiences in the community.

At its inception in 1999, the Learning Exchange began bringing student volunteers into non-profit agencies and public schools in the Downtown Eastside. Students' enthusiastic response to this opportunity resulted in a doubling of the number of student participants every year until 2004 when enrolment had to be limited. In 2002, the Learning Exchange began working with faculty members to integrate students' volunteer work into academic course work. In 2006, the UBC-

Curriculum Committee

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Dr. Marshall
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Community Learning Initiative (UBC-CLI) was created, with funding from the J.W. McConnell Family Foundation and UBC, to develop innovative approaches to course-based (curricular) CSL. With the integration of students' community-based activity into course work and the focus among many faculties on providing students with research experience, students also began doing Community-Based Research (CBR), which is the conduct of research that addresses questions or issues identified by a community organization.

In 2008-2009, almost 1700 students engaged in CSL and/or CBR through the Learning Exchange or the UBC-CLI, a 44% increase since the previous year. About 60% of these students did CSL or CBR as part of their participation in a course. The 31 courses that incorporated this kind of community-based experiential learning in 2008-2009 covered a variety of disciplines and subjects. In addition to the students who take part in CSL or CBR activities supported by the Learning Exchange or the UBC-CLI, many students take part in courses where the CSL or CBR activities are facilitated by an individual faculty member (in 2007-2008 about 350 students were involved in such courses). For more information about student participation rates in CSL and CBR activities in 2008-2009, see Appendix A.[1]

The Strategic Plan for the Advancement of CSL and CBR

The strategic plan was developed in response to a call from the President and other leaders within UBC to significantly increase the participation of students and faculty in community-based experiential learning. This challenge to "scale up" is especially focused on two approaches to experiential learning that are growing quickly at UBC, i.e., Community Service Learning (CSL) and Community-Based Research (CBR). The continued advancement of CSL and CBR will enable UBC to significantly expand and deepen its engagement with external communities thereby contributing to the achievement of the UBC Place and Promise vision and associated commitments, especially the commitment to community engagement.

The goals and strategies outlined in this plan are intended to move UBC's use of CSL and CBR increasingly towards the "thick" end of the spectrum of community-engaged scholarship where decisions about means and ends are made collaboratively by the university and the community, both costs and benefits are shared, and learning is a reciprocal, iterative process.

This plan is grounded in the recognition that a rethinking of the processes whereby CSL and CBR programs are initiated, planned, implemented, and evaluated will be required if UBC is to achieve the significant growth that is envisioned (from approximately 1,000 students per year in the period from 2004 to 2008 to 4,000 students per year by 2014) while at the same time achieving "thick" community engagement. This plan aims to achieve changes in social or cultural fac-

1. Appendix not included in this excerpt for the Minutes of Senate.

Community Learning Initiative (UBC-CLI) was created, with funding from the J.W. McConnell Family Foundation and UBC, to develop innovative approaches to course-based (curricular) CSL. With the integration of students' community-based activity into course work and the focus among many faculties on providing students with research experience, students also began doing Community-Based Research (CBR), which is the conduct of research that addresses questions or issues identified by a community organization.

In 2008-2009, almost 1700 students engaged in CSL and/or CBR through the Learning Exchange or the UBC-CLI, a 44% increase since the previous year. About 60% of these students did CSL or CBR as part of their participation in a course. The 31 courses that incorporated this kind of community-based experiential learning in 2008-2009 covered a variety of disciplines and subjects. In addition to the students who take part in CSL or CBR activities supported by the Learning Exchange or the UBC-CLI, many students take part in courses where the CSL or CBR activities are facilitated by an individual faculty member (in 2007-2008 about 350 students were involved in such courses). For more information about student participation rates in CSL and CBR activities in 2008-2009, see Appendix A.[1]

The Strategic Plan for the Advancement of CSL and CBR

The strategic plan was developed in response to a call from the President and other leaders within UBC to significantly increase the participation of students and faculty in community-based experiential learning. This challenge to "scale up" is especially focused on two approaches to experiential learning that are growing quickly at UBC, i.e., Community Service Learning (CSL) and Community-Based Research (CBR). The continued advancement of CSL and CBR will enable UBC to significantly expand and deepen its engagement with external communities thereby contributing to the achievement of the UBC Place and Promise vision and associated commitments, especially the commitment to community engagement.

