



Senate Committee on Academic Development
Report to Senate – Meeting of May 26, 2010

**Proposal to introduce a new BA Minor in World Language Studies in the
Faculty of Arts and Science**

Introduction

The proposal to introduce a new BA Minor in World Language Studies in the Faculty of Arts and Science was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting of May 5, 2010. J. Pierce, Associate Dean of the Faculty of Arts and Science, attended the SCAD meeting to speak to the proposal and to answer questions from members of SCAD. Members of SCAD were also provided with background documentation provided by the Faculty of Arts and Science. A copy of the documentation is attached to this report.

Analysis and Discussion

The following should be noted:

- The proposed program in World Language Studies will increase the profile of language education at Queen's University, offer new learning opportunities for students and provide a platform for academic collaboration between several Units within the Faculty of Arts and Science;
- The proposed program is designed around existing resources and no new courses need to be added;
- The proposed Minor in World Language Studies has no required courses. Therefore, students have flexibility when designing their individual progression through the degree program;
- The proposed program aims to strike a balance between competency and breadth in languages other than English;
- Student interest in this interdisciplinary program is high and the new program will appeal to a variety of students.

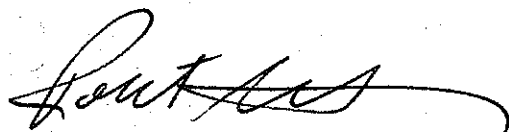
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Conclusions/Recommendation

Recommendation:

that Senate approve the proposal to introduce a BA Minor in World Language Studies in the Faculty of Arts and Science with an implementation date of 1 September 2010.

Respectfully submitted,



Bob Silverman
Chair, Senate Committee on Academic Development

Committee Members:

Members

N. Chesterley

J. Emrich

P. Fachinger

N. Fulford

A. Jack-Davies

P. Oosthuizen

T. Shearer

B. Silverman (Chair)

D. Stockley

R. Ware

P. Watkin (Secretary)



Senate Budget Review Committee

Report to Senate – May 12, 2010

Proposal to establish a Minor in World Language Studies

Introduction

The Senate Budget Review Committee (SBRC) met to discuss the Proposal to establish a Program – Minor in World Language Studies on May 3, 2010 and again on May 10, 2010.

Analysis and Discussion

The committee met on May 3 to review the proposed program Minor in World Language Studies. The proposal did not seem to be very well written and left doubts about the Academic merit and adequacy of resources. Although the proposal indicated there would not be any additional costs surrounding the new program there was a report from the library suggesting otherwise. No one from the program was present to address these concerns so the questions remained unresolved.

SBRC met again on May 10 but this time they were joined by Jill Scott (Dept of German) and John Pierce (Assistant Dean, Studies). Dr Pierce shared the 3 purposes behind the program. 1) raise the profile of languages at Queen's, 2) provide new educational opportunities, and 3) experiment in collaboration (draw languages together). He stated that there will be no new courses offered and no new instructors hired. The administration for the program will be the responsibility of the Dept of German but if required would be handled by the faculty office.

There was some discussion about academic competency of the program, the accuracy of its name and the demand for the minor. The committee was assured that the demand was there. It was communicated that the Senate Committee on Academic Development (SCAD) had examined academic merit of the program and will be recommending to Senate that they approve the program.

The discussion shifted to the library report. Dr Pierce felt the existing resources in the library were adequate to support the new program since the courses are already being offered. When asked if demand could be raised if all the students were concentrated in one of the three languages mentioned (Arabic, Chinese or Japanese) the response was that intake levels could be monitored to make sure this would not happen. Dr Scott said that it was rare for universities to have library staff fluent in all these languages. If demand for the new program continued the Faculty would look to acquire additional resources through the university reinvestment funds.

Conclusions/Recommendation

Members of the committee saw no major resource implications with the proposed program and voted to recommend to Senate that they approve the Proposal to Establish a Program – Minor in World Language Studies.

