



Vancouver Senate

THE FIFTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2013/2014 ACADEMIC YEAR

WEDNESDAY, 22 JANUARY 2014

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross

New Senator (information)

Dr Paul C. Burns, representative of St Marks College, to replace the Rev. Dr Mark Hagemoen

2. Minutes of the Meeting of 16 December 2013 – Prof. Stephen J. Toope
(approval) (circulated)

3. Business Arising from the Minutes – Prof. Stephen J. Toope

4. Remarks from the Chair – Prof. Stephen J. Toope

5. Admissions Committee – Dr Robert Sparks

- a. Bachelor of Education – Admission (approval) (circulated)
- b. Bachelor of Education – Career Education Program: Chef Education Specialization (approval)(circulated)

6. Admissions & Academic Policy Committees – Dr Robert Sparks/Dr Paul Harrison

Visiting International Research Student Classification (approval) (circulated)

7. Admissions & Curriculum Committees – Dr Peter Marshall/Dr Robert Sparks

New Dual Degree/Diploma Program Option: Master of Public Health/Diploma in Dental Public Health (approval) (circulated)

8. Nominating Committee – Dr Rhodri Windsor-Liscombe

Changes to Committee Memberships (approval) (circulated)

9. Reports from the Provost – Dr David Farrar

- a. Report on Student Evaluations of Teaching (information) (circulated) – with Vice-Provost Anna Kindler
- b. Annual Report on External Reviews of Academic Administrative Units (information) (circulated) – with Vice-Provost Anna Kindler

10. Proposed Agenda Items

11. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



VANCOUVER SENATE

MINUTES OF 18 DECEMBER 2013

DRAFT

Attendance

Present: Prof. S.J. Toope (President and Chair), Dr K. Ross (Secretary), Mr T. Ahmed, Dr R. Anstee, Mr G. Beales, Dr J. Belanger, Dean M.A. Bobinski, Dr J. Brander, Dr H. Brock, Dr L. Burr, Mr B. Caracheo, Mr C. Chan, Dr G. Chapman, Dr P. Choi, Dean M. Coughtrie, Prof. B. Craig, Dr D. Farrar (Provost and Vice-President, Academic), Dean B. Frank, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Dean R. Helsley, Dr I. Ivanov, Ms J. Jagdeo, Ms A. Kessler, Dr U. Kumar, Ms. E. Kuo, Dr B.S. Lalli, Mr C. Leonoff, Dr P. Leung, Dr P. Loewen, Ms K. Mahal, Dr W. McKee, Mr W. McNulty, Dr D. O'Donoghue, Dr I. Parent, Dean M. Parlange, Dr K. Patterson, Dean S. Peacock, Dr J. Plessis, Dean S. Porter, Mr M. Prescott, Dr A. Riseman, Dr L. Rucker, Ms T. Shum, Dr S. Singh, Dr R. Sparks, Dean G. Stuart, Dr S. Thorne, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr D. Witt.

Regrets: Dean G. Averill, Dr K. Baimbridge, Ms E. Biddlecombe, Dr. P. Burns, Dr W. Dunford, Mr P. Edgcumbe, Mr D. Fernandez, Rev. Dr C. Godwin, Prof. B. Goold, Dr S. Grayston, Dean J. Innes, Dean M. Isman, Ms N. Karimi, Dr S. Knight, Mr J. Lee, Prof. B. MacDougall, Mr T. MacLachlan, Ms M. Maleki, Dr F. Marra, Ms N. Marshall, Dr P. Marshall, Ms N. Mohd-Yahya, Ms S. Morgan-Silvester, Principal L. Nasmith, Ms M. Patton, Dr N. Perry, Dr R. Reid, Ms T. Rosseel, Dean C. Shuler, Dr D. Simunic, Ms S. Sterling, Mr M. Thom, Rev. Dr R. Topping, Dr R. Wilson.

Guests: Dr A. Kindler, Mr. W. McDonald.

Recording Secretary: Mr C. Eaton.

Call to Order

The President called the fourth meeting of the Vancouver Senate for the 2013/2014 academic year to order.

Senate Membership

The Registrar recognized the appointment of Dr Susan Porter as Dean of the Faculty of Graduate and Postdoctoral Studies. Dr Porter had previously been Dean *Pro Tem.* of the Faculty.

Minutes of the Previous Meeting

Lance Rucker	}	<i>That the Minutes of the Meeting of 20 November 2013 be adopted as presented.</i>
André Ivanov		

Approved

Business Rising from the Minutes

JOINT FACULTIES ELECTION TO SENATE

The Registrar presented a report on the recent Joint Faculties election to Senate. She noted that the practice for many years had been to extend the nomination period in the event of insufficient nominations and that this had been done in the past election, but that she was open to a re-examination of this practice for the future and that she would request that the Council of Senates Elections Committee take the issue of the extension regulation under consideration.

Dr Anstee expressed his view that the regulations should be interpreted to allow for extensions only in the case of extraordinary circumstances beyond our control, and not to address insufficient nominations. He suggested that past practice should not be binding as the elections regulations were revised every three years. He further noted his concern over the lack of interest in these positions from Faculty Members and asked that UBC review its elections activities to try to encourage more nominations and a more collegial faculty at UBC that was more interested in the work of Senate.

Remarks from the Chair

Professor Toope announced that the Board of Governors had approved the reappointment of Pierre Ouillet as Vice-President Finance, Resources & Operations. The President opined that Mr. Ouillet had emerged as one of Canada's leading university vice-presidents finance.

The President referenced that the Canadian Council of Chief Executives issued a report related to jobs training and jobs readiness in response to a recent survey it conducted. He noted that one of the questions asked to Canadian chief executives was what mattered when evaluating new hires, and that the responses contracted political imperatives at both the provincial and federal levels as "industry-specific knowledge and experience" were less preferred to people skills, communication skills, problem solving skills, analytical skills, and leadership skills.

In response to the further discussion around athletics, the President advised that he had decided in conjunction with the Vice-President Students and the Athletics Director to add two more alumni representatives to the review committee previously announced. Professor Toope noted that concerns were raised regarding the process being protracted out and causing uncertainty, and that UBC was trying expedite the process for teams that clearly meet the established criteria so that they would have certainty by mid-January; where there is uncertainty the next four to six weeks will be used to allow sports to work with advisors before the final decision is made at the end of February. Finally, the President confirmed that UBC was not planning to suspend its support for the Millennium breakfast as suggested by the press.

Admissions Committee

PROPOSAL TO CHANGE THE EFFECTIVE DATE FOR CHANGES TO ADMISSION REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

Robert Sparks	}	<i>That Senate amend the resolution previously adopted on 20 November 2013 on admission requirements for applicants to the Bachelor of Pharmacy program, for entry to the 2015 Winter Session and thereafter, in lieu of the 2014 Winter Session.</i>
Michael Coughtrie		

Senator Sparks advised that the earlier applicable date for this change was a clerical error; the intent was to give an additional year's notice for the change. He further responded to the question raised at the previous meeting regarding the Pharmacy College Admissions Test (PCAT) by informing Senate that currently admission was weighted 40% to the PCAT and 60% to an applicant's grades; with the change made last meeting, 50% will now be on core courses and the other 50% will be on the last 30 credits attempted. These marks will be taken into consideration along with Broad-Based Admission scores.

Approved

Curriculum Committee

Dr Santokh Singh presented on behalf of Dr Peter Marshall, Chair of the Senate Curriculum Committee.

CURRICULUM PROPOSALS FROM THE FACULTIES OF APPLIED SCIENCE, ARTS, FORESTRY, GRADUATE AND POSTDOCTORAL STUDIES (APPLIED SCIENCE), LAND AND FOOD SYSTEMS, LAW, AND SCIENCE

See Appendix A: Curriculum Report

Santokh Singh	}	<i>That the new and revised courses and programs brought forward by the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, Law, and Science be approved.</i>
Peter Leung		

Dr Singh led the Senate through each of the curriculum proposals.

Noting its abundance of new courses, Senator Vessey mentioned that this was the 50th anniversary of the Creative Writing program and reminded Senate of its success.

Senator Loewen suggested that Forestry's rationales for not allowing credit/d/fail in its proposed courses were not particularly compelling.

The presenter agreed to ask the Committee to take this matter under advisement.

Senator Anstee asked if the Writing courses proposed were accepted by the Ministry of Education for those who wished to become teachers.

Approved

Approved

**Approved as
amended**

Report from the Librarian

ANNUAL REPORT

Dr Parent presented highlights of the report distributed. She thanked the Members of the Senate Library Committee, and especially its chair, Senator Vessey, for his passion for the Library. She also thanked Senator Farrar for his interest and to her Library staff for their support and work over the past year.

The Librarian noted that UBC now had over 7 million volumes, 1.5 million of which were e-books; 70 000 new printed books were added this year. She advised that 75% of the library's budget was now spent on licencing or buying electronic resources and that loan numbers for physical books continue to decline while 13 million e-books or journals were downloaded last year.

Dr Parent advised that the Library received a 2% increase in its collections budget on an ongoing and incremental basis in light of increasing costs: we are now ranked #14 for North American libraries, 2nd in Canada after Toronto. The University of Toronto was ranked #3 in North America; the Librarian noted that Library rankings are based on investments, from both the University and community.

Looking ahead, the library is focusing on flexible learning. We are developing a Local Online Open Course (LOOC) on digital literacy in conjunction with the Faculty of Education. Participants can focus on different aspects of digital literacy depending on their interests and needs.

UBC uses its investments in rare and special collections to distinguish itself from other libraries. This helps us support teaching and research but also sets us apart. Many of these collections are being digitized. Our focus is on the history of British Columbia as we view this as our responsibility. The Library also tries to distinguish itself through the international access rates for its collection, with 26% of our visitors international.

The Library advised that we were working to reimagine library spaces, and this will be a focus for libraries around the world as many are moving in interesting directions. Students value library spaces and would like to have more study space, as indicated by both NSSE studies and the student senators' feedback. Quiet study space is a very high priority.

The Library is refurbishing many libraries. Service points are being consolidated for convenience and we are offering some programs in partnership with other units. We are looking at turning floors 4 and 5 of the Koerner Library into more useful student space.

The Asian Library needs substantial renovation, as does Woodward. We can make these spaces both more usable and friendly.

The Library's major building project is the Library Preservation Archives (PARC@UBC / LPA). We are consulting now with all faculties and departments to see what parts of the collection

should stay in our core locations and what should be moved to the LPA. We plan for this facility to be open by early 2015.

Finally, the Librarian noted that all institutions were going through many changes and disruptions at present. The International Federation of Library Associations has a trend report. The following points were highlighted:

- 1) New technology will both expand and limit who has access to information.
- 2) Online education will transform and disrupt traditional learning.
- 3) The boundaries of data protection and privacy will be redefined.
- 4) Hyper-connected societies will listen to empower new groups.
- 5) The global information economy will be transformed by new technologies.

For libraries, these changes are forcing us to consider our relevance.

The President noted that the library world was one that had shifted dramatically in our society. Colleagues are constantly adjusting both their roles and their spaces. The President described our improvement in rankings as a testament to the library staff's hard work.

The President reminded Senate that the University of Toronto had now joined UBC and others in withdrawing from Access Copyright.

OPEN ACCESS POSITION STATEMENT

Dr Parent presented the statement in furtherance to the presentation made at the previous meeting of Senate

Ingrid Parent
Philip Loewen

} *Whereas:*

- *One of the enduring goals of the University of British Columbia is to create and disseminate knowledge;*
- *UBC is committed to disseminating the research performed at the university in ways that make it widely accessible, while protecting the intellectual property rights of its authors;*
- *Changes in technology offer opportunities for new forms of both creation and dissemination of scholarship through Open Access; which is broadly defined as free availability and unrestricted use of scholarly works.*
- *Open Access also offers opportunities for UBC to fulfill its mission of*

creating and preserving knowledge in a way that opens disciplinary boundaries and facilitates sharing knowledge more freely with the world; and

- *UBC has operated an Open Access repository since 2007 in cIRcle which is operated and maintained by the University Library.*

Therefore the Vancouver Senate endorses the following statements:

- *Faculty members are encouraged to deposit an electronic copy of their refereed and non-refereed research output and creative work in cIRcle in accordance with applicable copyright arrangements which may be in place for that work;*
- *Where a faculty member has deposited a work with cIRcle, cIRcle shall be granted a non-exclusive licence to preserve and make publicly available the research contained therein; and*
- *The authors of works deposited with cIRcle will maintain ownership of their rights in the works.*

Approved

Report from the Faculty of Medicine

CHANGES TO FACULTY MEMBERSHIP

Gavin Stuart
Peter Leung

} *That the membership of the Faculty of Medicine be amended as follows:*

- a) The Dean (Chair)*
- b) The President or nominee*
- c) The Dean of the Faculty of Graduate and Postdoctoral Studies*
- d) The Librarian*
- e) All full-time Professors, Associate Professors, Assistant Professors, Instructors and Lecturers,*

~~including those in the School of Audiology and Speech Sciences~~

f) *Such other members of the teaching or administrative staffs of the Faculty or University as the Faculty shall appoint in conformity with rules determined by the Faculty and approved by the Senate:*

- I. *Part-time, Clinical and Affiliate, and Partner Faculty Members at the ranks of Professor, Associate Professor and Assistant Professor*
- II. *Representatives from other Faculties:*
 - *Science (3)*
 - *Dentistry (the Dean)*
 - *Arts (1)*
 - *Pharmaceutical Sciences (1)*
 - *College of Health Disciplines (the Principal)*
- III. *All senior administrative appointments with the Faculty of Medicine, including those with their professorship outside of the Faculty of Medicine. Senior administrative appointments include:*
 - *Assistant Deans, Associate Deans, Regional Associate Deans, Executive Associate Deans*
 - *Department Heads and School Directors*
 - *Centre Directors and Institute Directors*

g) *Student representatives with voting privileges:*

- *16 undergraduate medical students*
- *16 residents*
- *12 graduate students*
- *2 Physical Therapy students*
- *2 Occupational Science & Occupational Therapy students*
- *2 Audiology & Speech Sciences students*
- *1 Bachelor of Midwifery student*
- *1 Bachelor of Medical Laboratory Science student.*

Individuals without voting privileges

- a) *Emeritus Faculty*
- ~~b) *Director, Centre for Continuing Education*~~
- c) *Honorary and Visiting Teaching Staff*
- d) *Clinical, Affiliate, and Part-time Instructors*
- e) *Adjunct Faculty appointees*
- f) *Consultants, Teaching Fellows, Fellows, Research Associates, and miscellaneous Board appointments within the Faculty of Medicine.*

Dean Stuart presented. He noted that since the last time this policy was approved, the Faculty had taken to appointing as academic administrators in the Faculty of Medicine faculty members who had their faculty appointments in other faculties; the proposed change would give these administrators formal voting and speaking rights in Faculty of Medicine matters. The other changes proposed were to remove an outdated position and to recognize that all constituent school faculty members were already members of the Faculty itself.

Approved

Report from the Faculty of Science

CHANGES TO FACULTY MEMBERSHIP

Simon Peacock
Katharine Patterson

}

That the Membership of the Faculty of Science be amended to be set as follows:

Voting Members

- a. *The Dean*
- b. *The President or his/her nominee*
- c. *The Dean of the Faculty of Graduate and Postdoctoral Studies or her/his nominee*
- d. *The Librarian or her/his nominee*
- e. *All full-time Professors, Associate Professors, Assistant Professors, Professors of Teaching, Senior Instructors, Instructors and Lecturers provided for in the budget of the Faculty.*
- f. *Other members of the teaching or administrative staff of the university:*
 - i. *Heads of Departments which offer the B.Sc. degree and whose salaries are not in the budget of the Faculty of Science, or their nominees, and one additional faculty member chosen by each*

- Head.*
- ii. *Deans of the Faculties of Arts, Commerce and Business Administration, Dentistry, Education, Forestry, Land and Food Systems, Medicine, and Pharmaceutical Sciences, or their nominees; Directors of the Schools of Kinesiology and Music, or their nominees; the Dean of the Faculty of Applied Science or her/his nominee; and three additional faculty members from Applied Science.*
- iii. *Directors of the Institute for Resources, Environment and Sustainability; Life Sciences Institute; Fisheries Centre; and Michael Smith Laboratories; or their nominees.*
- iv. *All persons of ranks as in (e) whose Board appointment notices state that they are in the Faculty of Science, but who are budgeted not through the Faculty of Science.*
- v. *Science administrative staff*
 - a) Assistant Dean, Resources and Operations*
 - b) Assistant Dean, Development and Alumni Engagement*
 - c) Director, Faculty Affairs*
 - d) Director, Communications*
 - e) Director, Student Services*
- g. *Student representatives:*
 - i. *President, Science Undergraduate Society*
 - ii. *VP Academic, Science Undergraduate Society*
 - iii. *Student Senator from the Faculty of Science*
 - iv. *From the Science Undergraduate Society council, one First-year Representative, the Coordinated Science Program Representative, and the Science One Representative*

- v. *Six (6) additional undergraduate students chosen by the Science Undergraduate Society Student Council*
- vi. *Three (3) graduate students whose programs are housed in the Faculty of Science, chosen by the Graduate Student Society Council*

Non-Voting Members

- h. *Individuals who are invited to participate in faculty meetings without voting privileges:*
 - i. *Emeritus faculty*
 - ii. *Post-doctoral fellows*
 - iii. *Such individuals as the Dean may invite from time to time*

Dean Peacock presented. He advised that proposed changes included:

- updating to reflect the recent attachment of several units to the Faculty of Science,
- updating of nomenclature for positions and ranks,
- rationalizing of the representation from outside the Faculty of Science to reflect key academic linkages, specifically the Faculties and Schools in which the students take Science courses and the units with which Science has joint academic programs,
- inclusion of selected administrative staff in the Dean's office,
- updating and streamlining the undergraduate student representation, and
- adding postdoctoral fellows (non-voting) and graduate students.

Approved

Other Business

The President noted that the new "Ideas Lounge" was soon to open at the University Centre and he encouraged faculty to take advantage of the new facility.

Adjournment

There being no further business, the meeting was adjourned at 7:42 pm.