The goals and strategies outlined in this plan are intended to move UBC's use of CSL and CBR increasingly towards the "thick" end of the spectrum of community-engaged scholarship where decisions about means and ends are made collaboratively by the university and the community, both costs and benefits are shared, and learning is a reciprocal, iterative process.

This plan is grounded in the recognition that a rethinking of the processes whereby CSL and CBR programs are initiated, planned, implemented, and evaluated will be required if UBC is to achieve the significant growth that is envisioned (from approximately 1,000 students per year in the period from 2004 to 2008 to 4,000 students per year by 2014) while at the same time achieving "thick" community engagement. This plan aims to achieve changes in social or cultural fac-

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tors (e.g., conventions around how decisions are made) as well as structural changes (e.g., formal roles and responsibilities). It is recognized that difficulties will inevitably arise as these strategies are pursued.

Based on UBC's experiences building its CSL programs over the past ten years, and especially the recognition that personal relationships are fundamental to the success of community engagement, we propose that the advancement of CSL and CBR at UBC be grounded in metaphors arising from the fields of biology, ecology, and living systems. Metaphors related to complex adaptive systems are highly applicable to the terrain of Community-University Engagement where change, complexity, and diversity are the norm and the challenge of adapting to both crises and opportunities in the environment needs to be embraced.

The four specific goals to be achieved through the implementation of this plan are given below. Examples of specific strategies and indications of which entities will take the lead in implementing each strategy are also given.[2]

Goal 1: To Enhance Student Learning: Help to create an exceptional learning environment that fosters global citizenship for both undergraduate and graduate students by providing learning experiences in a variety of off-campus community settings that enable students to apply their talent, knowledge and skills to real-world issues while learning from the people and issues they encounter. These learning experiences will challenge students to reflect on the complexity of community issues and the range of ways that they, as citizens, might respond.

Goal 2: To Contribute to Society: Make a demonstrable contribution to the advancement of a civil and sustainable society by applying the resources of the university (including people, knowledge, and methods of inquiry) to important community issues, priorities, or needs. Increase the number of students, faculty, staff, and community organizations involved in CSL and CBR. Aim to have 10% of UBC students involved in CSL and CBR programs every year by 2013-2014.

Goal 3: To Collaborate with Community: Engage in mutually beneficial relationships with community organizations characterized by the collaborative development, implementation, and evaluation of students' learning, service, and research experiences.

Goal 4: To Embed CSL and CBR in the Academic Fabric of the University: Advance CSL and CBR by supporting Faculty-driven CSL and CBR initiatives while providing centralized, integrative support.

DISCUSSION

Dr. Thorne noted that nursing students were already engaged in practica as part of their curriculum. As the number of overall students participating in CSL and CBR increased,

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she predicted that competition for certain assignments would become intense and that tensions would increase. Dr. Thorne asked how an appropriate balance might be maintained. Dr. Fryer acknowledged the need for careful planning. She noted that, as relationships between the University and the community became thicker, the focus would move away from ad hoc arrangements with community organizations and toward collective strategic decision making. She noted that all past and future growth depended upon receptivity in the community.

In response to a question from Dr. Dunford, Dr. Fryer stated that the definition of "community" was inclusive and could be construed to include for-profit companies. The idea was to engage students in a real-life setting away from the campus and possibly beyond the student's usual "comfort zone."

In response to a question from Mr. Costeloe, Dr. Fryer stated that early communications with faculty had been most often initiated by her office. As awareness and interest had grown, many faculty had begun taking the initiative to find out how to integrate CSL into existing and new courses. Dr. Fryer expressed the opinion that there were benefits for faculty, observing that faculty involved in CSL/CBR often demonstrated stronger research and teaching records and therefore fared better with respect to promotion and tenure.

Ms. Purewal asked whether a standardized framework was available for the development of CSL/CBR curricula. Dr. Fryer acknowledged that development to date had happened on a relatively ad hoc basis, and that the institution would need to become more cohesive in future. She noted that it would be important to identify the curricular areas where it made the most pedagogical sense to invest time and energy.

