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 MARCH 19, 2003

Attendance

Present: President M. C. Piper (Chair), Chancellor A. McEachern, Vice President B. C. McBride, Dr. P. Adebar, Mr. R. Affleck, Mr. O. Alasaly, Dr. B. Bemmels, Dean J. Blom, Mr. P. T. Burns, Dean J. A. Cairns, Dr. M. A. Cameron, Dr. J. Carolan, Dr. D. Cherchas, Dr. B. Crawford, Dr. J. Dennison, Mr. C. Eaton, Dr. D. Fielding, Ms. M. Friesen, Dr. J. H. V. Gilbert, Dr. D. Granot, Dr. L. Gunderson, Dr. P. G. Harrison, Dr. R. Harrison, Dr. J. Hepburn, Ms. J. Hutton, Dr. J. Johnson, Mr. D. Jones, Ms. J. Lau, Dr. V. LeMay, Ms. C. Lenis, Mr. R. W. Lowe, Dr. P. L. Marshall, Mr. W. B. McNulty, Dr. D. Paterson, Ms. C. Quinlan, Mr. J. Rogers, Dr. A. Rose, Dr. H. J. Rosengarten, Dean J. N. Saddler, Mr. B. J. Silzer, Dean R. Sindelar, Mr. C. Ste-Croix, Dr. B. Stelck, Dr. R. C. Tees, Dr. J. R. Thompson, Dr. S. Thorne, Mr. D. Tompkins, Ms. G. Tsai, Mr. D. Verma, Dean pro tem. L. Whitehead, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dean E. H. K. Yen, Mr. M. Yung, Mr. C. Zappavigna.

Regrets: Ms. C. Bekkers, Prof. C. Boyle, Mr. P. T. Brady, Dr. J. Brander, Dr. L. Brinton, Dean N. Gallini, Dean F. Granot, Mr. E. Greathed, Mr. R. Hira, Dr. R. Irwin, Dean M. Isaacson, Mr. P. Kahlon, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. M. Litchfield, Mr. G. Lloyd, Mr. T. P. T. Lo, Ms. Y. Lu, Dr. M. MacEntee, Dr. K. MacQueen, Dean D. Muzyka, Dr. P. Potter, Dean M. Quayle, Dr. B. Rodrigues, Dr. C. Shields, Mr. B. Simpson, Dr. C. E. Slonecker, Ms. L. Sparrow, Dean R. Tierney, Dr. H. J. J. van Vuuren, Dr. M. Vessey, Dr. R. A. Yaworsky, Ms. S. Yim.

Senate Membership

DECLARATION OF VACANCY

One student representative from the Faculty of Forestry.

REPLACEMENT

Mr. Christopher Eaton replaced Ms. Michelle Hassen as student representative of the Faculty of Arts.

Minutes of the Previous Meeting

Dr. Tees
Dr. Rosengarten } *That the minutes of the meeting of January 22, 2003 be approved as circulated.*

Carried.

Business Arising from the Minutes

BUDGET AND CURRICULUM COMMITTEES: BRDG COURSE APPROVAL (PP. 13039-40)

In January 2003, a proposal to approve new courses BRDG 500, 501, 590, 600, 601 and 690 had been postponed, pending a report from the Budget Committee on the budgetary implications of these new courses and the related "CIHR/MSHRF Strategic Training Program to Bridge Public Health, Engineering and Policy Research" (hereinafter "Bridge Program") superstructure. Dr. Adebar and Dr. Marshall had re-circulated the course proposals and made a joint oral report, as respective Chairs of the Budget and Curriculum Committees.

Dr. Adebar recalled that, at the January meeting of Senate, Vice President McBride had asked whether the Curriculum Committee had explored the budgetary implications of the Bridge Program, and Dr. Marshall had replied in the negative, explaining that the Curriculum Committee did not consider budgetary review to fall within its mandate. After discussion between the Budget and Curriculum Committees, it was agreed that there should be a role for the Curriculum Committee in verifying that budgetary concerns had been resolved before forwarding curriculum proposals to Senate for approval. Under the new arrangement, proposing Deans could sign off on proposals with minimal or neutral budgetary impact, whereas large-scale or potentially costly proposals would be forwarded to the Vice President, Academic and Provost for budgetary approval prior to inclusion on a Senate agenda.

Dr. Adebar clarified the nature of the Bridge Program as a graduate scholarship program, as opposed to an academic or degree program. Bridge Program scholars would be admitted into an

existing UBC academic program, and they would be required to take two additional graduate courses and complete an internship as part of their programs. Two safeguard mechanisms had been incorporated into the Bridge Program: firstly, funds had been set aside for hiring sessional instructors if none of the approximately 25 faculty members involved with the Program were available to teach a given BRDG course; and secondly, the School of Occupational and Environmental Hygiene had agreed to take overarching responsibility for the Bridge Program, including for ensuring that the courses were offered as required.

Dr. Marshall
Dr. Adebar
} *That the six proposed new BRDG courses be approved as circulated.*

Carried.

Remarks from the Chair and Related Questions

FEDERAL BUDGET

The President recalled that the federal budget for 2003/2004 had been announced in January 2003. The budget was described as "very significant" for Canadian universities, and included a landmark commitment for ongoing funding for the indirect costs of research. Although the target of 40% of research funding for indirect costs had not yet been reached, the President was pleased to report an initial investment of $225 million; she expressed optimism that the federal government's commitment in this area would continue to grow. Canada's three major granting councils had received a funding injection in the amount of $125 million. The Canada Graduate Scholarships program had been established with an annual budget of $105 million in support of 2,000 master's and 2,000 Ph.D. students at Canadian universities. The Canada Foundation for Innovation had received $500 million for hospital infrastructure, and the President was hopeful that British Columbian hospitals would be able to attract 10% of those funds. Genome Canada had received an additional $75 million.

STUDENT SENATORS

The President acknowledged and welcomed some student senators-elect, who were visiting Senate prior to taking office on April 1. Many of the current student senators were to complete their terms on Senate on March 31; the President thanked them for their time, energy, expertise and interest in service to the Senate, and presented certificates to the following departing senators.