Appendix A: Curriculum Report

FACULTY OF APPLIED SCIENCE

Revised programs and new courses:

BASc>Minor in Information Technology; BASc>Engineering Physics>4th & 5th Year Requirements; CIVL 304 (3), 404 (3), 447 (2); MECH 226 (3), 227 (5)

FACULTY OF ARTS

Revised and new programs and courses:

ASIA 305 (3), 375 (3); BA>Major in Asian Language and Culture>Chinese Literature & Southeast Asia Specializations; RELG 209 (3); BFA>Creative Writing>BA Minor in Creative Writing; CRWR 201 (3), 205 (3), 301 (3/6)d, 303 (3/6)d, 308 (3/6)d, 351 (3/9)d, 353 (3/9)d, 355 (3/9)d, 356 (3/9)d, 358 (3/9)d, 359 (3/9)d, 402 (3-12)d, 451 (3-12)d, 452 (3-12)d, 457 (3-12)d, 458 (3-12)d, 459 (3-12)d, 461 (3-12)d, 466 (3-12)d; Vancouver School of Economics>Bachelor of International Economics>Degree Requirements>Program Requirements; ECON 308 (6), 309 (3), 327 (3), 328 (3); LING 333 (3); BA>Nineteenth-Century Studies; BA>Slavic Area Studies; BA>Migration and Globalization Studies

FACULTY OF FORESTRY

New courses:

WOOD 225 (3), 249 (1), 356 (3), 482 (3), 499 (6)

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course:

CHBE 570 (3)

FACULTY OF LAND AND FOOD SYSTEMS

Revised and new courses:

LFS 150 (3);FNH 303 (3), 413 (3), 415 (3), 481 (9), 482 (9), 483 (6); APBI 496 (3/6)c

FACULTY OF LAW

New courses:

LAW 409 (3), 412 (3), 413 (3)

FACULTY OF SCIENCE

Revised programs and courses:

BSc>Communication Requirement; BSc>Science, Arts, and Breadth Requirements>Arts Requirement; CPSC 304 (3), 404 (3)

Appendix B: Awards Report

New Awards:

Katherine BREARLEY Scholarship in French – Scholarships totaling \$5,250 have been endowed by friends and family in memory of Associate Professor Emerita Katherine Brearley (BA '35, MA '39, Doctorat Université de Paris) to recognize outstanding undergraduate students enrolled in the major or honours program in French. Katherine was a student at UBC in the 1930's and returned as a faculty member for 30 years after studying in post-war Paris. Katherine helped many students not only through the courses she taught, but also in her capacity as Assistant Dean of Women and later as the first Senior Faculty Advisor in the Faculty of Arts. After retiring in 1980, she continued to teach French to school-aged children, pursued her passion for water colour painting and wrote children's stories. Scholarships are made on the recommendation of the Department of French, Hispanic and Italian Studies. (First Award Available in the 2014/2015 Winter Session)

CH2M Hill Award in Engineering – A \$3,000 award is offered by CH2M Hill to a student with high academic standing who is majoring in one of the following fields: Architectural Design, or Chemical, Civil, Environmental, Mechanical, or Electrical Engineering. To be considered, candidates must be active in their community and demonstrate volunteerism. Awardees may be selected for an internship with this international company. The recommendation is made by the Faculty of Applied Science and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

Tamara EDINGER Memorial Award in Dentistry – A \$1,000 award is offered by family, friends, and fellow students to honour the memory of Tamara Edinger. Tamara was an intelligent and inspirational UBC dental hygiene student who possessed an innate sense of compassion. She was a keen and stellar student and was involved in UBC Dentistry's Community Outreach Program. Tamara was a student leader, a passionate advocate for community involvement and a committed dental hygiene professional. She earned deep respect and admiration from all who were privileged to know her and left a lasting and positive impression. The Tamara Edinger Memorial Award in Dentistry is given to a 3rd or 4th year student in the Bachelor of Dental Sciences (Dental Hygiene) Program, who has demonstrated outstanding leadership, volunteerism, and service to the community while maintaining a strong academic standing. The award recommendation is made by the Faculty of Dentistry. (First Award Available in the 2013/2014 Winter Session)

Kam Ngan HO Memorial Scholarship - A \$1,050 scholarship has been endowed by Stephen Cheng in recognition of his beloved late grandmother Kam Ngan Ho. This award will be offered to an undergraduate student in commerce with strong academic standing who has demonstrated outstanding community service. This award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2019/2020 Winter Session)

HUSTON Family Award in Pharmaceutical Sciences – Awards totalling \$1,000 have been endowed by the Huston Family of Abbotsford (Mrs. Pat Huston and her children Roy, Maureen, Ryan and Ron) in honour of its three generations of pharmacists: Frank Huston and his son, Roy

Huston (UBC BSc(Pharm)'73), both of Abbotsford (Huston Drugs and Medical Tower Drugs), and Frank's father and brother, W.M. Huston of Ashcroft, and Mervyn J. Huston, Dean Emeritus of Pharmacy at the University of Alberta, respectively. The awards are made to undergraduate students of the Faculty of Pharmaceutical Sciences participating in athletics on a competitive level, within or outside UBC. Students must have graduated from a high school in British Columbia. The awards are made upon the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2014/2015 Winter Session)

Josephine JUNGIC Graduate Travel Award in Art History – A \$1,000 award is offered to a graduate student in the Department of Art History, Visual Art and Theory who is studying Art History, with preference given to a student studying the Renaissance or Early Modern era. The award supports a student who must travel to conduct research at other academic institutions, archives, museums and galleries. The award is in memory of Josephine Jungic (BA'71, MA'75) who began her studies at UBC. Josephine continued to pursue her love of art history throughout her life, teaching art history at Capilano University for 35 years. Josephine had a love of Rome and Florence and focused her studies on the Renaissance. Her work was published in the world's leading art journals, including Journal of the Warburg and Courtauld Institutes and Gazette des Beaux-Arts. Her last years were devoted to completing a study on Giuliano De Medici. The award is made on the recommendation of the Department of Art History, Visual Art and Theory in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

SUPER Grocer & Pharmacy Bursary in Pharmaceutical Sciences – Bursaries totalling \$1,000 have been endowed by Samuel Lu (BSc (Pharm)'87) of Super Grocer & Pharmacy, a family-owned and -operated business in the historic village of Steveston in Richmond, BC. The bursaries are offered to one or more undergraduate students in the Faculty of Pharmaceutical Sciences who graduated from a high school in British Columbia and have completed at least one year of study in the Faculty. Awards are adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

FOOD Science Graduate Scholarship – One or more scholarships totalling \$7,000 have been endowed in memory of Alice and Fook Tai Li, for students pursuing an MSc or PhD degree in Food Science. The award is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

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

#599 Norman A M MacKenzie College Scholarship – Nine scholarships of \$2,000 each are offered by the UBC Alumni Association to students proceeding from a community college or university in British Columbia or other parts of Canada to the University of British Columbia. Applicants must be Canadian citizens or permanent residents. Scholarships are available to all transfer students and recipients are selected by their chosen Faculties, in consultation with Enrolment Services.

How amended: Reference to Faculties in the selection process added in the last line

#1672 Methanex Brian GREGSON Scholarship in Accounting or Finance – A \$3,500 scholarship is offered by Methanex Corporation to a third or fourth year undergraduate student in the Accounting or Finance Option of the Bachelor of Commerce Program in the Sauder School of Business. Demonstrated leadership and academic achievement are the criteria in evaluating candidates. Scholarship recipients may be invited to apply for an internship with Methanex. The award is made on the recommendation of the Sauder School of Business.

How amended: Removed volunteerism from the criteria and provision of a cooperative education placement with Methanex.

#2270 Methanex Graham SWEENEY MBA Scholarship – A \$5,000 scholarship is offered by Methanex Corporation to an MBA student at the Sauder School of Business. The award is made on the recommendation of the Sauder School of Business to an outstanding student who has demonstrated leadership and academic excellence. Scholarship recipients are invited to apply for an internship with Methanex.

How amended: Increase in award value; amended area of study to direct award only to MBA students at Sauder School of Business; removed provision of a co-op education placement with Methanex.

#4375 Kurt HENZE Memorial Prize – An \$800 prize has been endowed in memory of Kurt Henze, Supervisory Technician in the Department of Physiology, by his family, friends and colleagues. Kurt Henze was a hard-working, loyal, detail-oriented man who believed in doing a job well. His devotion to the Department of Physiology stemmed from his belief in the importance of his role in furthering medical research, leading to the greater good of humankind. He strove to always provide the highest level of instruction, encouraging students to aspire to excellence. Mr. Henze immigrated to Canada in 1952 from post-war Europe, as he recognized that an individual's potential for success in this country was only limited by his willingness to seize opportunities and work hard. The prize is awarded on the recommendation of the Department of Physiology to a student who performs outstanding work in the laboratory courses leading to graduation in Honours Physiology with preference that the prize go to a student who demonstrates financial need. In keeping with Kurt's memory, preference will be given to a student who demonstrates leadership amongst his or her peers.

How amended: Biographical information on Kurt Henze and the leadership language in the last line have been added. The amount has been increased from \$600 to \$800.

#5833 The Christopher WALKER Memorial Award in Law - A \$2,000 award is offered by Farris, Vaughan, Wills & Murphy LLP to a student entering second year law who has demonstrated academic excellence together with a commitment to their community and fellow students. This student will also exhibit leadership qualities and the highest standards of integrity. Christopher Walker (1984 – 2013) graduated from the UBC Faculty of Law in 2010 and was an outstanding young lawyer who practised corporate law with Farris LLP. The award is made on the recommendation of the Faculty of Law.

How amended: Change of award name, award criteria, and award type from scholarship to academic/service award.

Appendix C: Emeritus Appointments

Last Name	First Name	Emeritus Title
Barr	Peter	Associate Professor Emeritus of Mechanical Engineering
Bodolec	Jacques	Senior Instructor Emeritus of French, Hispanic and Italian Studies
Boyce	Thomas	Professor Emeritus of Population and Public Health
Chalmers	Andrew	Professor Emeritus of Rheumatology
Chieng	Sie-Tan	Professor Emeritus of Civil Engineering
Donnelly	Martha	Associate Professor Emeritus of Psychiatry
Douglas	M. Joanne	Clinical Professor Emeritus of Anesthesiology and Pharmacology
Emerman	Joanne	Professor Emeritus of Cellular and Physiological Sciences
Frohlich	Jiri	Professor Emeritus of Pathology
Graeb	Douglas	Clinical Professor Emeritus of Radiology
Gupta	Rajiv	Associate Professor Emeritus of Mathematics
Homsy	George	Professor Emeritus of Mathematics
Hurley	R. Morrison	Clinical Professor Emeritus of Paediatrics
Katz	Sidney	Professor Emeritus of Pharmaceutical Sciences
Liston	Robert Macaulay	Professor Emeritus of Obstetrics and Gynaecology
Malleson	Peter	Professor Emeritus of Paediatrics
McComb	Peter	Professor Emeritus of Obstetrics and Gynaecology
McLarnon	James	Professor Emeritus of Anesthesia, Pharmacology and Therapeutics
McNicoll	Paule	Associate Professor Emeritus of Social Work
Newell	Dianne	Professor Emeritus of History
Resnick	Philip	Professor Emeritus of Political Science
Robinow	R. Oliver	Clinical Associate Professor Emeritus of Psychiatry
Rootman	Jack	Professor Emeritus of Ophthalmology
Ross	Timothy	General Librarian Emeritus
Saint	Barbara Jean	Administrative Librarian Emeritus
Tai	Joseph	Associate Professor Emeritus of Pathology
Vedan	Richard	Associate Professor Emeritus of Social Work
Walters	Carl John	Associate Professor Emeritus of Fisheries
Yuen	Eleanor	Administrative Librarian Emeritus
Zipursky	Sheldon	Clinical Professor Emeritus of Psychiatry



10 January 2014

To: Vancouver Senate

From: Admissions Committee

Re: a) Bachelor of Education – Admission (approval)(circulated)
b) Bachelor of Education – Career Education Program Option: Chef
Education Specialization (approval)(circulated)

a. Bachelor of Education – Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Bachelor of Education program. Effective for the admission to the 2014 Winter session, applicants will be able to present a three-year degree (academic equivalent of a UBC Bachelor's degree) for admission.

***Motion:** That Senate approve changes in admission requirements for applicants to the Bachelor of Education program, effective for entry to the 2014 Winter Session and thereafter.*

b. Bachelor of Education – Career Education Program Option: Chef Education Specialization (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Bachelor of Education Career Education Program Option in the Chef Education Specialization. The proposed changes clarify the admission and program pathways for the program, the number of credits required for admission to and completion of the program and outline a number of editorial changes to the Calendar entry.

***Motion:** That Senate approve changes in admission requirements for applicants to the Bachelor of Education Career Education Program Option in the Chef Education Specialization, for entry to the 2014 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: EDUCATION Department: Teacher Education Office Faculty Approval Date: November 12, 2013 Effective Session: Summer, 2014</p>	<p>Date: October 31, 2013 Contact Person: Wendy Carr Phone: 7-5088 Email: wendy.carr@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Admission</i></p> <p>.....</p> <p>Elementary Teacher Education</p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants to the 12-month option must have completed a minimum three-year degree (academic equivalent to a UBC Bachelor's degree) at an accredited post-secondary institution. The applicant must present the following specific course work, which may be included within the initial degree.</p> <p>Admission Requirements</p> <p style="text-align: center;">Part I</p> <ol style="list-style-type: none"> 1. 6 credits of English literature and composition or UBC Arts One, or equivalent. 2. 3 credits (minimum) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics). 3. 3 credits (minimum) of mathematics (not statistics or business mathematics). 4. 3 credits of Canadian history or Canadian geography. 5. 3 credits of Canadian studies (additional courses 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157</p> <p>Present Calendar Entry:</p> <p><i>Admission</i></p> <p>.....</p> <p>Elementary Teacher Education</p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants to the 12-month option must have completed a four year (120 credits) degree, or equivalent.</p> <p>Admission Requirements</p> <p style="text-align: center;">Part I</p> <ol style="list-style-type: none"> 1. 6 credits of English literature and composition or UBC Arts One, or equivalent. 2. 3 credits (minimum) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics). 3. 3 credits (minimum) of mathematics (not statistics or business mathematics). 4. 3 credits of Canadian history or Canadian geography. 5. 3 credits of Canadian studies (additional courses in Canadian history/geography or a course in

in Canadian history/geography or a course in Canadian literature, Canadian society, or any social studies course with specific Canadian content).

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Middle Years Teacher Education

Applicants must have completed a **minimum three-year degree (academic equivalent to a UBC Bachelor's degree) at an accredited post-secondary institution. The applicant must present the following specific course work, which may be included within the initial degree.**

1. 6 credits of English Literature and composition or equivalent;
2. at least 3 (preferably 6) credits in each of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, geology, astronomy, or physics), mathematics (not statistics), and social studies (history or geography);
3. Specialization: Applicants must choose one from English, physical education, science (one of or any combination of biological sciences, chemistry, earth science and physics) and social studies (history or geography or the combination of the two). Applicants should see Secondary Teaching Field Requirements for these subject areas and must complete first-/second-year courses as prescribed therein and a minimum of 18 credits (24 credits in English) of third-/fourth-year courses specified for their chosen specialization. Students wishing to teach subject areas other than the above listed should apply for the

Canadian literature, Canadian society, or any social studies course with specific Canadian content).

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Middle Years Teacher Education

Applicants must have completed a ~~four-year bachelor's degree (or equivalent), normally in subject fields within Arts, science, and kinesiology (physical education).~~

~~Pre-admission studies must include the following:~~

1. 6 credits of English Literature and composition or equivalent;
2. at least 3 (preferably 6) credits in each of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, geology, astronomy, or physics), mathematics (not statistics), and social studies (history or geography);
3. Specialization: Applicants must choose one from English, physical education, science (one of or any combination of biological sciences, chemistry, earth science and physics) and social studies (history or geography or the combination of the two). Applicants should see Secondary Teaching Field Requirements for these subject areas and must complete first-/second-year courses as prescribed therein and a minimum of 18 credits (24 credits in English) of third-/fourth-year courses specified for their chosen specialization. Students wishing to teach subject areas other than the above listed should apply for the secondary option;

<p>secondary option;</p> <ol style="list-style-type: none"> 6 credits of courses in the humanities and/or social sciences with significant Canadian content applicable to teaching the middle years curriculum; and A minimum average of 65% on the pre-admission studies specified in points 1 to 3 above. <p>.....</p> <p>Secondary Teacher Education</p> <p>Applicants must have completed a minimum three-year degree (academic equivalent to a UBC Bachelor's degree) at an accredited post-secondary institution. The applicant must present required course work as stipulated in Secondary Teacher Field Requirements below, which may be included within the initial degree.</p> <p>.....</p> <hr/> <p>Present Calendar Entry:</p> <p><i>Application</i></p> <p>...</p> <p>Admission Selection Process</p> <p>Elementary, Middle Years, and Secondary</p>	<ol style="list-style-type: none"> 6 credits of courses in the humanities and/or social sciences with significant Canadian content applicable to teaching the middle years curriculum; and A minimum average of 65% on the pre-admission studies specified in points 1 to 3 above. <p>.....</p> <p>Secondary Teacher Education</p> <p>Applicants must have completed a four-year bachelor's degree (or equivalent), normally in subject fields within Arts, fine arts, science, commerce or business administration, music, and kinesiology (physical education), or in other secondary teaching fields. Prospective teachers of technology education should see "Technology Education Program Options" for admission information and program requirements. Pre-admission studies must include the following:</p> <p>.....</p> <hr/> <p>URL: <u>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,158</u></p> <p>Present Calendar Entry:</p> <p><i>Application</i></p> <p>...</p> <p>Admission Selection Process</p> <p>Elementary, Middle Years, and Secondary</p>
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1. Academic Requirements

All applicants must have completed academic admission requirements prescribed by the Faculty of Education, including a **minimum three-year degree (academic equivalent to a UBC Bachelor's degree) at an accredited post-secondary institution. The applicant must present** 6 credits of English, and various subjects specified for the elementary option, the middle years option, or the secondary option. For details, applicants must review academic requirements for individual options (please see the appropriate section under "Admission"). Language test scores may also be part of academic requirements for some applicants or for specific options or subjects.

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1. Academic Requirements

All applicants must have completed academic admission requirements prescribed by the Faculty of Education, including a ~~four-year degree~~, 6 credits of English, and various subjects specified for the elementary option, the middle years option, or the secondary option. For details, applicants must review academic requirements for individual options (please see the appropriate section under "Admission"). Language test scores may also be part of academic requirements for some applicants or for specific options or subjects.