In response to a question from Dr. Marshall, Dr. Fryer noted that the number of student participants cited in the briefing note did not include students participating in all forms of

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Teaching & Learning Committee, continued

community-based experiential learning, such as cooperative education or practica. Dr. Marshall suggested that information be gathered from each Faculty to supplement current tracking mechanisms. Dr. Fryer indicated that she was also working with the Office of Planning & Institutional Research to refine participation tracking.

Dr. Hall asked about resources available to support increased participation, particularly during a time of budgetary restraint. Dr. Fryer replied that financial support would come from a combination of the University budget and outside donors, and that donors viewed CSL/CBR as an attractive opportunity. Prof. Toope described the Learning Exchange as a "jewel in the crown of UBC," but explained that it had historically operated on soft funds. This arrangement had recently been determined to be inappropriate, and the decision was taken to allocate approximately $1.5 million of base funding in the University budget. He added that efforts to attract external support had been very successful, and that this type of cost sharing would be necessary to cover all costs.

Mr. Mertens asked how accessible CSL/CBR opportunities would be for students across programs as participation increased to the target of 10 percent. Dr. Fryer stated that this was yet to be determined, and that strategic choices about where to apply resources would be necessary. Although some curricular areas lent themselves more readily to CSL/CBR than others, certain activities at the Learning Exchange would always be open to all UBC students. Mr. Mertens noted that students in Civil Engineering participating in a CSL project had expressed concern about high credit loads, and that some had been more satisfied with the experience than others. He identified interdisciplinary CSL as an area for growth.

Principal Burgess congratulated Dr. Fryer on the collaborative and practical work undertaken to date. He noted implications for the relevance of the University in the community

Teaching & Learning Committee, continued

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that could positively affect government relations. He spoke strongly in support of the initiative, expressing the opinion that there were few opportunities for development that were more important. He suggested convening a series of dialogues in areas where the government seemed particularly interested.

In response to a question about how the 10 percent target had been selected, Dr. Fryer stated that the target had been set several years earlier as an arbitrary yet aspirational goal. Dr. Fryer clarified that not all students would be working in inner-city areas, and agreed that it would be important not to saturate the Downtown East Side.

Dr. Young expressed support for the initiative and asked about ways (other than letter grades) to evaluate student performance in order to capture the benefit. Dr. Fryer stated that this question would be important to consider as the curricular integration increased. Dr. Rucker suggested consultation with Faculties offering curricula with practical components, where much thought had already be given to how best evaluate students in experiential learning situations.

Mr. Dew asked whether faculty participation in CSL/CBR would be considered teaching or service activity for the purposes of promotion and tenure. Dr. Farrar stated that this area was evolving. He noted that CSL/CBR activities often involved significant teaching and research components, and that he did not view them as chiefly service contributions.

In response to a question from Mr. Johal, Dr. Fryer confirmed that additional costs to date had been borne by the University, with no additional fees assessed to students. She noted that other universities were considering asking students to share the costs. A decision for UBC had not yet been taken, and Prof. Toope confirmed that additional discussion was necessary. He envisioned, as one example, replacing certain types of scholarships with a

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voucher system that would allow each student to purchase a high-impact learning experience.

In response to a question from Dr. Baimbridge, Dr. Fryer confirmed that the majority of student participants were undergraduate, although some graduate students were also involved.

Dr. Fryer stated that a revised version of the strategic plan was to be posted for comment by early March.

Prof. Toope thanked Dr. Fryer for her presentation, noting that Dr. Fryer was nationally regarded as a leader in CSL. He described her approach as "quietly passionate, utterly thoughtful, and absolutely pragmatic."

Tributes Committee

Committee Chair Dr. Thorne presented the report.

MEMORIAL MINUTE FOR DR. PATRICIA MARCHAK

The Committee had circulated the following memorial minute.

> Dr. Marchak served as Dean of the Faculty of Arts at UBC from 1990 to 1996. Prior to becoming Dean, she was the Head of the Department of Anthropology and Sociology.
>
> Dr. Marchak received a Bachelor of Arts in 1958 and a PhD in 1970, both at UBC, and joined the Faculty of Arts in 1973. As a student, she was editor-in-chief of the Ubyssey newspaper and a secretary to President Norman MacKenzie. As a faculty member, she served as faculty associate with the Institute for Resources and Environment, and as a Distinguished Scholar at the Peter Wall Institute of Advanced Studies.
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> Dr. Marchak served as President of the Canadian Sociology and Anthropology Association, and on the executive board of numerous Canadian and international associations in the fields of Sociology, Forestry and Ecology. She also served on the editorial boards of various journals, including *Canadian Review of Sociology and Anthropology*, *Canadian Journal of Sociology*, *BC Studies*, and *Current Sociology*.