Omar Alasaly: 2002 - 2003
Christina Bekkers: 2001 - 2003
Adam Campbell: 2001 - 2003
Michelle Hassen: 2000 - 2003
Derek Jones: 2002 - 2003
Paul Kahlon: 2002 - 2003
Jennifer Lau: 2002 - 2003
Christine Lenis: 2002 - 2003
Michael Litchfield: 2002 - 2003
Grayson Lloyd: 2001 - 2003
Yvette Lu: 2000 - 2001 and 2002 - 2003
David Tompkins: 1999 - 2003
Gina Tsai: 2001 - 2003
Scarlett Yim: 2002 - 2003
Michael Yung: 2002 - 2003

Admissions Committee

Dr. Rosengarten presented the reports, as Chair of the Committee.

CELPIP AND THE ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Note: The full text of this report is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.

A report that proposed that UBC begin accepting the Canadian English Language Proficiency Index Program (CELPIP) test for admission as part of the English Language Proficiency

Requirement had been circulated. Dr. Rosengarten noted that Applied Research and Evaluation Services (ARES) at UBC had developed the CELPIP suite of tests. The Admissions Committee had discussed the possible use of CELPIP as an admissions test for several years before finally granting its approval. Dr. Rosengarten described the CELPIP as very similar to the Language Proficiency Index (LPI) with respect to marking, standards, and security, and stated that Admissions Committee viewed it as fully meeting the needs and expectations of the University.

Dr. Rosengarten
Dr. P. G. Harrison
} *That the CELPIP be added to the list of approved tests of English Language Proficiency for admission to the University.*

In response to a query from Dr. Johnson, Dr. Rosengarten stated that he did not know exactly how much students would be charged to write the test; he was optimistic that CELPIP would be accessible to students via frequent offerings.

The Committee's second proposal was that Senate recognize the similarities between the CELPIT-A portion of CELPIP and the LPI by not requiring students to write both tests. Those students who present the CELPIP for admission, and who have achieved a level 5 or 6 on the essay portion of the CELPIT-A would not be required to take the LPI prior to registration in first-year English Courses. Dr. Rosengarten pointed out that the Committee had consulted with the English Department on this matter.

Dr. Rosengarten
Dr. P. G. Harrison
} *That the achievement of a score of not less than 5 on the essay section of CELPIT-A be added to the list of exemptions from the LPI Requirement for First-year English.*

Both motions were put and carried.

TERM-BASED ACADEMIC PERFORMANCE EVALUATION

Please see also 'Appendix A: Term-based Academic Performance Evaluation.'

Dr. Rosengarten presented a proposal that the University begin evaluating student performance at the end of each term, rather than at the end of each academic year. With the number of students in part-time and cooperative education programs increasing, it had become necessary to evaluate more frequently in order to provide students with clear and regular information about their academic standing. The final three pages of the report were intended as an example of the proposed changes only, and were not presented for approval at that time. If the proposal were to be approved, each of the Faculties would be required to update their Calendar entries to reflect a term-based model.

Dr. Rosengarten remarked that he was hopeful that term-based evaluations would soon be conducted electronically, thereby reducing the amount of work for academic advisors.

Dr. Rosengarten
Dr. P. G. Harrison

} *That student academic performance evaluations be conducted at the end of each academic term, and that the associated Calendar entry (on p. 2 of the proposal) be approved.*

Dr. Paul Harrison pointed out that term-based evaluation could only be implemented if Enrolment Services were able to successfully automate the process. Mr. Silzer stated that Enrolment Services had been involved in discussions about systems improvements in this area, and that Enrolment Services was committed to providing the necessary support for electronic evaluation.

The motion was put and carried.

FORESTRY: ACADEMIC PROBATION

The following proposal had been circulated.

Academic Performance Continuation Requirement for B.S.F. Degree Students on Academic Probation

Present Calendar Entry:

None.

Proposed Calendar Entry:

Students registered in first year that attain a Winter Session average of at least 55.00% but less 60.00% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students registered in subsequent years that attain a Winter Session average of at least 50.00% but less 55.00% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students assigned Academic Probation in one session will be removed from Academic Probation if, in a following Winter Session, they pass all courses and attain an average of at least 60% on a minimum of 24 credits.

Rationale:

Currently, students registered in first year must achieve an overall average grade of at least 60% or be required to withdraw from the Faculty for at least one year. In subsequent years, students who do not achieve an overall average of 55% will be required to withdraw from the Faculty for at least one year. The Faculty of Forestry has been granting Academic Probation on an ad hoc basis in the past. Implementing an Academic Probation policy for the B.S.F. degree formalizes current practices and provides the option of allowing students the opportunity to continue their studies. It also formalizes continuation requirements for those students placed on Academic Probation, which has not existed in the past.

This policy specifically refers to the minimum sessional average required in a winter session, as opposed to policy No.4 (page 233 col a) which notes that the passing mark in an individual course in the Faculty of Forestry is 50.0%.

Effective Date:.September 1, 2003.

Dr. Rosengarten stated that this Calendar entry served to explain academic probation policies in the Faculty, and formalized current practice.

Dr. Rosengarten
Dr. Marshall
} *That the Calendar statement from the Faculty of Forestry on academic probation be approved.*

In response to a question from Dr. Carolan, Dr. Marshall agreed that the approval of term-based evaluation a few minutes earlier affected the proposed Calendar entry. Dr. Marshall stated that

Forestry would be required to amend its Calendar entries on advancement to reflect the new policy, as would every other Faculty.

The motion was put and carried.

FORESTRY: LPI, DEGREE CONTINUATION AND ADVANCEMENT

The following proposal had been circulated.

Academic Regulation covering LPI Exam and degree continuation and advancement policy for the Bachelor of Science in Forestry (BSF), Bachelor of Science (Forestry), Bachelor of Science (Natural Resources Conservation) and Bachelor of Science (Wood Products Processing) undergraduate degrees.