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Type of Action:

Change the length of the degree required for admission consideration from minimum four-year to minimum three-year provided it represents the academic equivalent to a UBC Bachelor's degree.

Rationale for Proposed Changes:

Many institutions around the world, including parts of Canada, have changed from a four-year to a three-year degree format. Aligning UBC's requirements to reflect this change, while maintaining and specifying the number of acceptable credits, will allow our program to be competitive for both domestic as well as international applicants.

UBC Admission Proposal Form

<p>Faculty: Education Department: Teacher Education Office Faculty Approval Date: November 12, 2013 Effective Session (W): 2013 Effective Academic Year: 2014 W</p>	<p>Date: 11 December 2013 Contact Person: Bette Shippam / Wendy Carr Phone: 604-822-5444 Email: bette.shippam@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Career Education Program Option: Chef Education Specialization</i></p> <p>The Faculty of Education offers two paths to a Bachelor of Education for the preparation of Career Education Teachers (Chef Education) and subsequent certification. Both programs are designed to build upon trades qualifications and experience, add a broad liberal education in Arts and Science subjects, and provide the professional courses and practica required for secondary school teaching certification. Both programs lead to the B.Ed. Secondary degree and to Professional Teacher Certification.</p> <p>Although prior relevant trades preparation courses and practical work are not normally recognized as university teaching credits studies, the BC Ministry of Education Teacher Regulation Branch will recognize prior preparation for purposes of Chef Certification. Similarly, although the University does not grant formal credit for this type of study, it is taken into account for degree-granting purposes.</p> <p>The B.Ed. degree is granted on the basis of a minimum of 150 credits, including 60 credits of advanced standing for the Interprovincial Trades Qualification "Red Seal" Cook, plus Diploma in Culinary Arts (or equivalent), 30 credits in Arts and/or Sciences subjects, 45 credits of professional courses, and 15 credits of teaching practica.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,684</p> <p>Present Calendar Entry:</p> <p><i>Career Education Program Option: CHEF Education Specialization</i></p> <p>The Faculty of Education offers two paths to a Bachelor of Education for the preparation of Career Education Teachers (CHEF Education) and subsequent certification. Both programs are designed to build upon trades qualifications and experience, add a broad liberal education in Arts and science subjects, and provide the professional pedagogical courses and practica required for secondary school teaching certification. Both programs lead to the B.Ed. Secondary degree and to Professional Teacher Certification.</p> <p>Although prior relevant trades preparation courses and practical work are not normally recognized as university teaching credits studies, the BC College of Teachers will recognize prior preparation for purposes of CHEF Certification. Similarly, although the University does not grant formal credit for this type of study, it is taken into account for degree-granting purposes.</p> <p>The B.Ed. degree is granted on the basis of a minimum of 151 credits, including 60 credits of advanced standing for the Interprovincial Trades Qualification "Red Seal" Cook, plus Diploma in Culinary Arts (or equivalent), 30 credits in Arts and/or sciences subjects, 47 credits of professional pedagogical courses, and 14 credits of teaching practica.</p>

Path 1: The Concurrent Path for Career Education (Chef Education)

Designed for individuals who are teaching on a current Letter of Permission issued by the BC **Teacher Regulation Branch**.

Overview of Preparation Path 1

Pre-admission Requirements:

Option A:

1. Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing

plus

2. Interprovincial Trades Qualification 'Red Seal' Cook

3. Arts and Science course work 30 credits

OR

Option B: 30 credits

1. Certificate in Culinary Arts (or equivalent)

plus

2. Interprovincial Trades Qualification 'Red Seal' Cook

60 credits

Arts and Science course work

Career Education (Chef Education) Program:

Professional course work 45 credits

Teaching practica 15 credits

Total 150 credits

Option "B" students are required to develop a second teaching subject by fulfilling the requirements as set out in [Secondary Teaching Field Requirements](#) (see also [Teacher Education](#)). The Arts and Science electives must be selected to fulfil the course work required for the second teachable subject.

Path 1: The Concurrent Path for Career Education (CHEF Education)

Designed for individuals who are teaching on a current Letter of Permission issued by the BC **College of Teachers**.

Overview of Preparation Path 1

Pre-admission Requirements:

Interprovincial Trades Qualification 'Red Seal' Cook, plus Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing

Arts and science course work 30 credits

Career Education (CHEF Education) Program:

Pedagogical course work 46 credits

Teaching practica 14 credits

Program Synthesis E Portfolio 1 credit

Total 151 credits

Students are required to develop a second teaching subject by fulfilling the requirements as set out in [Secondary Teaching Field Requirements](#) (see also [Teacher Education](#)). The Arts and Science electives must be selected to fulfil the course work required for the second teachable subject.

Admission Requirements and Prerequisites for Path 1

1. A current Letter of Permission issued by the **BC Teacher Regulation Branch.**
2. **Diploma in Culinary Arts (or equivalent) plus, Interprovincial Trades Qualification "Red Seal" Cook.**

OR, Certificate in Culinary Arts (or equivalent), plus Interprovincial Trades Qualification "Red Seal" Cook.

It is also recommended that students have completed 6 credits of English (literature or composition) at the university level.

Arts and Science Courses

Students in Path 1 may complete their Arts and Science courses in a variety of settings (universities, regional colleges, or through distance education. Such courses will not, however, be formally transferred to UBC and students will not receive a B.A. or B.Sc. degree from UBC.

The **Chef** program Path 1 leads to the B.Ed. (Secondary) degree, and only the **60** credits of **professional** courses and practica are incorporated into the degree program. The other specified requirements are requirements for admission to the program or for re-admission to the continuing stages of the program.

Professional Courses

Planning and sequence for 60 credits (or equivalent) of professional courses are completed in consultation with the Teacher Education Office.

Admission Requirements and Prerequisites for Path 1

1. A current Letter of Permission issued by the **College of Teachers**
2. **Interprovincial Trades Qualification "Red Seal" Cook, plus Diploma in Culinary Arts (or equivalent)**

It is also recommended that students have completed 6 credits of English (literature or composition) at the university level.

Arts and Science Courses

Students in Path 1 may complete their Arts and Science courses in a variety of settings (universities, regional colleges, or through distance education. Such courses will not, however, be formally transferred to UBC and students will not receive a B.A. or B.Sc. degree from UBC.

The **CHEF** program Path 1 leads to the B.Ed. (Secondary) degree, and only the **64** credits of **pedagogical** courses and practica are incorporated into the degree program. The other specified requirements are requirements for admission to the program or for re-admission to the continuing stages of the program.

Program Sequence Path 1 (sequence and course may vary)

a. Summer I	
EPSE 306	2
EPSE 317	2
Arts and/or science electives	6
Total credits for Summer I	11
b. Summer II	
EDUC 311	4

	Curriculum & Instruction in Career Education, Chef Specialization	3
	Arts and/or science electives	3
	Total credits for Summer II	10
	e. Winter following Summer II	
	EDUC 496 F	14
	This practicum will normally be completed on an internship basis by those in regular employ as teachers in the Career Preparation program in BC Secondary schools.	
	d. Summer III	
	EDUC 316	3
	LLED 301	4
	Arts and/or science electives	6
	Total credits for Summer III	13
	Candidates who have completed all of the above (a-d) are eligible to apply for the BC Development Standard Teaching Certificate issued by the BC College of Teachers.	
	e. Summer IV	
	Electives	6
	EDST 314	3
	CUST 412	3
	EDUC 480	13
	Total credits for Summer IV	13-15
	f. Completed on Personal Schedule	
	Arts and/or science Electives	15-30
	Candidates who complete the above requirements (e and f) are eligible to apply for a Conditional Certificate issued by the BC College of Teachers.	
	g. Completed on Personal Schedule	
	CNPS 427	3
	EPSE 423	3
	One of EDST 425, 426, 427, 428, 429, 452, 455	3
	EDUC 420	2
	Total credits	11
	Credits needed to fulfil requirements for B.Ed. (Secondary):	24
Candidates who complete this full program are eligible to apply for the B.Ed. (Secondary) and for the BC Professional Teaching Certificate.		
Candidates who complete this full program (a-g) are eligible to apply for the B.Ed. (Secondary) and for the BC Professional Teaching Certificate.		

Path 2: The Post-Degree Path for Career Education Teachers (**Chef Education**)

Designed for teacher candidates who are not currently employed on a Letter of Permission.

Pre-admission Requirements:

Option A:

1. Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing

plus

2. Interprovincial Trades Qualification 'Red Seal' Cook

Arts/Science credits, to include: 30 credits minimum

6 credits English literature and composition

6 credits mathematics and/or laboratory science

OR

Option B:

1. Certificate in Culinary Arts (or equivalent) 30 credits of advanced standing

plus

2. Interprovincial Trades Qualification 'Red Seal' Cook

Arts/Science credits, to include: 60 credits minimum

6 credits English literature and composition

6 credits mathematics and/or laboratory science

18-24 credits senior course work (300-400 level)

Degree Requirements:

See [Degree Requirements for Secondary Teacher Education](#)

60

Total Credits 150

Path 2: The Post-Degree Path for Career Education Teachers (**CHEF Education**)

Designed for teacher candidates who are not currently employed on a Letter of Permission.

Pre-admission Requirements:

Interprovincial Trades Qualification 'Red Seal' Cook, plus Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing

A minimum of 30 Arts/science credits, to include:

6 credits English literature and composition 6

6 credits mathematics and/or laboratory science 6

Pedagogical Requirements:

See [Degree Requirements for Secondary Teacher Education](#) 64

Total Credits 154

	<p>Type of Action:</p> <ol style="list-style-type: none">1. Replaced acronym (CHEF) with correct term (Chef).2. Replaced BC College of Teachers with BC Ministry of Education Teacher Regulation Branch.3. Updated number of required credits for degree completion.4. Increased credits required for teaching practice from 14 to 15.5. Added capitalization in reference to Faculty of Science courses.6. Inserted information regarding equivalency of credits of advanced standing for the Diploma and the Certificate in Culinary Arts.7. Inserted numbering and spacing to clarify credits of advanced standing information.8. Updated number of credits required for professional courses for program.9. Deleted outdated program sequence, schedule and terminology from previous BEd program.10. Inserted information about the need for consultation in planning professional courses. <p>Rationale for Proposed Change:</p> <p>The BEd program was revised in 2012, and these changes reflect updated program information. In addition, admission information has been clarified.</p>
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10 January 2013

From: Senate Academic Policy and Admissions Committees
To: Senate
Re: Visiting International Research Students Proposal

UBC is host to many international students annually who visit UBC for the purpose of engaging in collaborative research with UBC faculty members. Currently, such students can enter the University through various pathways. For instance, Faculty Relations may appoint such individuals as “visiting scholars”, or they may be admitted as “visiting undergraduate/graduate students” or as “visiting exchange students”. Frequently, international students visiting the University for research purposes do so with no formal student status. There is little consistency to how such students are invited to UBC and they are at risk of being turned away at the Canadian border. In addition, they may be experiencing UBC as isolated, short term visitors without proper access to information and resources.

The proposed calendar revisions attached are the result of a project that sought to develop a simplified UBC approach for visiting international research students (VIRS) from institutions abroad undertaking research only for a period of one month or longer, at both the undergraduate and graduate level. For additional background, please refer to the appended document.

Proposed Motion: *“That Senate approve the student classification and calendar entry proposed for Visiting International Research Students for inclusion in the 2014/15 version of the Academic Calendar, as set out in the attached two-column form.”*

Respectfully submitted,

Dr Paul G. Harrison, Chair, Senate Academic Policy Committee
Dr Robert Sparks, Chair, Senate Admissions Committee



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UBC Admissions Proposal Form

<p>Effective Session: to be published in the 2014/2015 Calendar</p> <p>Year for Change: 2014</p>	<p>Contact Person: Katherine Beaumont (go Global) / Jenny Phelps (Graduate and Postdoctoral Studies)</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0</p>
<p>Proposed Calendar Entry: Homepage → Admissions → Classification of Students</p>	<p>Present Calendar Entry: Homepage → Admissions → Classification of Students</p>
<p><i>Classification of Students</i></p> <p>1. Access Studies. Applicants may be enrolled as Access Studies students upon approval by a faculty...</p> <p>12. Visiting International Research Student (VIRS). An international student who is enrolled in an undergraduate, graduate, or graduate-equivalent program at another university, or is a participant in a UBC-recognized (through Go Global)“bridging” program between undergrad and graduate studies, who visits UBC for one month or longer to conduct research only.</p> <p>A VIRS must be supervised by a UBC faculty member throughout the visit, and must have the written permission of their home institution or sponsoring program to visit UBC to conduct research. The Department Head for the unit or laboratory with which the visitor will be affiliated has final authority to approve a VIRS visit. Students whose home institution has a formal academic student exchange agreement with UBC will be registered as exchange students unless reciprocity quotas are filled; in which case additional students may come under the VIRS designation.</p> <p>A Visiting International Research Student will normally come to UBC for a</p>	<p><i>Classification of Students</i></p> <p>1. Access Studies. Applicants may be enrolled as Access Studies students upon approval by a faculty...</p> <p>11. Visitor. A student enrolled in studies for transfer to a program of studies at another recognized post-secondary institution. See Fees for applicable fees. Students must be in good standing in a degree program or equivalent at the home institution and must submit official transcripts and a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses.</p> <p>Type of Action: add ‘Visiting International Research Student (VIRS) as new category under ‘Classification of Students.’</p> <p>Rationale: see attached proposal.</p>



maximum of 1 year. At the end of the approved visit period, the student may request an extension for up to one year. A visit lasting more than one year will require renewal of their permissions, registration and fees.

See also **Visiting International Research Student** (link to new VIRS entry at:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,190>)

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,190>

Proposed Calendar Entry:

[Homepage](#) → [Faculties, Colleges, and Schools](#) → [The Faculty of Graduate Studies Classification of Students](#) → Visiting Graduate Student

Visiting Graduate Student

A visiting graduate student is one who is attending UBC to complete coursework and/or research toward the requirements of a graduate degree at another recognized university. To be eligible for admission as a visiting student to UBC, the student must be currently registered in a graduate program with good standing at the home university, and must present evidence of English proficiency, where applicable, in the form of an official TOEFL, IELTS, or MELAB score. Normally, students may hold visiting status at UBC for a maximum of 12 months. Prior approval of the home university, the UBC graduate program, and the Dean of the Faculty of Graduate Studies is required.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,190>

Present Calendar Entry:

[Homepage](#) → [Faculties, Colleges, and Schools](#) → [The Faculty of Graduate Studies Classification of Students](#) → Visiting Graduate Student

Visiting Graduate Student

A visiting graduate student is one who is attending UBC to complete coursework and/or research toward the requirements of a graduate degree at another recognized university. To be eligible for admission as a visiting student to UBC, the student must be currently registered in a graduate program with good standing at the home university, and must present evidence of English proficiency, where applicable, in the form of an official TOEFL, IELTS, or MELAB score. Normally, students may hold visiting status at UBC for a maximum of 12 months. Prior approval of the home university, the UBC graduate program, and the Dean of the



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<p>Visiting students, with the exception of those governed by the Western Deans' Agreement, Graduate Exchange Agreement, and other special agreements, pay tuition fees on a per-credit basis.</p> <p>Visiting Students under the Western Deans' Agreement</p> <p>.....</p> <p>Visiting Students under the Graduate Exchange Agreement</p> <p>The Graduate Exchange Agreement allows graduate students in good standing at UBC, McGill University, the University of Toronto, and the University of Montreal to take courses at each other's universities without having to pay tuition fees to the host institution.</p> <p>Students wishing to apply for visiting student status under either of these special agreements should consult Policies and Procedures for more information.</p> <p>Visiting International Research Student (VIRS)</p> <p>UBC is a hub for outstanding researchers from around the world and welcomes Visiting International Research Students to participate in our community of inquiry.</p> <p>A Visiting International Research Student (VIRS) is an international student who is enrolled in an undergraduate, graduate, or graduate-equivalent program at another university, or is a participant in a UBC-recognized (through Go Global) "bridging" program between undergrad and graduate studies, who visits UBC for one month or longer to conduct research only. All research conducted at UBC is subject to University policy regarding scholarly integrity. A VIRS may be required to undertake</p>	<p>Faculty of Graduate Studies is required.</p> <p>Visiting students, with the exception of those governed by the Western Deans' Agreement, Graduate Exchange Agreement, and other special agreements, pay tuition fees on a per-credit basis.</p> <p>Visiting Students under the Western Deans' Agreement</p> <p>.....</p> <p>Visiting Students under the Graduate Exchange Agreement</p> <p>The Graduate Exchange Agreement allows graduate students in good standing at UBC, McGill University, the University of Toronto, and the University of Montreal to take courses at each other's universities without having to pay tuition fees to the host institution.</p> <p>Students wishing to apply for visiting student status under either of these special agreements should consult Policies and Procedures for more information.</p>
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specific research ethics and/or safety training prior to conducting research at UBC.

A VIRS must be supervised by a UBC faculty member throughout the visit, and must have the written permission of their home institution or sponsoring program to visit UBC to conduct research. The Department Head for the unit or laboratory with which the visitor will be affiliated has final authority to approve a VIRS visit. Students whose home institution has a formal academic student exchange agreement with UBC will be registered as exchange students unless reciprocity quotas are filled; in which case additional students may come under the VIRS designation.

A VIRS will be registered in VURS 499 (Undergraduate level), VGRD 500 (Master's level) or VGRD 600 (Doctoral level), a non-credit activity which denotes full-time student engagement in academic research. A VIRS may be initially registered at UBC for any period from one to twelve months, not necessarily related to academic terms, but will be registered in VURS 399/VGRD 500/600 for all terms which overlap with their visit. A VIRS may not enroll in UBC courses, but may apply during their stay to be admitted as a Visiting Undergraduate or Graduate Student should they wish to enroll in courses.

A VIRS pays an administrative fee and has access to the UBC Library, email services, Go Global services, and, on an urgent need basis, health/counseling services. As any new international student, VIRS will participate in the iMED health insurance program. Use of other services and facilities including but not limited to areas such as athletics and transcripts can be accessed on a fee paying



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basis as available.