Respectfully submitted,

J. Helland,
Chair, Senate Budget Review Committee

Committee Members:

H. Averno
P. Boag
I. Cameron
D. Janiec
S. Heard
J. Helland (Chair)
A. Husain
S. Kalb
E. Nkole
V. Pakalnis
D. Pointer

BA MIN LANG

Appendix D

Senate Committee on Academic Development
and
Senate Budget Review Committee

Program Approval Submission 2009-10

(all)
(curr commtee)
deferred
18-03-09

This form is to be used when seeking approval for all new or substantially revised programs of study leading to a degree, diploma or certificate

(curr commtee)
approved
10-03-10

FACULTY/SCHOOL: ARTS AND SCIENCE

PROPOSED NEW PROGRAM: BA MINOR IN WORLD LANGUAGE STUDIES

PROPOSED IMPLEMENTATION DATE: ACADEMIC YEAR 2010-11

DATE OF FACULTY BOARD APPROVAL:

26 March 2010

SUBMISSION CONTACT: Jill Scott (German)

TELEPHONE: 32075

EMAIL: scotti@queensu.ca

SIGNATURE OF THE DEAN:

Caroline E. Smith

DATE:

Feb. 25/10

Please note that program proposals must receive the approval of Faculty Board prior to being submitted to the Senate Office for referral to the Senate Committee on Academic Development (SCAD) and the Senate Budget Review Committee (SBRC), which will then make their recommendations to Senate.

The criteria requested in PART A should be regarded as the minimum criteria for the assessment of academic programs. Any unit planning a new program should show how not only the criteria listed below but also, where appropriate, those required by the Undergraduate Program Review Audit Committee and those of the Ministry of Training, Colleges & Universities have been taken into account. For further information, please refer to the Senate Policy "Policies and Procedures for Establishing New Undergraduate Programs" (<http://www.queensu.ca/secretariat/senate/policies/newprog/index.html>)

PART A

1. **OBJECTIVES:**

Please summarize the rationale for introducing this program. The program should be consistent with the Queen's mission, the academic plans of the unit including its teaching and research strengths, the relation of the unit with other academic units and the standards, educational goals and learning objectives of the degree. Explain how this program will achieve the expected academic quality. Please identify the Faculty, School or Department, which will be administratively responsible for the academic aspects of this program such as supervision of graduate students, curriculum development and the Internal Academic Review Process.

After consultation with colleagues in all units (Classics, French Studies, Gender Studies, German and Linguistics, Spanish and Italian, Jewish Studies, Religious Studies) in which languages other than English (Greek, Arabic, Biblical Hebrew, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Spanish) are taught at Queen's, a subcommittee (consisting of colleagues from several language groups – Ana Belen Martin Sevillano (Spanish), Maria Laura Mosco (Italian) and Jill Scott (German)), was struck to write a proposal for a Minor Degree Concentration, which now has the title: "World Language Studies." The committee met several times and three general meetings were held to gain input from language instructors and program administrators in a wide variety of disciplines.

Objectives:

- 1) To officially recognize language study as a viable academic subject by providing a minor degree concentration
- 2) To include languages in which have formerly been excluded from Degree Concentration Programs at Queen's, e.g. Arabic, Chinese, Japanese
- 3) To expose students to a range of languages and language study
- 4) To raise consciousness about linguistic and cultural difference in a global world
- 5) To develop skills in reading, writing, speaking and listening in languages other than English

2. **ADMISSION REQUIREMENTS:**

The admission requirements (preparation and achievement) should be appropriate for the learning objectives of the program and the institution to ensure the appropriate quality of student applicants. In no case should admission requirements be lower than the published minimum standards for the University. Indicators of student demand including applications, registrations, projected enrolment levels, and of the quality of students must be considered. Where admission is competitive, actual admission requirements may be higher than the published minimum standards. Information about anticipated enrolments should also be included.