Present Calendar Entry: None

Proposed Calendar Entry:

(page 233, column b) (to be added to the end of the list as item #9)

9. Students who have not achieved an LPI score of 5 or 6 prior to completing 30 credits of Forestry-eligible courses taken at UBC, will normally be required to withdraw from the Faculty of Forestry. See *Exemptions* under Language Proficiency Index Requirements for First-Year English in the section on Undergraduate Admission.

Rationale:

A formal Academic Regulation that covers degree advancement requirements for all Faculty of Forestry undergraduate degrees will encourage students to complete the LPI exam in a timely manner in order to meet the English requirements of each respective degree prior to the start of second year. The Faculty of Forestry is one of the few faculties on campus without such a policy. This policy creates a fairly standard LPI requirement across all undergraduate programs at UBC.

In order to fairly accommodate both college transfer and high school students, the proposed policy allows for all students, regardless of basis of admission, to register for up to 30 credits of Forestry-eligible courses at UBC. An LPI score of 5 or 6 must be earned prior to the completion of said credits.

Effective Date: September 1, 2003.

Dr. Rosengarten
Dr. Crawford
} *That Senate approve the proposed Calendar entry from the Faculty of Forestry on the Language Proficiency Index.*

In response to a query from Dr. Gunderson, Dr. Rosengarten confirmed that the proposed Calendar entry would need to be revised at a later date to include mention of the CELPIT-A.

Carried.

MEDICINE: MD PROGRAM EXPANSION

The following report had been circulated for information.

> **MD Program Expansion**
>
> Please be advised that the Admissions Committee has considered and approved in principle a proposal from the Faculty of Medicine to expand the MD program as outlined in the description below. The description is for information only at this time. Any resultant changes to admissions policy and/or any Calendar entries will be brought to Senate for approval at a later date.
>
> **Faculty of Medicine, Admissions**
>
> The UBC Faculty of Medicine is planning an expansion to the MD undergraduate program in collaboration with the University of Northern British Columbia in Prince George and the University of Victoria to create a distributed program. The anticipated expansion in 2004 is to an entry class size of 200, with 24 students each in the Northern Medical Program and the Island Medical Program and an additional 24 students in the Vancouver/Mainland Medical Program. Because of this planned expansion, the current admissions process is undergoing change. There will be no change in the prerequisite and academic requirements. The interview process is likely to be changed to a panel interview with three members, including a clinician, an academic and a community member. The admissions process is likely to incorporate a new evaluation process to determine the degree to which an applicant will "fit" into a rural context of medical education.
>
> For further information, continue to check for updates at www.med.ubc.ca.

Dr. Rosengarten stated that the Committee had met with Dr. Vera Frinton of the Faculty of Medicine, who had outlined the principal changes involved in expanding the medical school. The Admissions Committee had formally endorsed the changes, with the recognition that some of the details were yet to be finalized and that Calendar entries would be drafted and approved at a later date.

One of the pending changes to admissions was the introduction of a special "rural index," which would serve to identify students from rural areas, while not necessarily serving as an advantage. Prof. Burns expressed interest in learning more about the rural index, particularly with respect to how it could be pertinent but not advantageous. Dr. Rosengarten agreed to provide more information on this topic when specific policy changes were brought forward for approval.

Agenda Committee

SENATE COMMITTEE CHAIRS MEETING SUMMARY: ORAL REPORT

Dr. Gilbert briefed members of Senate about a February meeting of Chairs of all standing committees of the Senate. Following suggestions by several senators that the Senate schedule time for philosophical debate on issues of broad interest and become generally more proactive, the Agenda Committee had convened the meeting of all Committee Chairs to discuss the best use of Senate's time.

There was general consensus among the Chairs that Senate debate was most vigorous and useful when it was associated with a requirement to respond to a matter at hand, and that debate unrelated to a particular action item seemed unproductive. Much of the discussion about specific topics should, in the opinion of Committee Chairs, continue to take place first at the Department, Faculty, and committee levels before reaching Senate for information or approval, such that the issues are considered and the appropriate people consulted prior to the item appearing on a Senate agenda.

Dr. Gilbert cited the example of a request several years earlier by the School of Nursing to become a faculty. The Academic Policy Committee had investigated the issues and conducted consultation that informed the subsequent Senate debate. Senate Committee Chairs were hopeful that the practice of referring issues to Committees prior to placing them for discussion or approval by Senate would continue. Dr. Gilbert pointed out that either the Agenda Committee or the Assistant Registrar, Senate & Curriculum Services could be called upon to assist in matching issues to appropriate Committees of Senate.

Committee Chairs identified the following issues for possible future discussion:

- The changing role of the Library, particularly in light of the proliferation of electronic resources and the construction of the Irving K. Barber Learning Centre.
- The governance and academic value of non-thesis graduate programs.
- The jurisdiction of the Senate Committee on Student Appeals on Academic Discipline.
- The UBC Learning Exchange, community service learning in general and global citizenship.

Dr. Gilbert stated that the Committee Chairs planned to meet biannually in future.

Curriculum Committee

Please see also 'Appendix B: Curriculum Change Summary.'

Dr. Marshall presented the reports, as Chair of the Committee.

FACULTY OF ARTS

Dr. Marshall
Dr. Tees
} *That the proposed nine new courses from the Faculty of Arts be approved.*

Carried.

FACULTY OF LAW

Dr. Marshall drew attention to the fact that Chancellor Allan McEachern had agreed to supervise the delivery of a new course entitled "Advanced Trial Advocacy."

Dr. Marshall
Dean Blom
} *That the curriculum proposals from the Faculty of Law be approved.*

Carried.

FACULTY OF FORESTRY

Dr. Marshall
Dean Saddler
} *That the curriculum proposals from the Faculty of Forestry be approved.*

Carried.

SCHOOL OF NURSING

Dr. Marshall
Dr. Tees
} *That the curriculum reports from the School of Nursing be approved.*

Dr. Carolan pointed out that the vector for NURS 432, (2-10-12) seemed odd, given the allocation of only six credits for the course. Dr. Thorne stated that she would check into the contact hours for the course, adding that she believed that the correct vector was more likely 2-0-12.