Administrative procedure:

A completed VIRS form, with all necessary signatures, is to be submitted to the UBC Go Global office at least eight weeks prior to the planned visit. Once the visit is recorded by Go Global in the SISC, the prospective VIRS will receive their formal letter of invitation to UBC suitable for applying for a study or work permit, as appropriate and be directed to pay the relevant fees through the Student Service Centre.

A Visiting International Research Student will normally come to UBC for a maximum of 1 year. At the end of the approved visit period, the student may request an extension for up to one year. A visit lasting more than one year will require renewal of their permissions, registration and fees.

Graduate Courses at the Affiliated Theological Colleges

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Other Exchange Agreements

Graduate programs may have exchange agreements with similar programs at other institutions. Students should consult their Graduate Advisor or UBC's [Go Global: Student Mobility Programs](#).

Graduate Courses at the Affiliated Theological Colleges

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Other Exchange Agreements

Graduate programs may have exchange agreements with similar programs at other institutions. Students should consult their Graduate Advisor or UBC's [Go Global: Student Mobility Programs](#).

Type of Action: add 'Visiting International Research Student' under 'Faculty of Graduate Studies, Classification of Students.'

Rationale: see attached proposal

Meeting date: October 1, 2013

To: UBC Executive

Sponsors: David Farrar

Agenda item: Visiting International Research Students Proposal: A New Approach

The following proposal will be taken to the November 20, 2013 meeting of Senate. It has been considered by the Deans and received their approval to move forward.

Background and Rationale

UBC is host to many international students annually who visit UBC for the purpose of engaging in collaborative research with UBC faculty members. While many of these students have been at the graduate level, we are also seeing undergraduate students in this activity. Currently, such students can enter the university through various pathways: being appointed as “visiting scholars” through Faculty Relations, being admitted as “visiting undergraduate/graduate students” through Enrolment Services or G+PS, as “visiting exchange students” through Go Global when the students are from UBC partner universities and most frequently, with no formal status at the university at all. There is little consistency to how such students are invited to UBC and they are at risk of being turned away at the Canadian border and of experiencing UBC as isolated, short term visitors without proper access to information and resources.

This project seeks to develop a simplified UBC approach for visiting international research students (VIRS) from institutions abroad undertaking research only for a period of one month or longer, at both the undergraduate and graduate level.

At the end of this project, UBC would have a pathway to welcome visiting international research students that:

1. Is straightforward, timely and welcoming for both students and hosting faculty
2. Provides student status and a limited set of resources to this growing and strategic group
3. Recognizes and covers in whole/or in part the administrative cost to UBC
4. Supports students with appropriate documentation to facilitate their legal immigration status

As a result, UBC will be able to:

1. Track, document and plan for this activity
2. Provide coordinated administrative support to visiting research students and their hosting departments and faculty members
3. Create further awareness and reporting on international activity through the mobility of research-based students from global institutions
4. Recruit students for graduate studies or postdoctoral fellowships at UBC
5. Support and leverage these research relationships in international research strategy

6. Further partnerships with international funding agencies, e.g. China Scholarship Council, Brazil Science without Borders, DAAD and MITACS Research Interns, and others

Project Sponsors: Susan Porter, Dean pro tem, Graduate & Postdoctoral Studies
Helen Burt, Associate Vice President, Research
Anna Kindler, Associate Vice President, Academic
Janet Teasdale, Managing Director, Student Development and Services

Project Leads: Jenny Phelps, Assistant Dean, Faculty of Graduate Studies
Katherine Beaumont, Director, Go Global

Consultation Group: Michelle Suderman, Assoc Director, International Student Development
Helen Pennant, Executive Director, UBC International
Grace Wong, Senior Advisor, Internationalization
Jacqueline Smit, Senior Officer, International Research Initiatives, VPRI
Janet Wang, Strategic Decisions Support, UBC Treasury
Graduate Policy Committee, Graduate & Postdoctoral Studies
Allison See, Director of Finance, Enrolment Services
Lisa Collins, Associate Vice-President and Registrar pro tem
Christopher Eaton, Associate Registrar and Director, Senate and Curriculum Services
Mark Crosbie, Associate Legal Counsel, UBC Legal
Grad Policy Council (Assoc Deans, Research)
Executive Enrollment Committee (Assoc Deans)
Gordon Binsted, Acting Provost and Vice-Principal, (Dean, Faculty of Health and Social Development), UBC Okanagan

Proposal development and consultation summary (as of August 2013):

At the request of the Executive Sponsors, project leaders were asked to assess the cost of the activity to UBC, propose an approach to covering in whole or in part that cost and to assess support for the proposal from the UBC Community. It was expected that if a new category of student and a related fee is established for this purpose, it should address both undergraduate and graduate visiting research students.

Senate Secretariat and Enrollment Services were consulted on the required pathways for approval (March 7, 2013). Graduate Council, Senate Admissions and Senate Policy Committees were confirmed as necessary venues for approval. Board of Governors approval will be required if changes to existing fees or new fees are introduced.

University Counsel (Feb 26, 2013) reviewed the proposal and provided feedback with respect to clearly defining the status of the visitor at UBC and definition of “student” in the University Act, who would fall within this group and identifying which governing agreements and policies would be in place (Senate, Board) and the nature of UBC’s relationship with the students’ home institution. This group would be considered students by virtue of their admission and

registration at UBC. There is no formal relationship between UBC and the home university in this approach. This would be made clear in the admission process.

Costs were assessed through consultation with SDS and Enrollment Services and resulted in the fees initially presented to the Executive Sponsors in January 30, 2013 that was then shared with the consulting groups for feedback. The original fee proposal included the Go Global Fee (384.77 to offset admin costs), the existing 1 credit of domestic tuition charged for the zero credit activity as recorded in VURS 499 and VGRD 599 and 699 (\$369.09/year pro-rated by term to off-set academic and research infrastructure costs), the subsequent AMS fees triggered by this tuition payment and the mandatory international medical insurance. This resulted in a 12 month fee of approximately \$1060 Cdn assuming that the 1 credit fee was able to be charged for the full year and not on a per term basis. (See appendix 1 for details based on a one year research visit).

Preliminary consultation with the academic community occurred through multiple discussions with the Grad Policy Committee (most recent consultation May 7, 2013) and the Executive Enrollment Committee (Feb 27, 2013) and most recently with the Office of the Provost and Vice-Principal, UBC Okanagan (July 19, 2013). Throughout the process we heard strong support for the principle of the approach, with a call to minimize fees so as to not inhibit mobility and a need to keep the administrative process simple. A strong overarching message was that if the approach is too costly or too bureaucratic, faculty will continue to bring in students 'under the radar'. The proposed annual fee of \$1060 was considered in this context to be too high; \$400 was not.

The community understands and accepts the need for a new administrative fee to provide new services, such as centralized registration, reporting, communications and provision of invitation letters suitable for obtaining appropriate immigration documentation. The current proposal asserts that these are the only new services that will be provided to VIRS, and therefore the only services requiring new revenue.

An SDS analysis concluded that a one-credit tuition revenue from approximately 150 VIRS per year (\$55,000/yr) would recoup the theoretical academic, research and support infrastructure costs associated with hosting the students. However, consultations with the academic and research community did not support attempting to recover these costs in light of the contributions to UBC's collaborative research endeavours made by these visitors (normally unpaid), the minimal anticipated demand on such services, and an overall desire to keep fees low to foster mobility and compliance.

Furthermore, there were considered to be little if any actual, additional research or support infrastructure costs to the university or academic units to host these students. Their small incremental draw on Library and IT services is likely absorbable within existing resources. It was confirmed that health and wellness-oriented student services to VIRS provided through the VP Students portfolio (on an urgent as needed basis only) would be managed through existing services (J. Teasdale). Also, as mentioned previously, the likelihood of significant non-

compliance for a system charging fees in the range of \$1000 was seen to be a much greater risk to the university than would be the small loss of potential revenue.

It was suggested that these assumptions could be tested through a 3-5 year pilot period, and the fee structure be revisited at that time.

It is also noted that VIRS contribute financially to UBC by being customers of university business ventures including housing, the Bookstore, Food Services and more. Some structured visiting research student programs such as the German RISE internships occur during the summer, advancing UBC's goals around summer use of campus.

A proposal was put forward to the Executive Sponsor group on July 17th which sought to establish a fee structure that addressed new administrative costs for the registration and reporting of these students and provides mandatory bridging health insurance coverage without requiring this group to pay tuition and related student fees, which were widely seen in consultation as prohibitive and unnecessary for this population.

Subsequently, the project leads were asked to provide additional information about current fee revenue from existing pathways, fee estimates conducted by SDS, precedence/evidence related to compliance claims in the proposal, and further rationale for various fee structure options, for deliberation by the University Executive. This additional information, along with four specific fee options is provided in Appendices 2 and 3. The rest of the proposal below stands as presented to the Executive Sponsor group on July 17th, 2013.

Proposed Fee Structure (July 17, 2013):

Based on these consultations, the following fee structure is proposed:

- A new "Visiting International Research Student" (VIRS) fee should be established, which covers costs incurred for basic administration to facilitate safe, clearly communicated, and legal entry.
- The VIRS fee should be charged to any VIRS registered at UBC for more than one month, up to one year. Fee must be renewed after one year. One fee for all durations (1-12 months) is significantly easier to manage than term-by-term fees.
- VIRS fee to be equivalent to combined Go Global short term mobility application and administration fees (currently: \$384.25).
- No tuition fees to be charged. VURS 499 and VGRD 500/600 to no longer have 1 credit tuition associated. Enrollment Services has confirmed that VURS and VGRD tuition fees can be adjusted on approval of this proposal.
- No student fees to be charged (none will be triggered except iMED as no tuition is charged). The regular iMED opt-outs will be available.
- Revenue from this fee should be directed to Go Global who can facilitate this activity as the centre for short term mobility services for undergraduate and graduate visitors.

Fee	Amount (2013-14)
VIRS fee	\$384.25 (1-12 month stay)
iMED	\$150.00 (3 months)
Total	\$534.24

Note: The SDS per student cost estimate for administrative services related to managing VIRS was \$340.38. The decision was made to use the existing Go Global fee as it covers parallel processes for incoming mobility students.

Public research university comparisons:

Comparator fees at other public research institutions (see table below) indicate a breadth of approaches from no fees whatsoever to quite significant fees. University of Toronto has confirmed they do not have full compliance, while Berkeley reports nearly full compliance. Recent discussions (May 2013) amongst the U21 network of Deans and Directors of Graduate Studies, surfaced concerns about mobility fees and revealed that while some institutions had such fees “on the books”, they were frequently waived with a simple MOU. The discussion confirmed an international trend to remove barriers to strong research mobility as a means to enhance international collaboration and engagement.

Institution	Name of program	Fees	Nature of fees	Information source
McGill	Graduate/ Undergraduate Research Trainee	None	N/A	http://www.mcgill.ca/gps/students/graduate-research-trainee ; http://www.mcgill.ca/students/records/trainees + personal communication
Toronto	Visiting International Graduate Research Student	\$1952.18/8 months	\$400 admin fee; \$1072.18 compulsory non-academic incidental fees; health insurance \$60/mo	http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/current/Student+Forms/IVGSR.pdf + personal communication
University of Victoria	International Visiting Graduate Research Students	None (student service fees optional)		http://oia.uvic.ca/?q=node/573
Berkeley	Visiting Student Researcher	\$400/year	“University Services Fee” – appears to cover basic administration	http://vspa.berkeley.edu/visiting-researcher-scholar + personal communication
UCLA	Visiting Graduate Researchers	\$1,517/year	“Graduate Division fee”; “Visa Processing & Admin Fee”; “Library Access Fee”; “IT fee”; others. Health insurance optional in addition.	http://www.gdnet.ucla.edu/gss/postdoc/vgrfees.htm
University of Michigan	Visiting Graduate Student Program (research only)	None	N/A	http://www.rackham.umich.edu/faculty_staff/information_for_programs/coordinators/visiting_graduate_students/ + personal communication
Melbourne	No apparent program			
National University of Singapore	Non-graduating program, non- exchange	~\$1650/two semesters	Tuition plus student services and health services fee	http://www.nus.edu.sg/registrar/edu/ng.html

Administrative issues:

Communications: Go Global will have responsibility for general communications, including maintaining a VIRS website for visitors, faculty and staff which clearly outlines process, fees, available resources and services.

Compliance: Deans and Department Heads will have responsibility to promote compliance in using the established VIRS pathway by faculty members and visitors.

VIRS registration and reporting: Go Global will have responsibility for managing registration of VIRS and reporting on VIRS activity on an annual basis. VIRS will be registered by Go Global in either VURS 499 or VGRD 500 (Master's) or 600 (Doctoral).

Appendix 1: Fee structure proposal and admin cost estimates – Original (Jan 2013)

Visiting International Research Student Fee: We originally proposed a program fee that amalgamated the one credit of tuition associated with VURS 499/VGRD 500/600 (\$369.09) with the Go Global fee (now \$384.25) into one fee that would be pro-rated and charged on a per term basis. We are now proposing based on consultation the removal of the tuition fee associated and instead, a one-time fee for all visiting international research students (for stays of 1-12 months). Enrolment Services has confirmed that it is possible to easily implement the zero tuition option and collect the admin fee via the SISC should this proposal be approved. VP Students has confirmed that no tuition consultation is required when tuition is not being assessed.

Student Fees: As the original proposal included a tuition fee, student fees would be assessed based on the one credit of tuition collected. Should zero tuition be approved, no fees would be collected. VPS is consulting with AMS on impact.

iMed: BoG policy requires any international student, degree seeking, exchange, or visiting regardless of tuition assessed, enroll in iMED coverage. This coverage ensures individuals can access health care immediately on arrival in BC as well as providing a travel buffer prior to arrival and on leaving UBC. Opt out possibilities are available.

Fees for 12 month period	Initial Proposal (Jan 2013)	Current Proposal (July 2013)
Tuition	369.09 (registration in VURS/VGRD)	0 (remove tuition from VURS/VGRD)
Admin	384.25 (Go Global Fee)	384.25
Student Fees	163.83 (fees triggered by tuition)	0
IMed	150.00	150.00
Total	1067.17	534.25

<u>Estimated Administration Fees for Visiting Research Graduate Students – SDS, April 2012</u>			
Number of visiting research students served (approx.)		150	
Number of hours spent on each student	x	10	hrs
		1,500	
Working hours per week	÷	40.0	hrs per week
Number of work weeks required		37.5	weeks
Number of weeks per year	÷	52.0	weeks per year
Number of Staff FTE Required per year		0.7	FTE
Average Salary of Admin Staff		43,269	\$
Add: Benefits	+	7,788	\$
Total Costs Required		51,058	\$
Number of students served	÷	150	students
Total		\$ 340.38	per year

Appendix 2: Additional Background Information, requested by Executive Sponsor A. Kindler (July 26, 2013)

1. Number of students registered in VGRD 500/600 and VURS 499 in the 2012-13 academic year?
Twenty -two individual students were registered in these courses over the 2012-13 academic year; some for more than one term.
2. Fees collected from these students in the 2012-2013 academic year?
 - a. Total tuition revenue from registration in VURS was ~\$2000; VGRD was ~\$7000
 - b. Student fees assessed with tuition ranged from \$139 to \$543 per student. Total fees collected ~ \$7000
 - c. Application fee of approximately \$100.00 per student. Total fees collected ~\$2200

Total fees collected for VURS/VGRD pathway in 2012-2013: ~\$18,200

3. SDS original estimate of annual cost per student for academic infrastructure/counseling services?
 - a. Student Counseling \$100
 - b. IT Services \$200
 - c. Library \$385
4. Precedence or evidence of increased compliance with lower fees?

While we do not have UBC-based evidence for compliance with a streamlined and lower cost option than the current avenues, we do know that there is better uptake of the current no-fee option of Visiting Scholars appointments through Faculty Relations (over 300 per year, the majority of whom are graduate students) than there is of the current “Visiting Graduate Student” pathway which charges 1 credit of tuition and student fees (and provides student benefits) for students conducting research only (11 last year). We also know from consultation with the academic community, including the Associate Deans, Research (the Graduate Policy Committee), that there was willingness (although still somewhat begrudging) to support the current proposal. There was a strong call to minimize fees as much as possible. Regardless of approach (including no-fee), there will be compliance issues. We are seeking to minimize them through the current proposal. We can review in a 3 to 5 year period and change course as needed.

McGill University, where they recently launched a no-fee visiting research student pathway, reported going from virtually no recorded activity to 700 students. Berkeley reported near complete compliance with their \$400/visit pathway (which is tightly linked to access to buildings, library, email accounts, etc.). Toronto reports low compliance with their nearly \$2000 pathway.

5. Why should the proposed VIRS admin fee (\$ 384.25-equivalent to current Go Global fees) be higher than the SDS-estimated actual per-student admin cost of \$340.38 and how should the excess collected funds be allocated?



10 January 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Proposal for a New Combined Degree/Diploma Program Option – Master of
Public Health (MPH) with Diploma in Dental Public Health (Dipl. DPH)
(approval)

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

“That Senate approve the New Combined Degree/Diploma Program Option in the Master of Public Health and Diploma in Dental Public Health, and the associated new courses.”

Respectfully Submitted,

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

UBC DENTISTRY



THE
UNIVERSITY OF
BRITISH
COLUMBIA

**PROPOSAL FOR THE COMBINED PROGRAM:
MASTER OF PUBLIC HEALTH
with
DIPLOMA
in
DENTAL PUBLIC HEALTH
FACULTY OF DENTISTRY
UNIVERSITY OF BRITISH COLUMBIA
2013**

**Dr. Edward Putnins, Associate Dean
Research and Graduate/Postgraduate Studies**

**Dr. Mario Brondani
Program Coordinator
Division of Prosthodontics and Dental Geriatrics**

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Dean of Faculty of Dentistry	
Associate Dean, Strategic and External Affairs	
World Health Organization	

Health Canada
 Director, UBC Dental Hygiene Degree Program
 Chair, Preventive and Community Dentistry
 British Columbia Dental Association
 Fraser Health Authority Medical Officer
 Vancouver Coastal Health Medical Officer
 Alberta Health Services
 Community Health Services - Victoria Cool Aid Society
 Mid-Main Community Health Centre
 Positive Living Society of BC
 Vancouver Coastal Health Public Health Dental Program

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I. General Information

Vision statement

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. ... The overall guiding principle for the world, nations, regions and communities alike, is the need to encourage reciprocal maintenance – to take care of each other, our communities and our natural environment.”