It is difficult to determine what the competition for this program will be. Because the program relies on existing resources and no new courses will be added, no initial limit has been set on admission. Given the interest in internationalization (the International Studies Certificate has approximately 200 students pursuing that designation) and global studies (there is considerable enrolment pressure on programs in Global Development Studies), it is hoped that the program will attract a wide variety of students, but it is difficult to project a specific number, especially in the first year. Admission to the program will be capped if enrolment pressure becomes a factor.

Projected Target Groups:

- 1) The program is designed to attract a broad range of students with a variety of different interests.
- 2) Specific groups: students in Linguistics (given the likely move from a Special Fields Concentration to a Major Degree Concentration, students in Linguistics will benefit from the Minor in World Language Studies as a supplement and support to their studies in Linguistics),

Development Studies, students who want recognition for competence in languages, which are currently excluded from Degree Concentrations.

3) Students interested in language study as a complement to many other Major Concentrations.

3. CURRICULUM:

Provide a detailed overview of the proposed program, along with the proposed *Calendar* description. Details such as course requirements (core, supporting, recommended, optional courses), prerequisites, problems students may encounter and new courses being proposed for the program should be included. The structure and curriculum of the program should be appropriate for its learning objectives.

Structure:

- 1) The Minor in World Language Studies has no required courses. The program is made up of core courses in languages other than English and option courses meant to provide a conceptual frame.
- 2) The program aims to strike a balance between competence and breadth.
- 3) Optional "conceptual frame" courses must be approved by the program administrator and should meet some aspect of the following criteria:
 - a. Competence in cultural criticism (including globalization, diversity, and inclusivity)
 - b. Linguistics or Psycholinguistics, Language acquisition, Communicative competence

Calendar Description

Bachelor of Arts - BA

Minor Concentration - MIN (Consists of 5.0 credits as described below and 10.0 elective credits to total 15.0)

World Language Studies - LANG

2.0 credits must be at the 200 level or above; 1.0 credit must be at the 300 level or above in a language other than English; and no more than 1.0 credit at the 000 level; at least 4.0 credits in **language courses**; up to 1.0 credit in **concept courses**. The concentration must include at least two different languages other than English. Any language course developing skills in one of reading, writing, speaking, listening in a language other than English is acceptable.

Language Courses

ARAB, CHIN, FREN, GRMN, GREK, HEBR, ITLN, JAPN, LATN, SPAN

Courses with any of the above course codes will count toward the concentration as long as the course involves developing competence in at least one of the following skills: reading, writing, or speaking and listening in a language other than English.

Concept Courses

Conceptual courses must be approved by the program administrator and should meet at least one of the following criteria: Competence in cultural criticism (studies in globalization, diversity, and inclusivity), linguistics, psycholinguistics, language acquisition, and communicative competence, such as:

LING 100	Introduction to Linguistics
IDIS 200	Introduction to Semiotics and Communication
INTS 307*	Intercultural Relations
LING 205*	Language and Power
PSYC 321*	Psycholinguistics

4. TEACHING:

Briefly explain how the intended mode of delivery (including, where applicable, distance or on-line delivery) and standards of instruction for this program are appropriate to meet the program's learning objectives.

The Minor in World Language Studies relies on existing teaching resources in a wide variety of units and as such consists of a variety of modes of delivery. The core language courses must include skill development in reading, writing, speaking or listening in a language other than English, but need not include all of the above skills. For example, introductory Arabic involves basic instruction in all four skill areas, whereas Greek, Biblical Hebrew, and Reading German involve reading only. Some courses will be focused on linguistic structures and developing competence in the language, whereas other courses will focus more on content filtered through a language other than English (for example advanced literary studies in French). Because of this diversity, it is not possible to place guidelines on the type of assignments or overall skill evaluation.

5. EVALUATION OF STUDENT PROGRESS:

Briefly explain the intended method of evaluation of student progress and how it is appropriate for this program.

See above regarding diversity of course type and modes of delivery and evaluation.

6. EQUITY:

This program's planning, development and implementation should be consistent with the equity goals of the University and must avoid direct, indirect and systemic discrimination.