The motion was put and carried.

GRADUATE STUDIES

Master of Management

Dr. Marshall stated that this new program, offered by the Faculty of Commerce and Business Administration under the auspices of the Faculty of Graduate Studies, would resemble a Master of Business Administration (MBA), albeit with a narrower management focus.

Dr. Marshall
Dr. Bemmels
} *That the proposed new Master of Management and associated new courses be approved.*

Mr. Tompkins asked whether the new program would reside solely within the Faculty of Commerce and Business Administration, and if so, whether Master of Management (MM) students would be considered students of the Faculty of Graduate Studies. He had recently been surprised to learn that administrative responsibility for the MBA program had been transferred from the Faculty of Graduate Studies to the Faculty of Commerce, and asked why this significant change had not first come to Senate for approval. Dean Granot confirmed that responsibility for MBA admissions and student services had been transferred to the Faculty of Commerce and Business Administration for a trial period of three years; at the end of the trial period, the Dean expected that a recommendation would come to Senate for approval. Vice President McBride stated that he believed both MBA and MM students to be students of the Faculty of Graduate Studies, even

though Commerce was managing admissions and the dean of the Faculty of Commerce and Business Administration would read the names of graduates at convocation. In response to a further question from Mr. Tompkins, Vice President McBride stated that he believed that MBA and MM students were eligible to receive University Graduate Fellowships.

In response to a question from Dr. Carolan, Dr. Bemmels stated that the proposed 1.5-credit course modules were reflective of current practice in the MBA program.

There was some discussion about the name of the degree. Dr. Bemmels stated that the Faculty had also considered naming the degree a "Master of Business" or a "Master of Commerce," but that the "Master of Management" was more commonly understood.

The motion was put and carried.

Arts Graduate Cooperative Education Program

Dr. Marshall presented three new cooperative education courses for approval, noting that these courses would be taken in addition to the required courses for Master's degree programs.

Dr. Marshall
Dr. Tees
} *That the proposed Arts Graduate Cooperative Education Program and related courses be approved.*

In response to a question from Mr. Ste-Croix, Dr. Marshall confirmed that participation in the cooperative education program, which was optional, would undoubtedly extend time to degree completion. Tuition fees were to be determined similarly to existing cooperative education courses. Students were to have some flexibility regarding the number of cooperative work placements sought.

The motion was put and carried.

Miscellaneous Courses and Specialization

Dr. Marshall
Dean Granot
} *That the remaining graduate curriculum proposals be approved.*

Carried.

Student Awards Committee

Please see also 'Appendix C: New Awards.'

Dr. Thompson presented the new awards for approval, stating that they represented more than $34 000 in annual funding for students.

Dr. Thompson
Dean Granot
} *That the list of awards be accepted and forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Carried.

Reports from the Vice President, Academic and Provost

ENROLMENT TARGETS FOR 2003 - 2004

Note: the full text of this report is not included in the Minutes. Copies are available from the Assistant Registrar, Senate and Curriculum Services.

Vice President McBride stated that the Admissions Committee had reviewed the proposed enrolment figures and had approved them in principle. Dr. Rosengarten added that the Admissions Committee had voiced some concern about the endemic problem of steadily increasing the number of students admitted to UBC, particularly in light of already-overcrowded classes.

Vice President McBride reminded members of Senate that managing enrolment was a complicated process. The only control mechanism was intake into first, second, and third years, while the return rate of admitted students was variable and beyond the University's control. He invited

Ms. Sham Pendleton, Associate Director, Planning and Institutional Research (PAIR), to give a presentation on the enrolment planning cycle.

Ms. Pendleton gave an overview of the enrolment management process, stating that the cycle customarily began with a "snapshot" of enrolment statistics taken from the Student Information System (SIS) on November 1: a date chosen to follow the majority of course add and drop activity. For 2002/2003, the University planned to enroll 621 full time equivalent (FTE) students over the funded model, but ended the year over-enrolled by an estimated 1586 FTE's. The variance was related to an unanticipated increase in summer enrolment, and the recrediting of a large number of courses in the Faculty of Science, in addition to a variety of other small incremental changes.

Following the capture of data from the SIS, PAIR then built a forecast model for the following year for each program, with the goal of matching enrolment to funded levels as closely as possible. To control intake, an initial grade point average for admission was set at this stage in the process. PAIR submitted the forecast model to the Committee of Deans and the Enrolment Management Committee for discussion and approval, and then the Admissions Committee and Senate reviewed the final targets for approval.

Discussion

In response to a question, Ms. Pendleton stated that college transfer applications were expected to increase for 2003/2004. More accurate data was to be captured following the March 31 application deadline. Dr. Dennison expressed apprehension about the planned decrease in college transfer admissions relative to high school admissions, particularly in light of the increase in applications. Ms. Pendleton stated that adjustments had been made to college transfer enrolment targets in order to balance a significant first year over-enrolment the previous year.

Dr. Tees was pleased to note that the two-year plan featured a reduction in the number of unfunded undergraduate students. Although he understood why it was better to be over- than under-enrolled, he stated that the extra students represented real costs with respect to teaching, advising, etc. Vice President McBride agreed that enrolment management was a delicate balancing act; while the University did not wish to turn away large numbers of qualified students, it could not sanction even larger over-enrolments. It was agreed that the University should continue to make this problem apparent to the provincial government.

With respect to the Ontario "double cohort," Ms. Pendleton confirmed that UBC was experiencing an increase in applications from Ontario, but that the increase had not been in such a large order to be of concern. Mr. Tompkins stated that, because Ontario universities would experience increased application pressure, many of the British Columbian students who would normally go to Ontario would not be successful in finding a place there.

In response to a question from Mr. Affleck, Vice President McBride stated that it would be very difficult to increase the number of admissions into the MD program for 2003/2004 because the program was so expensive to deliver. He referred to the earlier report on the planned expansion of the medical school for 2004.