The Ottawa Charter for Health Promotion, 1986

University British Columbia vision statement

“As one of the world’s leading universities, the University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.”

Faculty of Dentistry mission statement

“To advance oral health through outstanding education, research, and community service.”

Diploma in Dental Public Health mission statement

“To improve oral health and education for the public at large, and marginalized and special needs groups in particular, through the education of dental public health specialists.”

Master of Public Health mission statement

“To produce public health professionals with integrated knowledge and skills in epidemiology, biostatistics, social, biological and environmental determinants of health, population health, disease prevention, and health systems management.”

Accreditation

Required documentation of this program will be produced for the Commission on Dental Accreditation of Canada. This is a combined Master of Public Health with a Diploma in Dental Public Health program. Students with a DMD or equivalent that successfully complete the program will be eligible for the Royal College of Dentists of Canada Fellowship Exam and the American Boards of Public Health Dentistry Diplomate examination to practice as a specialist in dental public health. Students with a Dental Hygiene (DH) degree or equivalent will complete the course work leading to the MPH and the Diploma, but will not be eligible for examination leading to practice as a specialist in dental public health.

Program Title: New Combined MPH/Diploma in Dental Public Health

Degree Title: Master of Public Health (M.P.H)

Diploma Title: Diploma in Dental Public Health (Dipl. DPH)

Department: Oral Health Sciences

Anticipated Date of Implementation: September 2014

The requirements for recognition of Dental Specialties and National Certifying Boards for Dental Specialists in Canada and the U.S.^{1, 2} state that *“for eligibility for certification, the successful completion of an educational program accredited by the Commission on Dental Accreditation of two or more academic years in length, as specified by the Commission,”* has to occur.

The Canadian (CDAC)³ and American (CODA) Commissions on Dental Accreditation state that the program must provide instruction at the advanced level in the following:

- a. Epidemiology
- b. Biostatistics
- c. Economics (CDAC only)
- d. Behavior science
- e. Environmental health
- f. Management science
- g. Policy analysis

The CDAC recognizes that for the specialty of dental public health, these applied proficiencies should be addressed:

- a. community oral health assessment and diagnosis
- b. prevention and control of oral diseases in the community
- c. research methodology including database management and analysis
- d. health promotion and education
- e. program management including program evaluation
- f. oral health care delivery systems and financing of health care

The Canadian Dental Association (CDA) through the CDAC and the College of Dental Surgeons of British Columbia (CDSBC), along with all other provincial dental licencing authorities in Canada, recognize the specialty and, in cooperation with the American Dental Association, also recognize the credentials of the American programs in dental public health. Such mutual agreement will facilitate exchange of experts and enhance job opportunities.

II. Need for the Program

1. Justification for the Program

Released in 2011, the Cycle II of the Canadian Health Measures Survey stated that approximately 40 million hours were lost from work, school, or normal activities due to dental sick days/dental visits in a year, while almost 50% of lower income earners required dental treatment.⁴ In 2010, the Surgeon General's Report on health⁵ and oral health⁶ highlighted that, *“while the majority of North Americans have adopted safe and*

effective means of maintaining oral health over the past half century, many still experience needless pain and suffering, affecting their overall health and well-being, and exacting financial and social costs that significantly diminish the quality of life.”⁷

Public health preventive strategies such as fluoride, both topically and systemically applied, are still the most valuable ways to reach those in need.

A gap currently exists between dental public health research findings and public health practice for Canadians. In order to narrow this gap, this proposed program supports community-based research, dental public health interventions and health promotion programs to provide a body of knowledge to meet the needs of the rapidly changing Canadian population. Therefore, there is an ongoing need for training dental public health experts in research, dental public health programs evaluation, policy analysis, and oral health care decision making.

2. Dental Public Health at the University of British Columbia Faculty of Dentistry

The newly proposed UBC combined graduate Master of Public Health with a Diploma in Dental Public Health connects the academic, service and research excellence of the Faculty of Dentistry (FoD) with the interdisciplinary academic environment offered by the School of Population and Public Health (SPPH) (please refer to the Memorandum of Understanding, page 122). The proposed program offered at UBC is a non-thesis, course-based combined Master of Public Health, the most widely recognized professional credential for leadership in population and public health, with a Diploma in Dental Public Health, a non-clinical specialty in dentistry that provides graduates with the necessary skills to work in government, academic, professional, and other organizations to ultimately be leaders in dental public health locally, nationally and internationally.

British Columbia has six health authorities including the First Nations Health Authority that together play a unique role in dental public health with a range of initiatives that target low income families, pregnant women and First Nations communities. At least two of these health authorities are currently partnering with the Faculty of Dentistry and all of the authorities are affiliated with the SPPH. The partnership between the FoD and the SPPH is unique in providing a vibrant educational opportunity at a critical time in the development of dental public health in Canada. The UBC Dental Public Health program will also provide a cohort of trained educators to participate in the teaching of other future dental public health professionals. In addition, a subset of our students may be motivated to carry on to full-time careers in academics or be directors of dental public health departments.

In keeping with other specialty programs offered by the Faculty of Dentistry at UBC, this program provides education, field work, and public service that contribute to the health and sociocultural progress of the people of this province and Canada. We combine courses from the UBC School of Population and Public Health and the Faculty of Dentistry with a field-based practicum program focused on vulnerable populations,

including but not limited to First Nations, intravenous drug users, immigrants and refugees, and low income/working poor.

3. Dental Public Health as a Specialty

Dental public health is recognized in Canada, the U.S., and many other countries as a non-clinical specialty defined as the science and art of assessment of oral health needs and improving the dental health of populations rather than individuals.^{2,3} It is concerned with the oral health education of the public, with applied oral health research, and with the administration of dental care programs as well as the prevention and control of dental diseases on a community basis. The role of public health in Canada's health care system is strong and continually evolving to better serve the challenges of our society.

Public health dentists and dental hygienists promote oral health by:

- ◆ assessing the oral health needs of the community
- ◆ developing and implementing oral health policy
- ◆ providing programs and services that address oral health issues

Dental Public Health professionals must have broad knowledge and skills in public health administration, research methods, prevention and control of oral diseases, and the delivery and financing of oral health care.⁸

4. Public Health Services

The Association of Schools of Public Health⁹ outlines the ten essential Public Health Services that fit the Dental Public Health mandate:

- ◆ Monitoring health status to identify community health problems
- ◆ Diagnosing and investigating health problems and health hazards in the community
- ◆ Informing, educating, and empowering people about health issues
- ◆ Mobilizing community partnerships to identify and solve health problems
- ◆ Developing policies and plans that support individual and community health efforts
- ◆ Enforcing laws and regulations that protect health and ensure safety
- ◆ Linking people to needed personal health services, and assuring the provision of health-care when otherwise unavailable
- ◆ Assuring a competent public health and personal health-care workforce
- ◆ Evaluating effectiveness, accessibility, and quality of personal and population-based health services
- ◆ Researching for new insights and innovative solutions to health problems

5. Professional Collaboration between Graduates in Dental Public Health and the existing dental public health services and personnel of British Columbia

The combined graduate Master of Public Health with a Diploma in Dental Public Health program relies on active collaboration with the local public health community, who are working mainly in not-for-profit dental clinics and health units outside the university, and in the community at large via one of the six health authorities in the province. The Faculty of Dentistry has received indications of good will from the local, provincial and national public health dentistry and other public health workers, and from the Health Authorities. See attached letters of support from these different academic, governing bodies and health organizations and authorities (pages 24-39).

6. Graduate Programs in Dental Public Health in Canada

Currently, there is only one Canadian Diploma in Dental Public Health program at the University of Toronto, which graduates up to three public health dentists every year. This program is also offered as M.Sc./Dental Public Health coursework only to dental hygienists. As a result, few dental professionals aspiring to specialize in Public Health Dentistry, and few dental hygienists interested in getting advanced education in Public Health Dentistry, are able to receive their training in Canada. They must go elsewhere, usually to the USA, for their specialty education. Twelve universities in the USA offer dental public health education either alone or combined with another advanced degree (University of California, Case Western Reserve University, Columbia University, University of Iowa, Boston University, University of Michigan, Harvard, University of North Carolina, Baylor College of Dentistry, University of Washington, and Texas Health Science Center at San Antonio). In general, existing dental public health programs are based on 40 to 80 credits with a practicum field experience or a residency, and run from 2 to 2.5 years.

In keeping with the mission of UBC, we propose a second Canadian program at the UBC Faculty of Dentistry and School of Population and Public Health as a combined graduate Master of Public Health with a Diploma in Dental Public Health.

7. Enrolment Projections

We project enrolling 3 students per year considering the growth, aging, and multicultural composition of the population. In 2011/12, even without a program, we have had six inquiries about a dental public health specialty at UBC.

8. Other Graduate Programs, and the Undergraduate Program in the Faculty of Dentistry

The Faculty of Dentistry has graduate specialty programs in periodontics, endodontics, pediatric dentistry, prosthodontics, orthodontics and a postgraduate program in oral medicine/oral pathology and general practice residency. In addition, the Faculty of Dentistry offers Ph.D. and M.Sc. degrees in Craniofacial Sciences in conjunction with one of our graduate specialty programs or as stand-alone degrees. This new program

will add up to three graduate students each year to the current group of 55 graduate students in our Faculty. The existing graduate programs, as well as the undergraduate program, will benefit immediately and most directly from a graduate dental public health program. Undergraduate dental students take a program of study throughout the four years that involves community dental services involving inner city schools, low income children from outside Vancouver, not-for-profit organizations, public health clinics, long-term care facilities and community centers, which offer the opportunity to attend the dental needs of patients with disabilities and special needs in the community. The proposed dental public health specialty program will articulate well with the existing community partnerships in place for the teaching of DMD and DH students.

9. Professional Collaboration

There are almost 200 accredited specialists and diplomates in dental public health in Canada and the United States; many will retire in the next 3 years. In fact, some of the accredited Dental Public Health Schools in Canada and the U.S. already have full time positions available; this number will only increase in the next few years. About 20 positions are available for dentists with dental public health training to work mostly in academic fields (e.g., colleges and faculty positions), health authorities, and government in Canada and the USA, with at least two positions for Dental Public Health Offices at provincial levels in Canada (Government of Northwest Territories and Nova Scotia as per the website information on May 5/2012 <http://www.fptdwg.ca/English/e-members.html>).

As part of UBC's global initiative, our Faculty seeks to attract graduate students locally and from abroad, especially from countries with developing public health services. Consequently, we expect a large demand for dental public health education from foreign students who plan to return home to academic and government positions. Moreover, existing dental public health programs across Canada, including prenatal dental public health programs, schools dental screening, and dental public health initiatives via community colleges, depend on dental public health specialists for continuity and evaluation, and development of new programs. Dental Schools nationwide require dental public health faculty for the undergraduate programs, research and continuing education programs.

10. Effect on Undergraduate Education at the Faculty of Dentistry

A new combined graduate Master of Public Health with a Diploma in Dental Public Health program will increase the demand for existing faculty to be practicum supervisors and teachers in graduate seminars and community field-work, similar to our other specialty graduate programs. However, this new program will also create a cohort of newly trained educators in dental public health who will contribute to the program itself and to our undergraduate program. In particular, this new cohort of educators will actively engage within the Professionalism and Community Services module (PACS) in all 4 years of the DMD curriculum, and with the dental hygiene curricular activities.

III. Program Objectives

The combined graduate Master of Public Health with a Diploma in Dental Public Health is a 2.5 year program that provides graduates with the skills necessary to work in government, academic, professional, and other public health organizations, to engage in research, and to serve underserved populations for exemplary Public Health Dentistry.

A graduate from the program will be competent to:

- a. Plan oral health programs for populations;
- b. Select interventions and strategies for the prevention and control of oral diseases and promotion of oral health;
- c. Implement, manage and develop resources for oral health programs for populations;
- d. Incorporate ethical standards in oral health programs and activities;
- e. Evaluate and monitor dental care delivery systems;
- f. Understand, design and use of surveillance systems to monitor oral health;
- g. Communicate and collaborate with groups and individuals on oral health issues;
- h. Support, implement and evaluate legislation and regulations to protect and promote the public's oral health;
- i. Assess and synthesize the literature on public health;
- j. Design and conduct population-based studies.

IV. Program description

1. Admission Requirements and Prerequisites

Applicants for the specialty must hold a D.M.D. degree or its equivalent, or a D.H degree or its equivalent, and meet the entrance requirements of the Faculty of Dentistry (Diploma) and School of Population and Public Health (MPH).

Applicants must have fulfilled all the requirements of acceptance into the Diploma and MPH programs, and the Faculty of Graduate Studies. The MCAT is required for all the applicants and either the MCAT or Graduate Record Examination (GRE) is required for the MPH program. The minimum acceptable score on the MCAT is 30. The minimum score on the GRE is 153/170 for verbal and 148/170 for quantitative skills. In addition to having a baccalaureate degree and having maintained a 76% average or greater over the course of the degree, MPH applicants must have completed an undergraduate mathematics or statistics course in the previous 10 years with a final score of 75% or greater.

Admission requirements for entry to the M.P.H./Dental Public Health will be also open to dental hygienists with a four year undergraduate dental hygiene degree from a recognized university, or a four year undergraduate degree from a recognized university

and dental hygiene training. Dental students will take all core and elective courses, and the practicum leading to the MPH and Diploma combined. Likewise, dental hygiene students will take all core and elective courses and the practicum leading to the MPH and the Diploma.

All applicants will submit three letters of reference and applicants with a degree from a university in which English is not the primary language of instruction must provide a minimum TOEFL score of 580 paper-based or the equivalent of an internet-based (TOEFL 93), or a minimum IELTS overall band score of 7.0 with a minimum score of 6.5 in each component of the academic (NOT general) IELTS test, taken within twenty-four (24) months prior to the time of submission of the application.

Those who meet these minimum requirements and are short-listed will be interviewed by the program Admissions' Committee from the Faculty of Dentistry and the School of Population and Public Health, who will make the final selection based on experience, scholastic achievement and interest in research and the academic field. Further information may be obtained from the Program Coordinator, Department of Oral Health Sciences, Faculty of Dentistry, 2199 Wesbrook Mall, Vancouver B.C., Canada V6T 1Z3. Students accepting an offer of admission are required to pay a non-refundable deposit. Further information can be obtained from the Faculty of Dentistry website at <http://www.dentistry.ubc.ca/Education/Grad/default.asp>

The program requirements in order to graduate entail the successful completion and 'passing grade' of all the 74 credit courses for the combined program as outlined in Figure 1 below. Students will not be able to receive either the MPH or the Diploma separately if they are enrolled in the combine program.

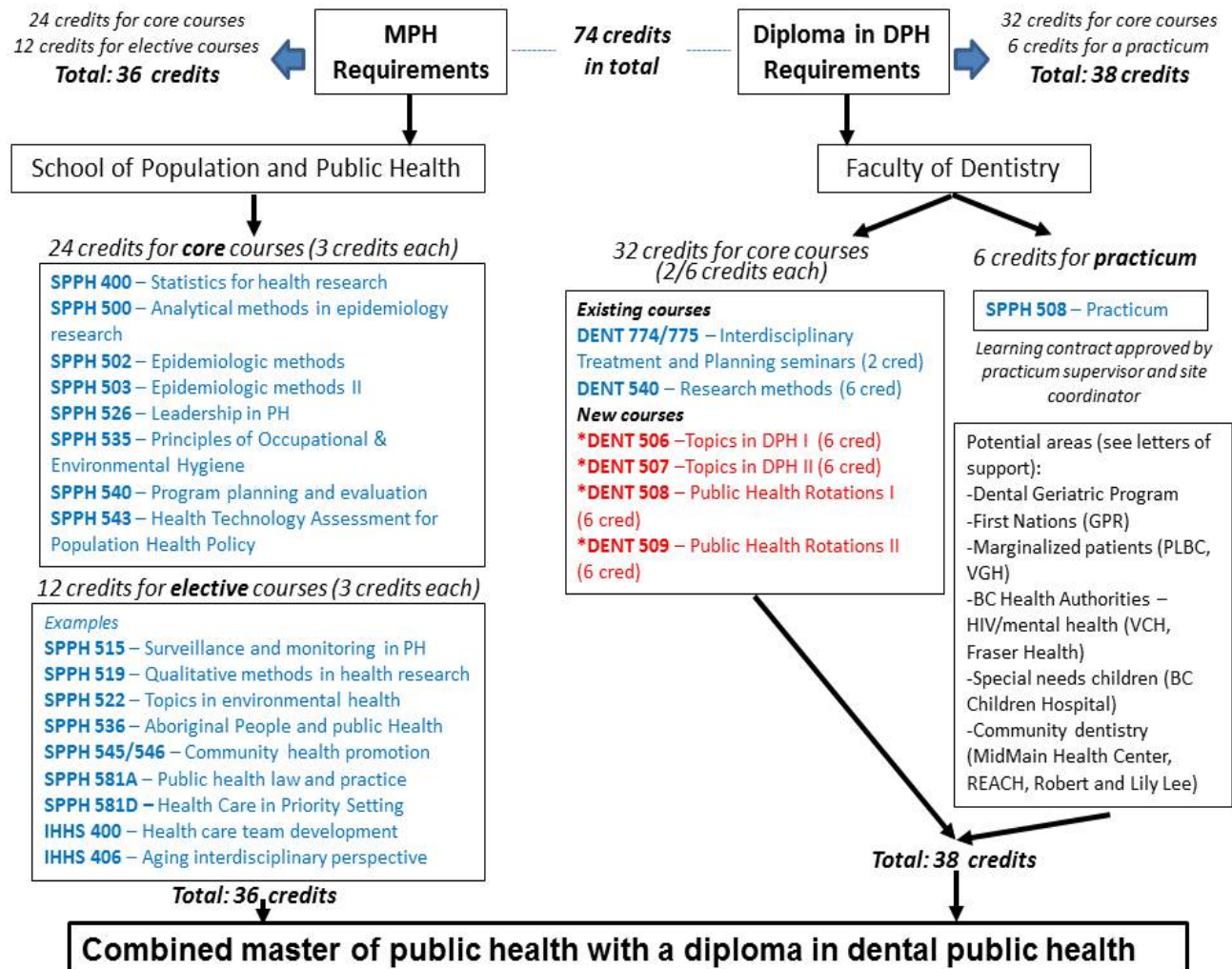
2. Curriculum (Figure 1 and Table 1)

The curriculum designed for the combined graduate Master of Public Health with a Diploma in Dental Public Health aims at fulfilling its mission statement to improve the oral health and education of the public at large while targeting marginalized and vulnerable groups including institutionalised older adults, low income and the working poor, immigrant and refugee families, Aboriginal people, children with disability, individuals with HIV, and individuals experiencing mental health and addiction. The courses offered provide the theoretical background to discuss public policy development and analysis, dental public health program evaluation, oral health care decision making, ethics, and health economics. The public health rotations and the practicum give the opportunity to experience in practice such issues.