The Subcommittee feels that the program's emphasis on inclusivity and diversity of languages, cultures, and type of instruction is a great asset. Among the stated objectives of the program are: a) To expose students to a range of languages and language study and b) To raise consciousness about linguistic and cultural difference in a global world. It is hoped that the Minor in World Language Studies will complement a variety of Major Degree Concentrations, for example in Global Development Studies, Linguistics, History, Sociology, or Music. But it is also anticipated that students from every discipline would find the combination of a Major program with the Minor in World Language Studies to be an asset to their skill set.

7. HUMAN RESOURCES:

Please demonstrate that the number, quality and academic expertise of the faculty in the area of the proposed program are sufficient to meet the demands of the program. Where appropriate, the availability of support staff, teaching and laboratory assistants should be indicated. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

The Minor in World Language Studies requires no new teaching resources. While administrative resources will be required to support the program, e.g. program coordinator, administrative assistance at the level of the unit and the Faculty Office, it is anticipated that these duties will be absorbed into the normal operations of a unit. The Minor could potentially be administered by different units on a rotating basis so that the administrative burden is more evenly distributed.

8. PHYSICAL AND INFORMATION RESOURCES:

Please provide a summary of available or required program-specific resources, such as: classroom requirements, laboratories, information technology services and facilities, and library facilities and information resources (including unique and special collections). (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

No new physical space or information resources are required for the Minor in World Language Studies.

9. FINANCIAL RESOURCES:

There should be evidence of sufficient resources to introduce and maintain the program for a reasonable period of time. This should include consideration of any additional funds from internal sources and from government or other external sources as well as possible financial impact of the programs on other programs, within and outside the unit. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

No new additional financial resources will be required for the new Minor in World Language Studies.

10. SOCIETAL CONTEXT (STUDENT DEMAND, SOCIETAL NEED, DUPLICATION):

Please provide a summary of how this program is expected to meet student demand and societal need. Evidence of student demand could include: projected enrollment levels, application statistics, origin of student demand (domestic and international), and duration of projected demand. Evidence of review and comment by appropriate student organizations should be provided. Please explain how the program will fulfill a societal need in specifically identified fields (academic, public and /or private sector) and consider the probable availability of positions on graduation, the likelihood of attracting out of province or international students and the equity implications of the program. In the case of a professional program, discuss its congruence with the regulatory requirements of the profession. Please cite similar programs offered by other institutions and provide evidence of additional societal need and/or student demand as well as indicate innovative and distinguished aspects of the program.

While it is yet unclear how great the student demand will be for the program and as such it is difficult to project program enrolments, students from a variety of disciplines have expressed enthusiasm for the Minor in World Language Studies. During the consultations regarding the program requirements, students spoke passionately about their desire to gain skills in a variety of languages and to have these competencies recognized in a degree designation. The committee is confident that the program will be met with enthusiasm among students and that the program will develop in consultation with various student groups.

11. LEARNING AND PROGRAM OUTCOMES:

While the aim of a university education is to produce educated individuals who possess good judgment and the capacity for critical thought, it is also important to consider specific indicators of learning and program outcomes, such as a graduation rate, length of studies, job placement, external scholarships, awards of graduating students, results of professional certification or licensing examinations, etc. Please discuss the anticipated outcomes of this program.

The Minor in World Language Studies is in keeping with Queen's larger goal of internationalizing the curriculum. The program aims to raise awareness around cultural diversity, inclusivity, and specificity. Given the stated mission of Queen's University to prepare leaders and citizens for a global society, there can be no doubt that this new program will be an asset to students and prepare them for a lifelong commitment to intercultural exchange.

Furthermore, given the likely switch from a Special Fields Concentration to a Major in Linguistics, the Minor in World Language Studies will meet the specific needs of students in Linguistics to develop exposure and competency in a variety of languages.

With the addition of courses in Arabic, the diversity of languages offered at Queen's has increased. The Minor in World Language Studies seeks to highlight the importance of language learning and to provide an administrative and conceptual framework for this instruction.