Dr. Windsor-Liscombe encouraged the University to reexamine the current thinking about GPA's as indicators of student success. He noted that, although GPA's for admission had increased significantly in the past several years, he had not noticed a correlation in the caliber of students admitted. Vice President McBride disagreed, stating that lower pre-admission GPA's resulted in a much higher first-year failure rate in the Faculty of Science, and expressing the opinion that first-year students appeared to be better qualified in recent years.

Dr. Adebar agreed that the number of unfunded students constituted a burden for the University. He asked whether a waitlist system for admission might alleviate some of the over-enrolment. Mr. Silzer stated that the practice of placing qualified students "on hold," rather than immediately offering them admission, served this purpose. Due to spikes in first year enrolment in previous cycles, one solution would be to decrease enrolment even more significantly while the over-enrolment moved through the system. Mr. Silzer stated that most Faculties, however, would find the resultant high GPA's unacceptable. He added that, for such a large university, an over-enrolment of one percent was not unreasonable.

Dr. Gilbert acknowledged the tremendous job done by PAIR and the Enrolment Management Committee, stating that the projections and explanations had been presented in a much clearer fashion than in previous years. President Piper stated that, although there were still challenges ahead, Ms. Pendleton, PAIR, and the enrolment management team had made huge strides forward.

Vice President McBride
Dr. Tees
} *That the 2003/2004 academic year enrolment intake targets be approved.*

Carried.

iCAPTURE CENTRE IN THE FACULTY OF MEDICINE

Vice President McBride circulated a proposal to approve the establishment of the iCapture Centre, an exciting initiative seeking innovative solutions to heart, lung, and blood vessel disease.

The new Centre was to replace the Vancouver Vascular Biology Research Centre and the Respiratory Disease Centre.

Vice President McBride
Dean Cairns
} *That Senate approve the establishment of the iCapture Centre in the Faculty of Medicine, and the disestablishment of the Vancouver Vascular Biology Research Centre and the Respiratory Disease Centre in the Faculty of Medicine.*

Carried.

DRAFT ACADEMIC VISION OF THE GREAT NORTHERN WAY CAMPUS

Note: The full text of this report is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.

Vice President McBride had circulated a draft vision for the Great Northern Way Campus, which had been prepared by the Great Northern Way Academic Committee (made up of representatives from the Emily Carr Institute of Art and Design, the BC Institute of Technology, Simon Fraser University, and UBC). Those institutions' respective presidents had reviewed the draft. Following discussion at the March meetings of Senate and the Board of Governors, as well as consultation with the academic, business, and arts communities, Vice President McBride was hopeful that more detailed academic and business plans would be presented to Senate for approval by May 2003.

The Vice President gave an overview of the 6.6-hectare campus location in the False Creek flats. The objective was to build a unique and collaborative centre of excellence on the site. He acknowledged that some of the draft vision was very general, stating that more detail would be available as the vision developed. The academic focus was to be on high-technology, multi-disciplinary, inter-institutional programming. Subject areas were to include new media, the entertainment arts, architectural design, applied business, environmental technology, and

bioinformatics. Although the nature of specific credentials was yet to be articulated, offerings were to be diverse, ranging from single courses to certificates, diplomas, and degrees. The curriculum was envisioned as problem-, team-, and project-based. E-learning possibilities were being considered. Research programs were to be collaborative as well, involving academics, industry, government, and the arts.

Dr. Cherchas asked whether academic program development would be driven by the four institutions together, or each of them independently. Vice President McBride responded that it was his hope that the planning would take place in a collaborative fashion. He confirmed that some of the credentials might be jointly offered by two or more institutions.

Dr. Windsor-Liscombe suggested that some external funding might be sought in support of looking at collaborative programming, and that an organization like the Canadian Mortgage and Housing Corporation might sponsor an international design competition for the new campus.

Dr. Tees pointed out that, although teleconferencing and highspeed connectivity would enhance interaction between UBC campuses, the success of GNW would also require movement of people between campuses. He urged the proposers to consider transportation ideas and the related financial implications.

Dr. McBride thanked members of Senate for their comments and requested that they feel free to forward any additional ideas to his office.

IMPACT OF JOB ACTION: ORAL REPORT

Vice President McBride gave an update on the operations of a committee that had been meeting weekly to consider academic issues related to CUPE job action. Committee members included student senators, the Associate Vice President, Academic Programs, several deans, the Chair of

the Academic Policy Committee, and the Vice President, Students. One key issue for discussion had been how to best communicate strike information to students, faculty and staff. The Vice President acknowledged the work done by Dr. Guppy in drafting helpful documentation.

The Vice President was optimistic that, if there were to be no additional job action, students would be able to complete their term on time. The Faculty of Arts, among other Faculties, had expressed concern about delivering the minimum necessary instruction by term end, but barring further disruption, there was general consensus that it could be done. If job action continued to disrupt classes, the committee had agreed to discuss alternative exam scheduling possibilities.

Mr. Tompkins lodged the complaint that the Office of the Vice President, Academic website displayed policy language that had not been approved by Senate. He stated that students were confused, and wished clarification about what exactly was required of them. He also requested that students be advised to appeal decisions related to their academic standing and job action to the Senate Committee on Appeals on Academic Standing.

There was some discussion about the time period during which students were required to inform their respective deans of a decision not to cross picket lines, and ensuring that consistent messages were given to students.

Adjournment

There being no further business, the meeting was adjourned. The next regular meeting of Senate was scheduled for April 16, 2003.

Appendix A: Term-based Academic Performance Evaluation

INTRODUCTION

Each Faculty at UBC currently uses an academic performance evaluation scheme to review each student's academic performance at the end of every winter session, although different terms such as "Advancement" and "Unsatisfactory Performance" may be used. The Faculty of Science has also approved a policy for evaluating students at the end of the summer session. A student who does not pass the academic performance evaluation, typically because the student's average over the session is below some threshold value, is required to discontinue from his or her Faculty for a year or, if the student has failed a second academic performance evaluation, to withdraw from the University. A session-based academic performance evaluation scheme has worked well over the years so long as most students studied full-time over each winter session until they graduated. The odd exceptions were dealt with on an individual basis.