Students are required to take a total of 74 credits: 36 for the MPH and 38 for the Diploma as per Figure 1. Fifty-six credits are designed as core courses; 12 as elective courses; and 6 as per the required field-based practicum. Courses are available from the Faculty of Dentistry, the School of Population and Public Health (SPPH) and the College of Health Disciplines (CHD - IHHS courses). Pages 40 to 46 show the proposed time-table for the combined program.

Table 1 summarises the core and elective courses required for the Master of Public Health (MPH) and for the Diploma in Dental Public Health and their respective credit value and hours, time schedule in the curriculum and course instructor

Figure 1 – Required courses for the combined MPH/Diploma in Dental Public Health from the UBC School of Population and Public Health and the Faculty of Dentistry



Master of Public Health (MPH): 36 credits in total

- 24 credits of Core courses (page 47)

These core courses will enable graduate students to integrate the science and art of health surveillance, disease prevention, and health promotion through the organized efforts of society via courses on epidemiology, biostatistics, the social, biological and environmental determinants of health, population health, global health, disease prevention and health systems management.

SPPH 400, SPPH 500, SPPH 502, SPPH 503, SPPH 526, SPPH 535, SPPH 540, SPPH 543.

SPPH courses are 3 credits each.

- 12 credits of Elective courses (page 50)

These elective courses will integrate the necessary learning from the core courses with focus on specific public health areas that the graduate student want to pursue, including health care and epidemiology, environmental health, injury prevention, aboriginal health, team development, HIV/AIDS, aging and geriatrics, among others areas.

Various courses from the existing pool of SPPH courses (3 credits each) and of College of Health Discipline (IHHS, 3 credits each) courses.

The MPH courses are also offered in a "distributed learning" format in which students attend courses on campus for four consecutive days once per month and also supplement their learning through complementary on-line activities. Each course consists of 3 full days, one day per month. An additional 15 hours of curriculum is online for each course. Full day classes will be scheduled Thursday, Friday, Saturday or Sunday. Courses will be scheduled so that a full course load (four classes) can take place over 3 extended weekends (Thurs, Fri, Sat, Sun) in a term.

Diploma in Dental Public Health: 38 credits in total

- 32 credits of Core courses (pages 55-101)

These core courses will enable graduate students to focus on the dental public health aspects of dental public health surveillance, disease prevention, and health promotion through via courses on oral epidemiology, biostatistics, the social, biological and environmental determinants of oral health, oral disease prevention and oral health care management.

-Existing courses: DENT 540 (6 credits), DENT 774/775 (2 credits).

-New courses: DENT 506, DENT 507, DENT 508, and DENT 509 (6 credits each).

DENT 506 (6 credits) Topics in Dental Public Health I, and DENT 507 (6 credits): Topics in Dental Public Health II.

Description: A series of three-hour weekly seminars for the first and second years, terms 1 and 2. Contemporary literature in Public Health and Dental Public Health will be reviewed and will cover epidemiology, biostatistics, economics, behavioral sciences, environmental health, management science and policy analysis pertinent to public at large, and marginalized and special needs groups in particular.

Objectives: To review the current and classic literature on which contemporary dental public health is based.

Content: Seminars will be conducted to review the research and the available literature on dental public health, international public health, public health policy, and global health. Emphasis will be on current literature with a viable connection to the historical background of the discipline to allow a broader understanding of the topics. Students will be encouraged to relate their experiences with the field observations reported in the literature and to explore research interests.

DENT 508 (6 credits): Public Health Rotations I and DENT 509 (6 credits): Public Health Rotations II.

Description: A series of three-hour weekly field supervised rotations for the first year (term 2 and Summer session) and second year (terms 1 and 2). Different dental public health and public health sites, clinics and organizations will receive one or two student each and a tutor. Where possible, graduate students will be encouraged to apply into practice what they have learned from theory (didactic discussions, seminars and tutorials).

Objectives: To experience dental public health aspects of the dental profession.

Content: Graduate students will engage in various non-clinical (e.g., administrative meetings, planning, and discussions) and clinical activities (e.g., fluoride varnish clinics, provision of dental care) at different sites throughout Vancouver including long-term care facilities, health authorities, community clinics, hospitals, inner city schools, community centers and not-for-profit organizations. Activities will vary in each site, and will include analysis of existing dental public health epidemiological data, administration and management, policy analysis, care conferences and rounds, deliver of dental care, outreach initiatives, oral health promotion, dental public health program development and evaluation, and knowledge transfer workshop. Students will be encouraged to relate their experiences and skills within this field rotation. A limited teaching license from the College of Dental Surgeons of BC is required that the students will apply for.

- 6 credits of Practicum field experience (page 102)

The practicum will allow graduate students to become leaders in dental public health to work in local, regional, national and international settings through emphasis on leadership skills, linkage with dental public health agencies, authorities and departments, and a commitment to managing uncertainty and change in a global context.

SPPH 508 (6 credits).

This combined program requires a six-credit practicum/field work experience in order to integrate course work and further the development of skills in community health practice. This practicum experience will take place after year 2 - term 1 either in January (Winter Session) or May (Summer session), after students successfully passed their required core courses, including SPPH 400, 500, 502, 503, 526, 536, 540, 581B and 518D, and DENT 540, 774/775, 506, 507, 508 and 509). The practicum can happen full time for 12 weeks (e.g., 420 hrs) during year 3 - term 1, or at part-time bases starting in year 2 - term 2 to the sum of 420 hrs in total.

Table 1 – Summary of courses required for the MPH (A) and the Diploma in Dental Public Health (B)

Course	MPH/ Diploma	Credit Value	Hours	Tutorial/ Field	Year	Instructor
A) MPH program (SPPH)						
SPPH 400 - Statistics for Health Research	MPH	3	36	T	I	M Marin
SPPH 500 - analytical Methods in Epidemiology Research	MPH	3	36	T	I	M Marin
SPPH 502 - Epidemiologic Methods I	MPH	3	36	T	II	P Janssen
SPPH 503 - Epidemiologic Methods II	MPH	3	36	T	II	KS Joseph
SPPH 526 - Leadership in Public Health	MPH	3	36	T	I	B Smith, E Smailes
SPPH 535 - Principles of Occupational & Environmental Hygiene	MPH	3	36	T	I	K Bartlett
SPPH 540 - Health Services Research I: Evaluative Research	MPH	3	36	T	II	C Lovato, S Kishchenko
SPPH 543 - Outcome Evaluation: Health Technology Assessment for Population Health Policy	MPH	3	36	T	II	A Kazanjian
SPPH/IHHS Elective I	MPH	3	36	T	I	TBD in conjunction with the program head
SPPH/IHHS Elective II	MPH	3	36	T	II	TBD in conjunction with the program head
SPPH/IHHS Elective III	MPH	3	36	T	II	TBD in conjunction with the program head
SPPH/IHHS Elective IV	MPH	3	36	T	II	TBD in conjunction with the program head
Subtotal		36	432			
B) Diploma program (FoD)						
DENT 540 - Research Methods	Dipl.	6	72	T	I	D Brunette
DENT 774/775 - Interdisciplinary Treatment Planning Seminars	Dipl.	2	24	T	I,II	TBD in conjunction with the program head
DENT 506* - Topics in Dental Public Health I	Dipl.	6	72	T	I	TBD in conjunction with the program head
DENT 507* - Topics in Dental Public Health II	Dipl.	6	72	T	II	TBD in conjunction with the program head
DENT 508* - Public Health Rotations I	Dipl.	6	72	Field	I,II	TBD in conjunction with the program head
DENT 509* - Public Health Rotations I	Dipl.	6	72	Field	II	TBD in conjunction with the program head
SPPH 508 - Practicum in Dental Public Health	Dipl.	6	420	Field	III	M Brondani (Supervisor)
Subtotal		38	804			
	Total	74	1236			

*Denotes new courses / See tentative timetables for years I and II below.

3. Evaluation of Graduate Student, Courses and Instructors

The FoD Graduate Studies committee meets twice during the academic year to review the progress of students, with view of offering advice, support and assistance. The graduate students will be required to meet at least twice a year with the Program Coordinator and produce a Graduate Student Committee Report highlighting progress and recommendations. Regarding the practicum placement, the graduate students will also meet with the Program Coordinator, practicum course coordinator and a representative from the SPPH for the same purpose.

All course instructors and courses will be evaluated by a confidential online assessment via the Faculty of Dentistry and the School of Population and Public Health.

V. Calendar Statement

The combined graduate Master of Public Health with a Diploma in Dental Public Health is a non-clinical specialty program. The program provides educational training for dentists with a DMD or equivalent and dental hygienists with either a dental hygiene diploma from an accredited program plus a baccalaureate degree or a dental hygiene degree. Achievement of the Diploma in Dental Public Health requires full completion of the didactic, rotations and practicum requirements associated with the diploma program in the Faculty of Dentistry, and with the master program in the School of Population and Public Health. In this combined program, the diploma and the master are awarded conjointly and both must be completed to graduate. A student who withdraws from the program does so as a whole, and will not be able to complete the MPH or the diploma alone. Graduates with a DMD or equivalent will be eligible to take the examinations for specialty certification in Dental Public Health of the Royal College of Dentists of Canada and the American Board of Dental Public Health. Students without a DMD or equivalent will not be able to take the exam in dental public health at the Royal College of Dentists of Canada and the American Board of Dental Public Health. Normal course of study is two and a half full-time academic years to prepare the graduate student for practice in dental public health.

VI. Admission Process

As per section IV 1., admission is based on specific criteria from the UBC Faculty of Graduate Studies, Faculty of Dentistry and the School of Population and Public Health, which are readily available to advisors and applicants while some criteria are described below. Academic performance will not be the sole criterion, but interview and previous experience.

The applicant's academic standing must be such that it gives reasonable assurance of the successful completion of the program. Several means will be used to evaluate the

applicant's qualifications. Among these are personal recommendations, interviews, national board results, academic records, working experience, and formal and informal engagement in dental public health activities, research and teaching. In the case of graduates whose primary language is not English, a language proficiency examination will be considered as per the above statement.

The deadline for fully documented applications is March 1 for entry the following September. Contact the Program coordinator at the earliest possible date for an application. Completed applications are reviewed and selected for interview by committee. Personal interviews are mandatory.

1. Admission Criteria

Applicants must fulfill the minimal requirements set by the University of British Columbia Faculty of Graduate Studies, School of Population and Public Health and Faculty of Dentistry, must hold a DMD or equivalent, or a dental hygiene diploma plus a baccalaureate degree or a dental hygiene degree or the equivalent. Please note that until we receive an application form we are not in a position to evaluate credentials.

Academic Requirements: Canadian or U.S. Credentials

Applicants with Canadian or US credentials must have a minimum average equivalent to a UBC B+ (76%) in third- and fourth-year courses.

Academic Requirements: International Credentials

International applicants must have a minimum overall average equivalent to a UBC B+ (76%). Applicants should have academic backgrounds within the general requirements listed by country on the Faculty of Graduate Studies website.

English Proficiency Requirements

Applicants who received their qualifying degree from a country in which English is not the primary language must present evidence of proficiency in English. One of the following tests of English proficiency is acceptable:

TOEFL

The minimum TOEFL score required is 580 paper-based or 93 internet-based, taken within twenty-four (24) months prior to the time of submission of the application. TOEFL score sheets must be sent directly from the Educational Testing Centre in sealed and official envelopes. Photocopies of test scores are not acceptable

IELTS

A minimum overall band score of 6.5 is required with a minimum score of 6.0 in each component of the academic (not general) IELTS test. IELTS score sheets must be sent directly from source in sealed and official envelopes. Photocopies of test score are not acceptable. Regarding applications to programs commencing in 2013, the IELTS minimum requirement has changed to a minimum overall band score of 7.0 is required

with a minimum score of 6.5 in each component of the academic (not general) IELTS test.

Quantitative skills

Candidates have to demonstrate proficiency in quantitative skills. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in which you have received at least 76% (or international equivalent) on an undergraduate mathematics or statistics course taken within the past ten years. Scores within the last five years from GMAT, MCAT, LSAT, VCAT, PCAT, DATS can be accepted as alternatives to the GRE score.

Reference Letters

Three (3) references are required with the application. Referees must be individuals who are prepared to provide a report on your academic ability and qualifications. A referee may be academic, professional, or personal. There are two possible formats for references, either electronic or paper letter:

Electronic Reference Format:

The online application system requires you provide each referee's name, address, and email address. Should you choose to include this, an electronic reference form will be securely sent to the referee which they may fill out and submit directly to our graduate office. Please note that we are unable to accept email addresses from Hotmail, Yahoo, GMail, or other free email accounts.

Paper Letter Reference Format:

A referee may prefer to send a paper letter. Paper letters of reference must be mailed directly to the Admissions Office, Faculty of Dentistry in sealed and endorsed official envelopes.

Required Application Documentation

Fully documented applications must be received by the graduate office by the application deadline. Early submission of the application and supporting documentation is strongly encouraged to ensure all admission requirements are met.

Along with the application form and fee, a fully documented application must include:

- Two (2) official copies of university transcripts from all colleges and universities attended sent from source in sealed and endorsed envelopes (except UBC transcripts).
- Two (2) official copies of the degree certificate if the official transcript does not indicate the degree received and degree conferral date.
- If university transcripts and degree certificates are issued in a language other than English, a literal English translation of two (2) sets of official transcripts (and degree certificates if necessary) must be obtained from the issuing University's translation service. Send both the original language and literal English translation transcripts in sealed envelopes endorsed by the issuing university.

- A TOEFL or IELTS score sheet taken within twenty-four (24) months prior to the time of submission of the application if the qualifying degree was received from a country in which English is not the primary language.
- Three (3) references in either the electronic reference format or sealed and endorsed paper letter format.
- After submitting documents please allow one - two weeks for received items to appear on your online checklist due to the high volume of mail and inquiries we receive during the admission period.

Send all application documentation to:
Admissions Office, Graduate Programs
UBC Faculty of Dentistry
2199 Wesbrook Mall - Vancouver, BC V6T 1Z3 - Canada
<http://www.dentistry.ubc.ca/Education/Grad/default.asp>

PLEASE NOTE: Given that the number of applicants exceeds the number of positions available, a record that satisfies the minimum requirements does not guarantee admission to the program. Preference for admission to clinical specialty programs may be given to applicants who have already graduated from dental school and have some clinical, research, and teaching experience. There is no limit to the number of times a candidate can apply or be interviewed for admission.

VII. Present and Projected Resources

Currently there are forty-one full time faculty members in the Faculty of Dentistry; most are already involved in supervising graduate students.

1. Qualified Faculty

Currently there are 4 faculty members (two full-time, tenure-track Assistant Professors, and two part-time Clinical Assistant Professors) with vast experience in dental public health. There are at least 6 other full time faculty members from other disciplines who will be actively engaged in this proposed graduate program with particular interest in Dental Public Health. A fifth part-time (2.5 days/week) faculty member in the Division of Community Dentistry will be required to teach didactic courses and practicum/field work activities.

Public Health and Dental Public Health practitioners from federal, provincial and local government departments, community health centers, and professional organizations will assist with the teaching and co-supervision of students. The faculty will illustrate their teaching with current examples from their research and consultations with provincial, national and international health organizations. Students will bring with them a variety of backgrounds, further enhancing the educational environment.^{iv}

2. List of Qualified Faculty

- Mario Brondani DDS, MSc, MPH, PhD. Assistant Professor;
- Michael MacEntee LDS(I); Dip. Prosth., FRCD(C), PhD. Professor;
- Jolanta Aleksejuniene DDS, MSc, PhD. Assistant Professor;
- Leeann Donnelly DipDH, BDSc(DH), MSc, PhD. Assistant Professor;
- Rosamund Harrison, DMD, MSc, Cert. PedDent, MRCD(C). Professor;
- Denise Laronde, BA, DipDH, MSc, PhD, Assistant Professor;
- Diana Lin BHE, Dip DH, MSc. Clinical Assistant Professor;
- Kavita Mathu-Muju DMD, MPH, Cert. PedDent, FRCD(C),. Assistant Professor;
- S Ross Bryant, DMD, MSc, PhD, FRCD(C), Dip. Prosth; Assistant Professor
- Komkham Pattanaporn DDS, MPH, DPH, Clinical Assistant Professor;
- Batoul Shariati DDS, MPH, MSc, PhD (Epi), Clinical Assistant Professor;
- Christopher Zed BSC, DMD, MBA, GPR. Clinical Associate Professor;
- Tracy Wong DMD, MA. Clinical Assistant Professor

3. Student Life and Additional Program Expenses

Each graduate student is assigned a student space with a desk within the 'Grad Commons' at FoD which will allow interaction with other graduate students. Each student will be required to purchase a personal computer, the required textbooks for each course and the licensing for EndNote X5 for reference managing. They will have access to a printer, and reasonable photocopying. Students will also spend time in the local health authorities, government bodies, community clinics and long-term care facilities for part of their dental public health training. No renovations or additional program expenses (other than those listed in Table 4, ahead) are required to accommodate this proposed combined specialty program.

4. Library Resources

An adequate selection of professional journals and contemporary textbooks in public health in general, and public health dentistry in particular, is available in the UBC library. No additional material will be required other than access to electronic library services and interlibrary loan (scientific journals) and some newer text books. See Library Curriculum Consultation (page 119).

5. Administrative and Support Staff

A dental public health training program accredited by the Canadian Dental Association must provide sufficient support staff, supplies and equipment for the students. Human resources already exist at the Faculty of Dentistry as per the Manager of Graduate Admissions and Administrative Graduate Assistant positions, and the School of

Population and Public Health as per the Graduate Educational Manager and the Program Assistant positions. For the first and perhaps second year fewer staff is required. The admissions to the program will be administered by the Faculty of Dentistry in conjunction with the School of Population and Public Health.