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At the University, Dr. Marchak was a member of both the Board of Governors and the Senate. She served on the B.C. Rhodes Scholarship Selection Committee, on the Board of the Open Learning Institute and on the Board of University Hospital.

In 1987 she was elected to Fellowship in the Royal Society of Canada, and served for two years as the Vice-President of Academy II for the Humanities and Social Sciences. She has also served as Chair of the B.C. Buildings Corporation, and on the Forest Appeals Commission.

Dr. Marchak authored numerous articles on political ideology, economic development, resources industries and the social context of ecological issues. Her books include *Ideological Perspectives on Canada; In Whose Interest; Green Gold: The Forest Industry in British Columbia; The Integrated Circus: The New Right and the Restructuring of Global Markets; Logging the Globe; Reigns of Terror* and *No Easy Fix: Global Responses to International Wars and Crimes Against Humanity.* She also co-edited *Uncommon Property: The Fishing and Fish Processing Industries in British Columbia.*

Dr. Thorne
Dr. Orvig
} *That the memorial minute for Dr. Patricia Marchak be entered into the Minutes of Senate and that a copy be sent to the family of the deceased.*

Carried unanimously.

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

Mr. Ridge presented the reports.

ANNUAL REPORT ON ENROLMENT 2009/2010

The Secretary had circulated the "UBC Annual Report on Enrolment 2009," a collaborative effort by Enrolment Services, Planning & Institutional Research, the International Student Initiative, and several UBC strategic enrolment management groups. At the request of the Secretary, the assembly recognized guest co-presenter Mr. Walter Sudmant, Director, Planning & Institutional Research.

The highlights of the presentation were as follows:

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

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- UBC's 2009 target was 41,488 FTE (full-time equivalents), an increase of 1,301 FTE over 2008.
- Approximately 400 FTE growth in graduate, 900 FTE growth in undergraduate, mostly UBC Okanagan.
- 2009/10 enrolment forecast at 42,514 FTE, 1,026 FTE (or 1.5%) over funded enrolment.
- Unfunded graduate and undergraduate enrolment at Vancouver continue to compensate for undergraduate shortfall at the Okanagan campus.
- New student undergraduate applications:
    - UBC Vancouver: 19,362 (up 6%)
    - UBC Okanagan: 3,024 (up 5%)
- Access:
    - UBC Vancouver: 69% admitted (1st choice: 59% / 2nd choice: 10%)
    - UBC Okanagan: 80% admitted (1st choice: 74% / 2nd choice: 6%)
- Registration:
    - UBC Vancouver: 54% (up 4.5%)
    - UBC Okanagan: 59% (up 4.2%)
- Very fine line between over and under enrolment. Taking new steps this year to manage to targets.
    - Each faculty is setting targets for both Domestic and ISI.
    - EMC will assess the inter-faculty impacts.
    - Initial increase of GPAs to limit first round admissions (create a larger buffer).
    - Later admissions will be a function of faculty capacity.
    - Very conservative estimates of yield and attrition.
    - Assisting Arts with demand analysis.
- Enrolment planning recently integrated with the new budget allocation framework.
- Strategic enrolment objectives should be aligned with *Place and Promise.*

DISCUSSION

Mr. Sealy-Harrington inquired about gender balance within and across programs. Mr. Sudmant noted that, while the percentage of male students had declined overall, women

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Dr. Loewen asked why direct-entry admission averages had risen. Mr. Sudmant replied that this increase was related to an increase in the number of applications. He was uncertain as to whether grade inflation also played a role. Mr. Sudmant stated that admission averages above a certain threshold were very unreliable as predictors of success at UBC. In the absence of a standardized admission test, most programs relied to some extent on broader-based admission criteria to evaluate applicants.