However, the number of exceptions has risen recently for a variety of reasons: more students are studying part-time, there is an increase in the number of courses taken during the summer session and some students are spending one term of the winter session on a co-operative education work-term. Continuing the practice of handling these exceptional cases on an individual basis has a number of disadvantages: students are unsure of their status until a decision has been made, faculty and staff have to spend considerable time handling these individual cases and there is greater room for inconsistencies between the outcomes of the evaluations for different students.

A possible solution to this problem is to replace the current academic performance evaluation scheme with a scheme whereby academic performance is evaluated three times per year: at the end of each term of the winter session and at the end of the summer session. The following proposal outlines a term-based academic performance evaluation scheme. The guidelines that were followed in developing this proposal included that:

- the results of applying the proposal should be the same as the current session-based academic performance evaluation scheme for the majority of students taking a full course load over the winter session,
- the scheme should be easy to describe to and easy to be comprehended by students,
- the scheme should be consistent across the University but be flexible so that it could be adapted to the needs of individual Faculties and
- the evaluations should be performed with no, or only limited, manual intervention in order to minimize the work of the staff and faculty of the University.

PROPOSED CALENDAR STATEMENT

The Calendar will need to be amended in the general University Academic Regulations section and in each Faculty's section on **ACADEMIC REGULATIONS.**

The following two sections will appear in the general University **ACADEMIC REGULATIONS** section (2001/02 Calendar, Page 38, Column 1) preceding Advancement Regulations. In addition, the existing section on **ADVANCEMENT REGULATIONS** must be modified.

Academic Standing

There are three levels of academic standing:

- **In Good Standing,**
- **On Academic Probation** and
- **Failed.**

All students on initial entry to the University are **In Good Standing**. The academic standing of a student may change to **On Academic Probation** or **Failed** as the result of academic performance evaluations, as described below.

A student **On Academic Probation** may have restrictions placed on his or her registration as described in each Faculty's section on **ACADEMIC STANDING.** *A student who had been required to discontinue his or her studies and later successfully appealed for readmission will be placed* ***On Academic Probation.***

A student who receives an academic standing of **Failed** will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue his or her studies starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of **Failed** is only made after the last date for withdrawal without a "W" being recorded on the transcript.

A student appealing to be permitted to continue his or her studies immediately despite having received an academic standing of **Failed** may not register for or attend courses while awaiting the results of the appeal, except as noted above. Therefore, a student **On Academic Probation** should maintain contact his or her faculty advisor in case any circumstances arise that might adversely affect academic performance.

Academic Performance Evaluations

The following description of the academic performance evaluation process applies to students in all Faculties not having separate regulations. Academic performance evalu-

ation also does not address the issue of academic progress toward a particular degree or promotion from one year level to the next.

Academic performance evaluations are performed for each student up to three times per year: at the end of each term of the winter session and at the end of the summer session. No evaluation is performed if a student has taken no credit courses since the last evaluation, or if the number of credits taken is less than some minimum number specified by the Faculty in which the student is registered. Otherwise, the total number of credits attempted since the last academic performance evaluation, the fraction of those credits that were passed and the credit-weighted average are computed. Those three quantities, plus the current academic standing of the student, are used to determine the new academic standing of the student according to a table. (Refer to each Faculty's section on **ACADEMIC STANDING** for the appropriate table.)

Courses are only included in an academic performance evaluation once a final grade has been assigned. For example, courses for which a deferred examination has been granted will be considered within the academic performance evaluation for the period in which the deferred examination is written.

Advancement Regulations

Items 4 must be deleted. That item specifies that only those courses that are applicable toward a student's degree will be included in the calculations of the academic performance evaluation. In fact, that regulation is routinely ignored and all courses attempted are considered toward an academic performance decision because it is very time-consuming to determine which courses are not applicable toward a student's degree.

Each Faculty must also amend its Calendar entry to complement the new sections in the general University **ACADEMIC REGULATIONS**. The following example is for the Faculty of Applied Science.

The following sections will replace the ADVANCEMENT section (2001/02 Calendar, page105, Column 1).

Academic Standing

An academic performance evaluation will be performed on each student at the end of each term of the winter session and at the end of the summer session as described under **Academic Performance Evaluations** (page 38). No academic performance evaluation is conducted on a student who has taken 3 or fewer credits, excluding co-operative education work terms, since the last academic performance evaluation. The following tables determine the academic standing of a student following an academic

performance evaluation based on the current academic standing, the credited-weighted average (AVG) and the percentage of the credits passed (CP).

Table 1: Academic Standing (> 3 and <=12 credits attempted)

Current Academic Standing	Academic Performance	New Academic Standing
In Good Standing	AVG >= 50% and CP >= 50%	In Good Standing
	AVG <= 50% or CP <= 50%	On Academic Probation
On Academic Probation	AVG >=65% and CP = 100%	In Good Standing
	AVG <= 50% or CP <= 50%	Failed
	otherwise	On Academic Probation

Table 2: Academic Standing (>12 credits attempted)

Current Academic Standing	Academic Performance	New Academic Standing
In Good Standing	AVG >= 55% and CP >= 65%	In Good Standing
	AVG <= 55% or CP <= 65%	On Academic Probation
On Academic Probation	AVG >= 60% and CP = 100%	In Good Standing
	AVG <= 55% or CP <= 65%	Failed
	otherwise	On Academic Probation

A student who is **On Academic Probation** is restricted to taking no more than 15 credits in either term of the winter session or no more than 12 credits during the summer session as applicable. That student must also meet with the appropriate undergraduate student advisor within the first two weeks of the start of each term of the winter session and within the first two weeks of the summer session if the student is registered in any academic courses at that time.

A student who receives an academic standing of **On Academic Probation** for three consecutive academic progress evaluations will be required to discontinue from the Faculty for at least 12 months.