6. Budgetary Impact (Operating Income per year)

Program fees from the current full time MPH (SPPH) and Diploma in Dental Public Health (FoD) will apply. Regular Faculty of Graduate Studies fees are based on 2012/13 calendar year, and do not reflect any latest increase. Pages 120 and 121 show the budgetary impact of the curriculum proposed signed by the Dean of Faculty of Dentistry, and by the Director of the School of Population and Public Health, respectively. The following fees reflect the combined program for domestic students only:

Table 3 - Annual tuition fees for domestic and international students (2013 fees)

<i>Fees¹</i>	<i>Domestic</i>	<i>International</i>
MPH fee (SPPH) -Grad Studies Tuition	\$4,436²	\$7,794²
Diploma Specialty fees (FoD) -Diploma tuition	\$11,968³	\$31,212⁴
Total per student ⁵	\$16,404	\$39,006

¹ Full-time tuition fees represent 3 instalments per year for the total shown on columns for Domestic and international students.

² Board approved tuition fees for domestic and international graduate students for the MPH program

³ Board approved above-the-base tuition fee differential for DMD students

⁴ Board approved above the base tuition fee + board approved international differential for DMD professional programs

⁵ Tuition fees refer to the calendar year of 2013/14 academic year for the undergraduate dentistry students, domestic (<http://www.dentistry.ubc.ca/Education/DMD/FinancialInformation.asp>) and international (<http://www.dentistry.ubc.ca/Education/IDDCP/FinancialInformation.asp>)

Table 4 - Budget Model based on 2 domestic and 1 international students per year

	Year 1 (3 students)		Year 2 (6 students)		Year 3 ³ (9 students)	
	FoD	SPPH	FoD	SPPH	FoD	SPPH
Revenue						
1) Tuition						
<i>MPH domestic</i>		\$8,872		\$17,922		\$21,238
<i>MPH international</i>		\$7,794		\$15,743		\$18,656
<i>Diploma domestic</i>	\$23,936		\$48,351		\$57,296	
<i>Diploma international</i>	\$31,212		\$63,049		\$74,714	
2) MSc Support Program²						
<i>\$1,275 per student</i>	\$ 3,825		\$ 7,803		\$ 7,959	
3) MPH Practicum Support²						
<i>\$1,225 per student</i>						\$ 3,823
Revenue total	\$58,973	\$16,666	\$119,203	\$33,665	\$139,969	\$43,717
Expenses						
1) Tuition recovered to Central Administration (25%) + bad debt (1%)						
<i>MPH tuition domestic</i>		\$ 2,285		\$ 4,615		\$ 5,469
<i>MPH tuition international</i>		\$ 2,007		\$ 4,054		\$ 4,804
<i>Diploma tuition domestic</i>	\$ 6,163		\$12,450		\$14,753	
<i>Diploma tuition international</i>	\$ 8,037		\$16,235		\$19,239	
2) Additional faculty/staff¹						
<i>Additional faculty for 2,5-days/week + benefits</i>	\$50,000 \$ 9,700		\$51,000 \$ 9,894		\$52,020 \$10,092	
<i>Part-time faculty from the community</i>	\$ 2,700		\$ 5,400		\$ 5,400	
3) Practicum Support²						
<i>\$1,275 per student (Diploma)</i> <i>\$1,225 per student (MPH)</i>	\$ 3,825		\$ 7,803		\$ 7,959	\$ 3,823
4) IT support for new faculty						
<i>\$340 per 50% full-time faculty</i>	\$ 340		\$ 340		\$ 340	
Expense total	\$80,765	\$ 4,292	\$103,122	\$ 8,669	\$109,803	\$14,096
Net Total	-\$21,792	\$ 12,374	\$ 16,080	\$24,996	\$ 30,166	\$29,621

¹ Additional part-time Faculty at 50% (salary plus benefits – 19,4%); Part-time faculty: 3 sessions per term, 10 sessions each @ \$90/session.

² Required support equivalent to MSc research support at a value of \$1,275/year per student. This support will be used to develop the practicum, if applicable and necessary.

³ The tuition of year 3 onwards is broken down as follows: 3 third year students paying one instalment only and 6 students (3 first and 3 second year) paying full year tuition.

6.1 Notes to the budget

Start of the Program

The combined program will be launched from Year 2013/14.

Tuition Fees

Total tuition fee is derived from Combined Master of Science in Craniofacial Science/Diploma in Periodontics; total tuition fee allocated to SPPH is derived from the current tuition fee of MPH. The proposed program fee for the MPH-DPH program will be \$38,276.35 for domestic students and \$91,013.44 for international students. Tuition fees are settled in minimum 7 instalments with \$5,468.05 per instalment for domestic students and \$13,001.92 per instalment for international students. Both domestic and international students pay 3 instalments each year for the first two years and 1 instalment for the third year. The continuing fees to be charged for both domestic students and international students after the minimum 7 instalments will be \$662.33 for domestic students and \$2,546.90 for international students.

Students Enrolment

2 domestic students and 1 international student per cohort will be enrolled in this combined program

Clinical Instructor:

Additional 0.5 FTE clinical instructor (2.5 days per week) will be needed to teach courses at \$50,000 per year plus 19.4% benefits

Practicum costs

For each cohort, practicum costs will be \$1,275 per student and paid by Faculty of Dentistry for the first two years and \$1,225 per student and paid by SPPH for the last year

Others

- Faculty of Dentistry will bear all the additional costs incurred by MPH-DPH except for the practicum costs, which Faculty of Dentistry will cover the first 2 years at \$1,275/student for each cohort and SPPH will pay for the last year at \$1,225/student for each cohort
- Both current MPH and DPH programs have the class capacity to hold additional students from this combined MPH-DPH program
- Neither the Dean's office of Faculty of Dentistry nor SPPH will charge any of the overhead costs for using its administration services
- Annual growth of 2% is applied to the 2012/13 tuition fee
- Students will not get paid for their required teaching of 4 hours/week

Other Financial Condition

Faculty of Dentistry has agreed to absorb the deficit in the first year. As of year 2015/16, which is the steady state, the program will generate a net annual surplus of \$59,787.

Mandatory UBC student fees are additional and estimated at approximately \$600 (CAD) per year to all students. Financial assistance is available to students enrolled full time in the Program. Applicants are encouraged to visit www.grad.ubc.ca for information about financial awards. A number of scholarships, bursaries, and loans are available to graduate students at UBC and specifically students engaged in public health.

Exact figures may vary and can be supplemented by other sources of funding. Some support might be provided for attendance at major national meetings.

This graduate program has a uniform but flexible curriculum, which allows the student to take advantage of the various resources at UBC to meet the specific career objectives such as elective courses and extramural activities. The program will advance the training of the student in areas of public health and public health dentistry in terms of services, education, and research.

VIII. Contact Us

For more information on the combined graduate Master of Public Health with a Diploma in Dental Public Health program, please contact:

Mario Brondani, DDS, MSc, MPH, PhD

Assistant Professor and Program Coordinator

Department of Oral health Sciences, Division of Prosthodontics and Dental Geriatrics.

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XI - Existing core courses required for Master of Public Health (MPH)

SPPH 400 (3) Statistics for Health Research Year 1, Term 1

Instructor: Mike Marin

This course will introduce students to statistical methods and their application to investigation of health outcomes and their determinants. Students will learn to choose and create effective summaries of univariate and bivariate data; distinguish between basic methods for selecting samples and understand the impact of the sampling method; identify commonly used basic statistical methods; perform basic probability calculations; understand the notion of sampling variability and sampling distributions; calculate and interpret p-values and confidence intervals; select and carry out an appropriate method of analysis to compare the means or proportions of two or more populations; conduct simple and multiple linear regression analyses; and formulate statistical models for relating health outcomes and their determinants.

SPPH 500 (3) Analytical Methods in Epidemiological Research Year 1, Term 2

Instructor: Mike Marin/Boris Sobolev

This course provides an introduction to regression modeling of epidemiologic data to broaden analytic skills acquired in previous courses. This course covers commonly used statistical techniques such as linear and logistic regression, and survival analysis. The student will learn to: relate regression methods to appropriate types of epidemiologic data; perform linear, logistic, Poisson and Cox regression analysis with multiple variables; interpret coefficients of each regression model and summarize results for scientific journals; develop and critically evaluate analytic methods sections in epidemiologic literature; communicate effectively with statistical practitioners on regression methods; and, do statistical work based on ethical guidelines for statistical practice. Working knowledge of statistical software is required. Prerequisites: SPPH 400 and SPPH 502.

SPPH 502 (3) Epidemiological Methods 1 Year 1, Term 1

Instructor: Dr Chris Richardson

This introductory level course is intended to provide students with a working knowledge of the basic concepts and methods of epidemiology. The focus of this course is the acquisition, analysis, and interpretation of information about disease occurrence. Students will learn to: demonstrate a working knowledge of sources of population data; use epidemiological concepts; calculate rates and risks to describe the health status of populations; describe standard approaches to investigations of disease outbreak; assess the relevance and understand the limitations of various research designs; address threats to the validity of study design, including bias, misclassification, confounding, and effect modification; evaluate the validity of screening and diagnostic tests; understand issues related to measurement of prognosis of disease; formulate and apply logical statements of causation; identify, discuss and illustrate the basic principles, objectives, and elements of public health surveillance; critically appraise published research; formulate an approach, based on sound epidemiological principles and methods, to etiologic and health services questions.

SPPH 503 (3) Epidemiological Methods 2 Year 1, Term 2

Instructor: Dr KS Joseph

The aim of this course is to prepare students with the knowledge, attitudes and skills to design their own study, and to critically evaluate the work of others. The course is designed for students who intend to carry out their own research projects. Students will learn to think critically about concepts and principles related to measurement of health outcomes and epidemiology; use comparative reasoning to evaluate health risks and benefits from treatment in the fields of occupational, environmental and clinical epidemiology, as well as other branches of study; provide an in-depth critique of methodological issues relating to epidemiological studies; demonstrate successful interpersonal collaborative skills in order to perform in health research and professional contexts; demonstrate effective communication skills (written and oral) for a scientific audience; and, demonstrate responsible use of individual and societal values and ethical principles in personal, scientific and professional contexts.

SPPH 526 (3) Leadership in Public Health - Year 2, Term 1

Instructor: Dr Smith/Smailes

This course focuses on the leadership and managerial skills that are most practical and relevant in public health. Cases, articles, discussions and guest speakers provide participants with insight into the roles, challenges, and success requirements of public health leaders. A framework for leadership is introduced and successive sessions take selected elements of the framework for further study. These include leadership skills such as self-awareness, teambuilding, negotiation and conflict management, change management, strategic thinking, resource measurement and allocation, use of information technologies in leadership, evidence-informed decision-making, policy development, and knowledge exchange and translation.

SPPH 535 (3) Principles of Occupational & Environmental Hygiene – Year 1, Term 1

Instructor: Dr Karen Bartlett

The purpose of this course is to introduce students from a variety of undergraduate backgrounds to the science of hygiene, a specialized discipline within environmental health. Occupational hygiene is practiced within workplaces, while environmental hygiene is practiced in the community, or general population. The course will survey the broad field of hygiene science.

SPPH 540 (3) Health Services Research I: Evaluative Research Year 2, Term 1

Instructors: Drs Chris Lovato & Svetlana Kishchenko

The purpose of this course is to develop students' knowledge and skills in planning and evaluation research related to population health and health services. Both quantitative and qualitative research methods will be explored. Students will learn to describe how evaluation fits into the larger domains of program planning and health research; demonstrate understanding of different theories/models of evaluation; identify barriers that can compromise the development, implementation and utility of an evaluation and how they can be addressed; apply knowledge of research methods to conducting an

evaluation; demonstrate understanding regarding the basic concepts of measurement as applied to evaluation research; demonstrate knowledge of approaches and challenges related to knowledge translation in evaluation research; summarize and critique evaluation research in a specific program area related to population health or health services; and develop and critique an evaluation proposal.

SPPH 543 (3) Outcome Evaluation: Health Technology Assessment for Population Health Policy – Year 1, Term 2

Instructor: Dr Arminée Kazanjian

This is an advanced course in health technology assessment methods and issues for those who have either completed an introductory epidemiology course (SPPH 502) or an equivalent mix of training and planning, management or policymaking experience (and permission from the instructor). The purpose of this course is to understand the various policy applications of HTA, from assessment to establishing market viability for new technologies, to assessment conducted with an objective to regulate expensive technologies, and to become familiar with the methods used for conducting HTA.

SPPH 543-DL is a mixed mode, or *blended*, course. This means that you will be working with your instructor, TA, and fellow students both online and face-to-face in the classroom. It is necessary for you to participate fully in all parts of this course to successfully complete the course. Lectures by the instructor, guest lectures and online material, combined with pre-assigned readings, will outline key issues and concepts in Health Technology acquisition, diffusion and its assessment. All components of this course have been designed to provide an opportunity for application of these concepts.

XII - Existing elective courses for the Master of Public Health (MPH)

SPPH 503 (3) Epidemiological Methods 2 Year 2, Term 1

Critical thinking in epidemiology; principles and methods of study design; context for epidemiological investigations of human health. Prerequisite: SPPH 400, 502.

SPPH 510 (3) Measurement of Health Care Year 1, Term 2

Concepts and techniques of measurement in epidemiological research. Topics covered include validity, reliability and misclassification, scale design and the construction of questionnaires and indices for both health outcomes and exposures. Prerequisite: SPPH 400, SPPH 502, SPPH 513 or permission of instructor.

SPPH 512 (3) The Design and Analysis of Clinical Trials Year 1, Term 2

Ethical considerations, intention-to-treat versus efficacy trials, principles of sampling and exclusion, methods of allocation and techniques of randomization, parallel versus cross over design, monitoring treatment outcomes, adverse effects, stopping rules, analytic techniques and data interpretation, and logistical issues in the management of clinical trials. Prerequisite: Permission of the instructor.

SPPH 514 (3) Clinical Decision Analysis Year 2, Term 1

Methodology in and applicability of clinical decision analysis. Applications in problem solving (screening or prevention program assessment, test of treatment trade-offs, interpreting uncertain clinical data etc). Techniques include decision tree design, sub-trees, marker models, sensitivity analysis, Monte Carlo simulation, threshold analysis, utility assessment including the DEALE. Prerequisite: SPPH 502, SPPH 513.

SPPH 515 (3) Surveillance and Monitoring in Public Health Year 1, Term 2

SPPH 518 (3) Mathematical Modeling of Communicable Diseases Year 1, Term 2

Application of mathematical models in understanding communicable disease dynamics and control; interpretation of model outcomes; modeling methods and their applications.

SPPH 519 (3) Qualitative Methods in Health Research Design Year 1, Term 2

Purposes, context, procedures, and relationships within qualitative health research and methodologies.

SPPH 520 (3) Control of Communicable Disease Year 1, Term 2

Epidemiology of viral, bacterial and parasitic infections with emphasis on the control of these infections in human populations. Immunization programs will be stressed. Term 2

SPPH 522 (3) Topics in Environmental Health Year 2, Term 2

Role of air, water, food and solid waste as sources of human health risks; global environmental health issues; sustainability.

SPPH 523 (3) Global Health and Human Security - Year 2, Term 2

History of public health research and practice; occupational and environmental health; health services and systems; social and lifecourse determinants of health; and population health and emerging trends. Term 1

SPPH 525 (3) Issues and Concepts in Public Health - Year 1, Term 1

Instructor: Dr Michael Brauser/ Dr Victoria Lee

This course is an overview of many critical psychological, social, cultural, demographic, biological, and other factors that influence lifestyle and disease susceptibility. Students will examine the history of public health research and practice and occupational and environmental health, health services and systems, social and life-course determinants of health, and population health and emerging threats. Each week a senior public health practitioner will outline their role within the public health sector. They will give a case-based presentation that highlights major challenges or successes in their field.

SPPH 527 (3) Social Determinants of Health Year 1, Term 1

SPPH 528 (3) Rural and Remote Health Year 1, Term 2

Issues and solutions to delivery of health services to underserved rural populations. Prerequisite: SPPH 400, SPPH 502.

SPPH 532 (1.5-3)d Environmental Health Risk Assessment and Communication Year 2 Term 2

SPPH 536 (3) Aboriginal People and Public Health: Ethics, Policy, and Practice Year 1 Term 1

Ethics, policy, and practice; experience of colonization; Indian Act; the histories and intergenerational impact of the residential school; child-welfare systems; communicable disease prevention; the challenge of ethical public health practice; and traditional healing.

SPPH 538 (3) Application of Ethical Theories in the Practice of Public Health Year 2 Term 1

SPPH 541 (3) Health Services Research II: Economic Evaluation Year 2 Term 2

Economic evaluation of health service interventions and programs, with emphasis on methods and components of program costing. Prerequisite: SPPH 506, SPPH 540 or permission of instructor.

SPPH 542 (3) Seminar: Issues in Canadian Health Policy Year 2, Term 1

Analysis of topical Canadian health policy issues in international context. Topics variable but include public/private financing, health-care personnel, and pharmaceutical policy challenges.

SPPH 545/546 (1.5/1.5) Community Health Promotion: Theoretical Basis/Community Health Promotion: Practice Year 1, Term 2

Instructor: Dr Jim Frankish

This course draws upon theories and concepts from social/behavioural sciences as applied to health promotion and population health research. The objective is to increase awareness of, and skills in applying, selected social science concepts in analysis of health promotion problems, assessment of needs in specific populations, and planning of programs. Lecture topics will include: Precede Model as an organizing framework for health promotion programs; theories and models and their purpose in health promotion; principles of health education and health promotion; and, a review of major models in behaviour change and health promotion. Community Health Promotion has changed a great deal during the past three decades. As we enter a new millennium, this course offers students a chance to take a look in the "rear-view mirror" on their way to the future. Lessons learned from previous experience will be reviewed critically and then applied to current contexts. A variety of methods will be used during the course, including lecture, small group work, seminar-style discussion, in-class projects, and presentations. Students will also have the opportunity to interact with field-based experts to get "insiders' perspectives" on community health-promotion practice in action. Seminar applying social and behavioural theories to research on planning, implementation and health-care , and health promotion, and seminar that critically examines the practice of community health promotion, including its historical and philosophical roots. See full description attached.