12. OTHER ISSUES:

Please describe any additional special considerations with respect to this program.

The Minor in World Language Studies has been developed with the support of the Office of the Associate Dean of Studies in the Faculty of Arts and Science. The attached correspondence indicates the strong support from a number of units who are willing to participate in the delivery and administration of the program.

This is an interdisciplinary program, drawing on resources from many different units. Rather than draw up a complete list of courses that will count toward the concentration, the program lays out the criteria very specifically:

LANGUAGE LIST

ARAB; CHIN; FREN; GRMN; GREK; HEBR; ITLN; JAPN; LATN; SPAN

Courses with any of the above course codes will count toward the concentration as long as the course involves developing competence in at least one of the following skills: reading, writing, or speaking and listening in a language other than English

OPTION COURSES

Optional "conceptual frame" courses must be approved by the program administrator and should meet at least one of the following criteria: Competence in cultural criticism (studies in globalization, diversity, and inclusivity), Linguistics, Psycholinguistics, Language acquisition, and Communicative competence

The program administrator will be responsible for ensuring that all courses meet these criteria. It may be necessary in the future to develop a complete list of core language courses and option courses, but such lists are difficult to compile and need yearly maintenance as curricula change. For now, the committee agreed that it would be more efficient to provide clearly defined criteria and to have the program administrator ensure that these criteria are met.

PART B - RESOURCE IMPLICATIONS

1. SUMMARY OF RESOURCES REQUIRED

If you are unsure of the resource implications for any of the following, please consult with someone in the affected department or unit.

Please summarize the *additional* resources needed to implement the program:

- a) FACULTY none
(number of half courses)
- b) STAFF none
(number or fraction of FTEs)
- c) TEACHING ASSISTANTS none
(number of student-courses)

- g) UNIVERSITY REGISTRAR the Minor in World Literatures will highlight Queen's commitment to international education in a global world. It is hoped that it will be an asset to student recruitment.

Please indicate the resource implications for the proposal in terms of requirement for

1. Scholarships / Bursaries _____
2. Registration / SIS Programming _____
3. Timetable _____
4. Admission (Graduate / Undergraduate) _____
5. Convocation _____

- h) OTHER UNIVERSITY SERVICES no implications for this area

Please indicate the resource implications for the proposal in terms of requirement for

1. Financial Services _____
2. Human Resources _____
3. Advancement _____
4. Student Services _____
5. Residences _____
6. Other _____

2. NEW EXPENDITURES

What new funds will be needed for each of the following? One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. Please attach some backup to show how the numbers were calculated.

e.g. Staff - Base \$60,000 (1.5 FTE @ \$40,000)

	ONE TIME \$	BASE BUDGET \$
FACULTY		
STAFF		
TEACHING ASSISTANTS		
STUDENT ASSISTANCE (Grad)		
OTHER NON-SALARY		
TOTAL		

3. FUNDING SOURCES

Please show the source of the additional and/or re-allocated funds needed for the proposal. What amount will be re-allocated from within the department's budget, from within the faculty's budget, from within the

University's budget and how much will come from tuition or other sources. One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. The total costs in section 2 (Cost Breakdown) must match the total costs in section 3 (funding sources)

	ONE TIME \$	BASE BUDGET \$
DEPARTMENT BUDGET		
FACULTY BUDGET		
UNIVERSITY BUDGET		
TUITION REVENUE		
OTHER SOURCES		
TOTAL		

If other sources are used, please list the sources and indicate if the funds have been applied for and if they have been secured.

4. IMPACT ON ENROLMENT

- a) How many students are expected in the program? approx. 25 pre year
- b) How many new students will the program attract to Queen's University? will remain stable with former SPF
(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)
- c) How many students must be accommodated by other departments / units? Existing agreements with other departments will be maintained
(Please indicate which departments / units will be affected and how.)

5. NET IMPACT OF THE PROPOSAL

Please summarize any other resource or funding implications of the proposal.