(There are also a number of other minor changes that would need to be made to the Faculty of Applied Science section of the Calendar that have been omitted because they are incidental to this example.)

COMMENTARY

This proposal has been prepared as a University-wide change in the process for academic performance evaluations for two reasons:

- The University-wide change will maintain consistency across the University, which is more fair to the students and makes it easier for them to understand the consequences of any academic outcome.
- Academic performance evaluations are carried out, at least in the majority of cases, by Enrollment Services. A consistent approach to academic evaluations allows that service to be developed and supported more efficiently.

The proposal has a great deal of flexibility built into the overall structure so that individual Faculties can adapt this approach to their own particular circumstances. Areas of flexibility include:

- the range of the number of credits attempted for each different table,
- the averages and percentages of credits passed for each change in academic standing,
- the addition of other factors such as successful completion of specific courses to the tables and
- the number of consecutive times a student could remain **On Academic Probation** before being required to discontinue.

The main difference, of course, between the way academic performance evaluations are currently performed and this proposal is the frequency of the evaluations, which has been increased from once to three times per year. The change in frequency is good for students because those who are performing poorly will receive a formal warning, in the form of an academic standing of On Academic Probation before being asked to discontinue their studies. This approach would also be more fair to students because it would account for partial course loads, non-academic winter terms and courses taken during the summer session.

If no change were made to the way in which academic performance evaluations were performed, then there would be an increase in the workload for those who perform the evaluations. However, changes in the way evaluations are performed and the integral role of Enrollment Services in developing the evaluation approach will allow a greater amount of the work to be done without manual intervention.

The use of different tables for determining academic standing depending on the number of credits attempted allows the rules to be adjusted for the course load. For instance, there is likely to be a wider variation in the average grade if fewer credits have been attempted. The previous tables for the Faculty of Applied Science reflect that fact

by making it more difficult for a student to change his or her academic standing if only a limited number of courses were taken. The minimum average to change from **On Academic Probation** to **In Good Standing** is higher while the maximum average to change to Failed has been lowered if the student is only taking a few credits compared with a full course load. In the extreme in which only one course is taken, the results of that course are carried over until the next academic performance evaluation.

The current regulations, in some cases, mix the ideas of academic performance evaluation and of academic progression toward a degree goal. This proposal separates the two ideas, making continued participation at the University dependent solely on academic performance on all courses taken, whether those courses are applicable to the student's declared degree goal or not. It may be necessary for some Faculties to also rewrite their Calendar entries concerning academic progression if currently the same regulations cover both subjects. For instance, the Faculty of Applied Science enforces a timeline for passing the Faculty's English language requirements by restricting the level of courses for which a student may register until the English language requirements have been met. The alternative would have been to have required the student to withdraw from the Faculty if the timeline were not met, an approach that would have mixed the ideas of academic performance evaluation and academic progress toward a degree.

The proposed scheme also removes one potential roadblock if the University should choose to switch to a semester-based registration approach from the current session-based approach.

Appendix B: Curriculum Change Summary

FACULTY OF APPLIED SCIENCE: SCHOOL OF NURSING

NURS 416, 421, 432

FACULTY OF ARTS

GERM 319

ECON 221, 226, 255, 335

GEOG 353

HIST 429, 487

PHIL 464

FACULTY OF FORESTRY

FRST 352

WOOD 288

FACULTY OF GRADUATE STUDIES

Master of Management: new program

BAFI 522

BAIT 515, 516, 521, 523, 525, 527

Master of Arts Cooperative Education Option: new program option

ASTU 501, 502, 503

APSC 541

CNPS 566

GEOG 511

HIST 585

LLED 574

PETE 585

Joint M.Ed. in Curriculum Studies and Educational Administration and Leadership: new specialization

Institute of Asian Research

IAR 506, 507

Institute for European Studies

IEST 505, 531

School of Occupational and Environmental Hygiene

BRDG 500, 501, 590, 600, 601, 690

School of Social Work

SOWK 526

FACULTY OF LAW

LAW 335, 472

Appendix C: New Awards

Barbara BLUMAN Memorial Prize in Dispute Resolution: Prizes totalling $300 have been endowed by friends and colleagues in memory of Barbara Bluman (L.L.B. 1975) for students in the Faculty of Law who have achieved high standing in dispute resolution. The awards are made on the recommendation of the Faculty of Law. (First awards available for the 2002/2003 academic year.)

Evert BOXTART Memorial Award in Physical Therapy: A $1,000 award has been endowed in memory of Evert Boxtart by his family for students in the Physical Therapy program. The award is made on the recommendation of the School of Rehabilitation Sciences to a student who has completed his or her clinical education with distinction and has demonstrated initiative and compassion through volunteer activities in the community. (First award available for the 2003/2004 academic year.)

Sarah BRABYN Memorial Service Award: A $1,000 service award has been endowed in memory of Sarah Brabyn, who was at the time of her passing in 2002 a student in her final year of study in the Occupational Therapy Program at UBC. The award is offered to a student in Occupational Therapy who has good academic standing, especially in the area of biomechanical occupational therapy, and has demonstrated the qualities exemplified by Sarah: leadership, community involvement, and a strong collegial spirit. The award is made on the recommendation of the School of Rehabilitation Sciences. (First award available for the 2003/2004 academic year.)

COMMERCE Undergraduate Society Bursary: Bursaries totalling $5,000 are offered by the Commerce Undergraduate Society of UBC for undergraduate students in the Bachelor of Commerce Program. (First awards available for the 2003/2004 academic year.)

Christina Lim HUCKVALE Memorial Award: A $2,500 award has been endowed by family and friends in memory of Christina Lim Huckvale, a student in Metals and Materials Engineering at The University of British Columbia who died in a hiking accident in 2002. The award is made on the recommendation of the Department of Metals and Materials Engineering, with preference to an undergraduate female engineering student in third or fourth year. In addition to having high academic standing, the recipient should share Christina's passion for life and learning as well as her involvement in extra-curricular and volunteer activities. (First award available for the 2003/2004 academic year.)