Noting the closer connection between enrolment and Faculty budgets, Dr. Baimbridge asked whether the composition of the current Enrolment Management Committee was sufficient. Dr. Farrar agreed that it would be critical to work closely with Faculties to manage enrolment. He gave an overview of the Strategic Enrolment Management Steering Committee, a broadly representative group of approximately 40 people that met six times each year. In response to a further question, Dr. Farrar stated that decisions about Faculty enrolments were made in collaboration between the Office of the Provost and Vice-President, Academic and the Committee of Deans.

Mr. Costeloe expressed hope that all programs would implement broader-based admissions processes in the near future. He also hoped that the University could find alternative

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solutions to reliance on international tuition to balance its budget. Dr. Farrar agreed on both points, but clarified that increasing international enrolment was one piece of the strategy to build a sustainable University budget. Prof. Toope stated that UBC's scholarship programs for international students were the most extensive among Canadian universities. UBC hoped to attract international students primarily as a way of enriching the student body, rather than focusing on their tuition as a revenue stream.

In response to a question from Ms. Purewal, Mr. Sudmant stated that the majority of international students admitted to UBC had followed an International Baccalaureate (IB) program, and that a much larger range of IB programs were becoming available around the world. Dr. Farrar expressed the opinion that IB grades were more reliable than other high school grades as predictors of academic performance.

In response to a question from Dr. Singh about mechanisms to attract international students, Dr. Farrar stated that UBC's international recruitment strategies were based on relationships with specific schools in targeted areas. The assembly recognized Ms. Karen McKellin, Director, International Student Initiative, who added that a team of approximately 25 international recruiters worked with prospective students around the world.

Mr. Wazeer asked about lower retention rates for international students, and suggested that insufficient supportive programming was in place to meet the needs of this group. Dr. Farrar stated that the University was taking a closer look at areas of demand and would respond as appropriate.

In response to a question, Dr. Farrar stated that there had been significant growth in the numbers of domestic students presenting Advanced Placement (AP) grades for admission, with approximately 40 percent of new UBC students presenting at least one AP grade.

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In response to a question, Dr. Farrar stated that there had been significant growth in the numbers of domestic students presenting Advanced Placement (AP) grades for admission, with approximately 40 percent of new UBC students presenting at least one AP grade.

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

In response to a question from Mr. Haffey about enrolment trends, Dr. Farrar stated that enrolments were up across the country, even in areas where recruitment was usually difficult. This increase in enrolment was associated to some extent to the state of the economy. UBC remained a destination of choice, and had maintained strong enrolment patterns over a long period of time. In response to a further question about how many new students were first-generation post-secondary students, Dr. Farrar stated that some data about students from non-traditional backgrounds could be found in the results of the recent New to UBC (NUBC) survey.

Dr. Hall noted that while doctoral applications had risen by 22 percent over the previous year, the number of admissions had not grown by the same proportion. She noted that programs in nursing had been recently "discovered" by international applicants. While applications had increased, many applicants' qualifications were found not to meet the UBC standard for admission.

ACADEMIC YEAR 2010/2011

The Secretary had circulated for information key dates for the 2010/2011 academic year. The full academic year was available at: **www.students.ubc.ca/calendar/academicyear.cfm?page=2010&action=draft**. Mr. Ridge invited Senators to direct any comments or suggested changes to the Senate Secretariat.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for March 3, 2010.

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APPENDIX A: CURRICULUM SUMMARY

Faculty of Arts

NEW COURSES

ASIA 258 (3)
PSYC 402 (3)
PSYC 404 (3)
PSYC 408 (3)
PSYC 409 (3)

CALENDAR CHANGES

POLI 492 (12)
PSYC 414 (3)
PSYC 466 (3)
FIPR 434 (3/6)d
FIPR 435 (3/6)d
FIPR 436 (3/6)d

Faculty of Commerce & Business Administration

NEW COURSES

BAEN 550 (1.5)
BA 511 (1.5)
BA 551 (1.5)

Faculty of Science

NEW AND CHANGED COURSES

BIOL 111 (3)
BIOL 203 (4)
BIOL 326 (3)
BIOL 363 (2)
BIOL 428 (3)
ENVR 400 (3)
ENVR 448 (3/6)d
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ISCI 344 (3)
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