Proposed New Program: B.A. Minor in World Language Studies

Library Statement on Resource Implications

April, 2010

The Library has reviewed the following New Program Approval Submissions:

- (1) B.A. (Honours) Program with a major concentration in Linguistics
- (2) B.F.A. (Honours) Major-Minor
- (3) B.F.A. (Honours) Major-General
- (4) B.A. with a minor concentration in World Languages

The first three proposals will have no impact on library resources or services. The Library is well-positioned to support these three programs out of existing resources.

However, the proposed new B.A. program with a minor concentration in World Language Studies will definitely require both new information resources and new staff expertise.

We do not have reading collections in Arabic, Chinese, or Japanese and we believe that this program will generate demand for such resources. We also believe there will be a need for Japanese, Arabic and Chinese texts/literature in translation for the Intercultural Relations course.

We require more up to date dictionaries for Chinese and Japanese since 100, 200 and 300 level courses will be offered. This will not be a problem for print - we can update our holdings - but we need the online - either Oxford Dictionaries Online or www.collinslanguage.com

We anticipate that there will be more requests for film. We had many requests for film when the Arabic 100 course started. In the area of film we need specific recommendations from faculty.

We have had requests from faculty members and students for the following electronic resources, currently on our "wish list"

Le Grand Robert et Collins

Le Petit Robert

Encyclopedie Universalis

Oxford Language Dictionaries Online – (<http://www.oxfordlanguagedictionaries.com>) or

Collins Language Dictionaries Online (www.collinslanguage.com)

The approximate cost to add these resources to our collection is estimated at USD 10,000 annually.

With the exception of the online resources listed above, support for print materials in Hebrew, Latin and Ancient Greek, French, German, Italian, and Spanish is already provided

through collections developed for the Departments of Classics, Jewish Studies, French, German, and Spanish and Italian.

On the staffing side we will need someone on staff who speaks/reads Arabic, Chinese, Japanese to assist with collection development and cataloguing.

6. SIGN-OFF

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<i>D.V. R...</i>
Dean or Associate Dean	<input type="checkbox"/>	<i>Carson B. Smith</i>
Dean of Student Affairs	<input type="checkbox"/>	<i>[Signature]</i>
University Librarian	<input type="checkbox"/>	<i>[Signature]</i>
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic) ADMINISTRATION	<input type="checkbox"/>	_____

6. SIGN-OFF



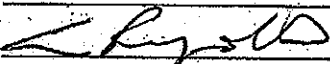
Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<i>D.V. [unclear]</i>
Dean or Associate Dean	<input type="checkbox"/>	<i>Carson B. Smith</i>
Dean of Student Affairs	<input type="checkbox"/>	
University Librarian	<input checked="" type="checkbox"/>	<i>P. [unclear]</i>
Director, Information Technology Services	<input type="checkbox"/>	
University Registrar	<input type="checkbox"/>	
Associate VP (Operations & Facilities)	<input type="checkbox"/>	
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	
Vice-Principal (Academic)	<input type="checkbox"/>	

ADMINISTRATION

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Department Head	<input type="checkbox"/>	
Dean or Associate Dean	<input type="checkbox"/>	
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic) ADMINISTRATION	<input type="checkbox"/>	_____

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Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<u>D.V. P.A.</u>
Dean or Associate Dean	<input type="checkbox"/>	<u> Gordon B. Smith</u>
Dean of Student Affairs	<input type="checkbox"/>	
University Librarian	<input type="checkbox"/>	
Director, Information Technology Services	<input type="checkbox"/>	
University Registrar	<input type="checkbox"/>	
Associate VP (Operations & Facilities)	<input type="checkbox"/>	<u> Joan MacFela</u>
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	
Vice-Principal (Academic)	<input type="checkbox"/>	

ADMINISTRATION

6. SIGN-OFF

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<i>D.V. R.</i>
Dean or Associate Dean	<input type="checkbox"/>	<i>Carson E. Smith</i>
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	<i>CSB Davis</i>
Vice-Principal (Academic)	<input type="checkbox"/>	_____
ADMINISTRATION		_____