LANGUAGE and Literacy Education Prize: A $275 prize has been endowed by alumni and friends of the Department of Language and Literacy for a new masters or doctoral student in the Faculty of Education who is focusing on English as a second language. The award is made on the recommendation of the Department of Language and Literacy. (First award available for the 2003/2004 academic year.)

Perry T. LESLIE Prize in Education of the Deaf and Hard of Hearing: A $500 prize is offered in honour of Perry T. Leslie by his family, friends and colleagues to students in the Master of Education or Master of Arts Programs in Special Education who are specializing in education of the deaf and hard of hearing. The award is made on the recommendation of the Faculty of Education, Department of Educational and Counselling Psychology and Special Education. (First award available for the 2002/2003 academic year.)

Joyce A. McRAE Memorial Bursary in Education: A $300 bursary has been endowed by family, colleagues and friends in memory of Joyce A. McRae for a student in the Bachelor of Education (Elementary) Program. Joyce A. McRae, born on a farm in Agassiz, B.C., was a world traveler and a Faculty of Education professor who began her teaching career in one-room schools and shared her love of education with the many student teachers at UBC. (First award available for the 2003/2004 academic year.)

MEAKIN Family Award: A $2,500 award has been endowed by the Meakin families in recognition of family involvement in real estate since 1912. The award is offered to an undergraduate student in Urban Land Economics with good academic standing who has demonstrated strong leadership skills through extra-curricular activities. The award is made on the recommendation of the Faculty of Commerce and Business Administration. (First award available for the 2003/2004 academic year.)

Janet and Ernest MIDDLETON Memorial Bursary: Bursaries totalling $6,800 have been endowed through a bequest by Janet Ross Middleton for students in the second year or higher of the Master of Architecture or Master of Advanced Studies in Architecture Programs. (First awards available for the 2003/2004 academic year.)

Hy and Lee SCHECHTER Scholarship: Scholarships totalling $2,200 have been endowed in honour of Hy and Lee Schechter for students entering the final year of graduate studies in the Department of Health Care and Epidemiology who combine academic excellence with contributions to the University and to improvements in health in communities. The award is made on the recommendation of the Department of Health Care and Epidemiology. (First awards available for the 2003/2004 academic year.)

Gordon SELMAN Award: A $275 award has been endowed in honour of the contribution of UBC Professor Gordon Selman. The award is made on the recommendation of the Adult and Higher Education Faculty members of the Department of Educational Studies to students enrolled in or graduating from the Adult Education Graduate Program who have made a contribution to the understanding of the social or historical foundations of adult education in Canada. (First award available for the 2003/2004 academic year.)

J. Harry G. SMITH Award in Forest Resources Management: Awards totalling $5,000 have been endowed by Gilbert Smith Forest Products Ltd. of Barriere, B.C. in memory of Dr. J. Harry G. Smith, a professor at the UBC Faculty of Forestry for forty years who made major contributions to growth and yield research. The awards are made on the recommendation of the Faculty of Forestry to undergraduate students transferring into third year from another college or university or to students entering fourth year of the Forest Resources Management Program. Criteria for selection include good academic standing, leadership and participation in outdoor activities. Preference is given to students who have graduated from B.C. secondary schools outside the Greater Vancouver Regional District or the Capital Region District and are Canadian citizens or Permanent Residents. (First awards available for the 2003/2004 academic year.)

J. Harry G. SMITH Scholarship in Forest Resources Management: A $5,000 scholarship has been endowed by Gilbert Smith Forest Products Ltd. of Barriere, B.C. in memory of Dr. J. Harry G. Smith, a professor at the UBC Faculty of Forestry for forty years who made major contributions to growth and

yield research. The scholarship is awarded to a graduate student undertaking research relevant to growth and yield at a UBC research forest or in forested areas in the interior. In the event that there is no qualified graduate student, the scholarship may shared equally between two undergraduate students in the Forest Resources Management or Forest Operations Programs. Preference is given to Canadian citizens or Permanent Residents. The scholarships are made on the recommendation of the Faculty of Forestry and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First award available for the 2003/2004 academic year.)

Daniel ULINDER Scholarship: A $1,000 scholarship has been endowed by friends and colleagues of Dan Ulinder in recognition of his promotion of real estate education and his pre-eminent role in developing marketing models for condominiums in Canada. The award is made on the recommendation of the Faculty of Commerce and Business Administration to students studying real estate or marketing in the Faculty. (First award available for the 2003/2004 academic year.)

John WORRALL "Tree Enthusiast" Prize: Prizes totalling $500 have been endowed by colleagues, friends and students in recognition of the outstanding contribution of John Worrall to teaching, student well-being, and the field of forest botany during his thirty-five years with the Faculty of Forestry. The awards are made on the recommendation of the Faculty of Forestry to students who have achieved high standing in Forest Plant Biology and have a demonstrated interest in that field. (First awards available for the 2003/2004 academic year.)

PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS:

Award 01726 - AURUM Ceramic Laboratories Bursary: A $1,000 bursary is offered by the Aurum Ceramic Dental Laboratories Ltd. to a third year dental student. (Change in effect for the 2003/2004 academic year.)

How amended: This award has been changed from a scholarship to a bursary and increased from $400 to $1000.

Award 01773 - CERUM Ortho Organizers Bursary - A $1000 bursary is offered by Cerum Ortho Organizers for a dental student completing orthodontics courses in the third or fourth year. (Change in effect for the 2003/2004 academic year.)

How amended: The donor is changing this award from a prize to a bursary and has increased the amount from $400 to $1000. All third and fourth year dentistry students cover orthodontics within their prescribed course work.

Award 08343 - Barrie and Diana Carol MARTIN Bursary in Commerce: Bursaries totalling $925 have been endowed by Barrie Martin for undergraduate students in the Faculty of Commerce and Business Administration. (Change in effect for the 2003/2004 academic year.)

How amended: This bursary was originally established at UBC as an annually-funded award. The donor has now endowed the bursary.