SPPH 550 (3) Analysis of Health Care Organizations

Analysis of models of organizational structures and processes in health-care . Using open and closed systems theories of organizations (contingency, rational-bureaucratic, human relations, resource dependency and population ecology) as a framework, relevant organizational factors and intra-organizational processes will be examined.

SPPH 551 (3) Advanced Health Information Systems

Information systems in planning and management of health-care services provided through single-purpose units, comprehensive clinics and hospitals. Emphasis on computerized systems.

SPPH 553 (3) Seminar in Health Care Management

Assessment of approaches and development of sound strategies for addressing current problems and issues.

SPPH 554 (3) Addiction and Mental Health

SPPH 558 (3) Health Management Project

Implementation of planning theory through the completion of a bounded project within a health agency, and under individual faculty supervision. Prerequisite: SPPH 553.

SPPH 580C (3) Health survey methods: A practical introduction

SPPH 580F (3) Tobacco and Health: From cells to society

SPPH 581A (3) Public Health Law and Practice – Year 2, Term 1

Instructor: Veronica Fynn

The primary focus of the course is on public health law in Canada, however, international legal issues will be discussed for comparative purposes.

SPPH 581D (3) Health Care Priority Setting – Year 2, Term 1

Instructor: Dr Craig Mitton

This course will introduce principles and methods related to health care priority setting. Students will be expected to design a priority setting process based on real-world constraints. See full description attached.

SPPH 581B (3) Public Health Approaches to Addictions

The general aim of this course is to provide students with elements to critically examine public health strategies regarding addictive behaviours, substance use and related problems, in the context of a multidisciplinary approach.

SPPH 581C (3) Community Based Research in Population Health, Public Health & Health Promotion Initiatives

SPPH 581J (3) Overview of Global Health

This is a foundational course for those entering the global health stream. Within the context of least developed countries or resource constrained populations this course will address burden of disease estimates, key indicators and principal determinants of health, global intervention strategies, public, NGO and private sector players in global health and their performance.

SPPH 598 (6) Occupational and Environmental Hygiene Project

Applied project on approved topic based on practicum: requires a written and oral report.

IHHS 401 (3) Ethical Decision-making in Health Care – Year 1 or 2, Term 1

Instructor: Dr Barbara Purves

An interprofessional approach using case studies to illustrate the application of bioethical principles and theories. Intended for students in the health and human service programs only.

IHHS 404 (3) First Nations Health: Historical & Contemporary Issues – Year 1 or 2, Term 2

Instructor: Dr Kerrie Charnley

An epistemological approach that considers the determinants of health and spiritual-environmental-cultural perspectives.

IHHS 406 (3) Aging from an Interdisciplinary Perspective – Year 1 or 2, Term 1

Instructor: Drs Joanie Sims-Gould, Mario Brondani, Michael MacEntee

Interprofessional approach to issues associated with aging in our society. Intended for students in the health and human service programs.

**IHHS 408 (3) Topics in Aboriginal Health: Community-based Learning Experience
– Year 1 or 2, Summer session**

Instructor: Dr Leah Walker and Ms Genevieve Leis

This 4-week elective offers students an opportunity to gain hands-on experience working with leaders in Aboriginal health, Aboriginal patients and community members while learning to work together with other health professional students. Permission required.

**IHHS 410 (3) Improving Public Health: An Interprofessional Approach to
Designing and Implementing Effective Interventions – Year 1 or 2, Term 1**

Instructor: Dr Elaine Alpert

Skills and knowledge to be able to practice patient-centred interprofessional collaboration in a specific area of healthcare.

XIII - Existing core courses required for the Diploma in Dental Public Health

DENT 540 (6) Research Methods and Seminars in Oral Biology Year 1, Terms 1 and 2

Instructor: Dr Brunette

This course offers an introduction to current research and evaluation trends in research which allow for evaluation of the efficacy and effectiveness of different methodologies. Assessing research design, measurement reliability and validity, common data sources used, measurement effectiveness and outcomes.

DENT 774/775 (2/2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I and II Year 1, Terms 1 and 2

Instructor: Dr Kennedy

These courses involve care across multiple dental specialties, and a graduate teaching module. They are taken in their entirety by all UBC Faculty of Dentistry graduate students who are enrolled in a combined specialty (orthodontics, prosthodontics, pediatric dentistry, periodontics, and endodontics) and involves care within and across dental disciplines. This interdisciplinary course will give Dental Public Health graduate students the opportunity to bring a dental public health perspective into the treatment planning discussed.

These interdisciplinary courses also engage students in taking a teaching module as a Graduate Student Instructor at the UBC Faculty of Dentistry (see below). It comprises of approximately 40 hours of class time and instruction over 2 years to help students develop and enhance their instructional skills while discussing teaching theory and practice. This is important considering that specialty programs have, as part of their accreditation requirements, an expectation that their students be involved in teaching up to 20% of their time (one/two half day or a full day a week in undergraduate teaching). These teaching opportunities will happen during the Professionalism and Community Services (PACS) module at UBC Faculty of Dentistry, and during the Dental Hygiene Degree program. PACS is a longitudinal series of four modules within DENT that spans all four years of the undergraduate dental curriculum with community service learning and public health as its main pedagogy engaging undergraduate students in health promotion activities and provision of care in different communities. A similar course happens within the Dental Hygiene (DH) program, and it is just natural that the dental public health graduate students engage within DENT 410, 420, 430 and 440 PACS, and DH courses activities as they are geared towards discussing the determinants of health, oral health promotion projects (from planning to evaluation), and community dentistry issues within marginalized and hard to reach communities including HIV/AIDS patients, working poor, institutionalized older adults, children at school age in inner city schools, and so on. Students will be encouraged to attend the lectures and activities, and will actively participate by assisting the course instructors and tutors in class and in the various community sites.

Proposal to Develop a Focused Teaching and Learning Module for Graduate Student Instructors at UBC (HCvB & EP, 2011)

Rationale: Students entering our graduate programs are well trained professionally but most often have little or no additional teaching experience. This is important considering that all clinical specialty programs have, as part of their accreditation requirements, an expectation that their students be involved in teaching.

Developing teaching effectiveness during the graduate years is important because once students' formal graduate education is completed and the majority of professionals move to specialty practice, they still continue to play the role of an educator. Specifically, interactions between specialist and general practitioners are not much different from the interactions between graduate instructors and undergraduate students. In addition, specialists play a key role in educating patients about their oral health. Many specialists may return to teach on a part-time basis; many develop study clubs (which employ small-group learning) and are often called upon to be guest lectures (large-group learning). Therefore, development of a graduate teaching module may support graduate students in their formative years and also will help them fulfil their new teaching role in specialty practice. This module will develop graduate teaching in the domains of (1) clinical teaching, (2) small-group instruction and (3) large-group instruction. Table 1 provides a description of where knowledge of teaching and learning gets developed and applied. Specifically, we marked two important stages, *formative years* and *mature years*.

Domains	Formative Years (Graduate Program)	Mature Years (Specialty Practice)
Clinical Teaching	<ul style="list-style-type: none"> • Oral health educator to patients • Part-time instructor in undergraduate clinic • Knowledge resource person for undergraduate students 	<ul style="list-style-type: none"> • Oral health educator to patients • Part-time instructor at local university • Knowledge resource person for general practitioners
Small Group Instruction	<ul style="list-style-type: none"> • PBL Tutor • Consultant in the clinic & hospital (UBC & VGH) 	<ul style="list-style-type: none"> • Study Clubs • Consultant for complex clinical cases
Large Group Instruction	<ul style="list-style-type: none"> • Didactic lecture supporting cases 	<ul style="list-style-type: none"> • Guest lecturer for professional conferences (e.g. Pacific Dental Conference)

Table 1: Two Phases in the Maturation of a Specialty Graduate Student's Teaching Career.

Aims: We intend to enhance Graduate Student Instructors' (GSI's) teaching ability in the formative years such that it impacts:

1. Undergraduate education (both DMD & DHDP),
2. GSIs' competence and confidence as a clinical specialist and educator

Competency Expected from the GSIs

- The ability to build a safe environment for students to learn
- The ability to provide effective feedback to students
- The ability to model evidence-based reasoning and problem solving.

HCvB & EP Dec.11

- Excellent organizational skills (in relation to the ability to organize, structure and prepare tutorials, labs and classes)
- Comprehensive skills in guiding/facilitating learning about the subject areas
- Effective communication skills (including clarity of examples and explanations, effective communication of expectations, relation of current issues/research to student experiences and real-world applications)

XIV - New core courses required for the Diploma in Dental Public Health

New courses proposed (syllabi follow):

DENT 506 (6) - Topics in Dental Public Health I (Critical Literature Review) Year 1 Terms 1 and 2

Instructor: Brondani and others (TBA)

This is the part I of a course that provides a comprehensive review of basic, applied, theoretical and emerging issues in Dental Public Health in Canada and internationally. The graduate students read, summarize, and critique selected articles and then present and discuss them in a group seminar under the direction of an instructor. The purpose is to review each article and summarize the purpose, materials and methods, results, discussion and implications as well as critique the article and determine a “Bottom Line” for the paper. Each graduate student is to read all the papers and in turns, to present an overall summary and conclusion of the topic and provide a written copy to all others in the class and the instructor.

DENT 507 (6) - Topics in Dental Public Health II (Critical Literature Review) Year 2 Terms 1 and 2

Instructor: Brondani and others (TBA)

This is the part II of a course that builds on DENT 506 to provide a comprehensive review of basic, applied, theoretical and emerging issues in Dental Public Health in Canada and internationally. The graduate students read, summarize, and critique selected articles and then present and discuss them in a group seminar under the direction of an instructor. The purpose is to review each article and summarize the purpose, materials and methods, results, discussion and implications as well as critique the article and determine a “Bottom Line” for the paper. Each graduate student is to read all the papers and in turns, to present an overall summary and conclusion of the topic and provide a written copy to all others in the class and the instructor.

DENT 508 (6) - Public Health Rotations I Year 1 Terms 2 and Summer session

This is the part I of a field-base course to provide a comprehensive opportunity to experience first-hand the dental public health aspects of the profession. According to each of the enrolled sites, the graduate students observe, participate and engage in activities under supervision of a faculty member or a site coordinator/representative.

DENT 509 (6) - Public Health Rotations II Year 2 Terms 1 and 2

This is the part II of a field-base course to provide a comprehensive opportunity to experience first-hand the dental public health aspects of the profession. According to each of the enrolled sites, the graduate students observe, participate and engage in activities under supervision of a faculty member or a site coordinator/representative.

XVI - UBC Curriculum Proposal Form Change to Course or Program

UBC Curriculum Proposal Form

Change to Course or Program

Category: NP & 1

<p>Faculty: Dentistry Department: Oral Health Sciences Faculty Approval Date: November 29, 2012 Effective Session: 14S Term 1</p>	<p>Date: 11/29/2012 Contact Person: Dr. Ed Putnins Phone: 604-822-1734 Email: putnins@dentistry.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Population and Public Health</p> <p>...</p> <p>Program Overview</p> <p>The School of Population and Public Health (SPPH) offers research-oriented graduate programs leading to the:</p> <ul style="list-style-type: none"> • Doctor of Philosophy (with dissertation) • Master of Science in Population and Public Health (with thesis) • Master of Science in Occupational and Environmental Hygiene (with project or thesis options) • Master of Health Administration (course-based), designed for health administrators • Master of Health Science (course-based), designed to provide graduate education for physicians • Master of Public Health (practicum-based), designed to provide graduate education for individuals currently in public health practice or wishing to enter the field • Combined Program Option: Master of Public Health (practicum-based) with Diploma in Dental Public Health (course-based). This combined 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420</p> <p>Present Calendar Entry:</p> <p>Population and Public Health</p> <p>...</p> <p>Program Overview</p> <p>The School of Population and Public Health (SPPH) offers research-oriented graduate programs leading to the:</p> <ul style="list-style-type: none"> • Doctor of Philosophy (with dissertation) • Master of Science in Population and Public Health (with thesis) • Master of Science in Occupational and Environmental Hygiene (with project or thesis options) • Master of Health Administration (course-based), designed for health administrators • Master of Health Science (course-based), designed to provide graduate education for physicians • Master of Public Health (practicum-based), designed to provide graduate education for individuals currently in public health practice or wishing to enter the field

<p>program option is a non-clinical specialty program that is offered in conjunction with a Master of Public Health (M.P.H.).</p> <p>The programs may be focused on any of the faculty's areas of strength: epidemiology, clinical epidemiology, biostatistics, community health, global health, health services management and planning, health services research, health-care policy, occupational and environmental health, and preventive medicine and health promotion Prospective students should visit the SPPH online to learn more about the current research interests and projects of faculty members.</p> <p>.....</p> <p>Master of Public Health</p> <p>The M.P.H. Program is a two-year non-thesis program. It will normally be completed in three academic terms and one term devoted to a practicum.</p> <p>.....</p> <p>... For additional information on program requirements, please refer to the SPPH website.</p> <p>Combined Program Option: Master of Public Health/Diploma in Dental Public Health</p> <p>This combined program option is a non-clinical specialty program that is offered in conjunction with the Master of Public Health (M.P.H.).</p> <p>The combined program provides education and training for potential</p>	<p>The programs may be focused on any of the faculty's areas of strength: epidemiology, clinical epidemiology, biostatistics, community health, global health, health services management and planning, health services research, health-care policy, occupational and environmental health, and preventive medicine and health promotion Prospective students should visit the SPPH online to learn more about the current research interests and projects of faculty members.</p> <p>...</p> <p>Master of Public Health</p> <p>The M.P.H. Program is a two-year non-thesis program. It will normally be completed in three academic terms and one term devoted to a practicum.</p> <p>...</p> <p>For additional information on program requirements, please refer to the SPPH website.</p>
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<p>dental public health workers, researchers, and teachers.</p> <p>The M.P.H. and Diploma in Dental Public Health are awarded conjointly and both must be completed to graduate. The combined program will require 2.5 years to prepare the student for dental public health practice and a research career.</p> <p>Graduates with a Doctor of Dental Medicine (D.M.D.) or equivalent will be eligible to take the examinations for specialty certification in Dental Public Health of the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p> <p>Students without a D.M.D. or equivalent will not be able to take the exam in dental public health at the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p> <p>Admission Requirements</p> <p>Students wishing to pursue the combined program must meet the admission requirements for the Faculty of Graduate and Postdoctoral Studies, Dentistry and the School of Population and Public Health.</p> <p>Applicants must hold a Doctor of Dental Surgery or Dental Medicine or equivalent, or a Dental Hygiene degree or equivalent, from a recognized university.</p> <p>Applicants must demonstrate evidence of ability to manage quantitative curriculum. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in which the applicant has received at least 76% on an</p>	
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<p>undergraduate or college mathematics or statistics course taken within the past ten years. Scores from GMAT, MCAT, LSAT, VCAT, PCAT, and DATS will be accepted as alternatives to the GRE score.</p> <p>The minimum required TOEFL score for admission is 625 (paper-based) or 107 (internet-based), taken within 24 months of application. A minimum IELTS band score of 6.5 is required, with a minimum score of 6.0 in each component of the academic IELTS test.</p> <p>Completed applications are reviewed and selected for interview by committee. Personal interviews are mandatory.</p> <p>The application deadline is March 1 for entry to the following September. For additional information on eligibility requirements, please visit the M.P.H. Program</p>	<p>Type of Action: Create new combined program option for a Master of Public Health with a Diploma in Dental Public Health; create Diploma in Dental Public Health</p> <p>Combined Master of Public Health/Diploma in Dental Public Health: Background</p> <p>The combined graduate Master of Public Health with a Diploma in Dental Public Health is a non-clinical specialty program option. The program provides educational training for dentists with a DMD or equivalent. Dental hygienists with either a dental hygiene diploma from an accredited program plus a baccalaureate degree or a dental hygiene degree will also be able to apply for the program, and will take core and elective course leading to the MPH and the Diploma. Achievement of the Diploma in Dental Public Health requires full completion of the didactic, rotations and practicum requirements associated with the diploma program in the Faculty of Dentistry, and with the master program in the School of Population and Public Health. In this combined program, the diploma and the master are awarded conjointly and both must be completed to graduate. A student who withdraws from the program does so as a whole, and will not be able to complete the MPH or the diploma alone. Graduates with a DMD or equivalent will be eligible to take the examinations for specialty certification in Dental Public Health of the Royal College of Dentists of Canada and the American Board of Dental Public Health. Students without a DMD or equivalent will not be able to take the exam in dental public health at the Royal College of Dentists of Canada and the American Board of Dental Public Health. Normal course of study is two and a half full-time academic years to prepare the graduate student for practice in dental public health</p> <p>Rationale</p>
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	<p>The specialty program option in Dental Public Health is offered at UBC via a combined Master of Public Health via School of Population and Public Health, as the most widely recognized professional credential for leadership in population and public health, with a Diploma in Dental Public Health via Faculty of Dentistry, as a non-clinical specialty in dentistry that provides graduates with the necessary skills to work in government, academic, professional, and other organizations to ultimately be the leaders in dental public health locally, nationally and internationally. British Columbia plays a unique role in Dental Public Health in Canada particularly via its five health authorities that currently have various dental public health initiatives targeting low income families and pregnant women to Aboriginal Peoples. At least two of these health authorities are currently partnering with the Faculty of Dentistry while all of the five authorities are affiliated with the SPPH. The partnership between FoD and the SPPH then becomes unique in providing a vibrant educational opportunity at a critical time in the development of dental public health in Canada. The UBC Dental Public Health program will also provide a cohort of trained teachers and educators motivated to carry on to full-time careers in academics or to be directors of dental public health departments.</p> <p>In keeping with other specialty programs offered by the Faculty of Dentistry at UBC, this program option provides education, field work, and public service that contribute to the health and sociocultural progress of the people of this province and Canada. We combine courses from the UBC School of Population and Public Health and the Faculty of Dentistry with a practicum program focused on people with special needs, including but not limited to First Nations, intravenous drug users, immigrants and refugees, and low income/working poor.</p>
	<p>URL: http://www.students.ubc.ca/calendar/ind</p>

<p>Proposed Calendar Entry:</p> <p>Graduate and Post-Graduate Programs</p> <p>...</p> <p>Combined Master of Public Health/Diploma in Dental Public Health</p> <p>For information on the program, visit Master of Public Health with Diploma in Dental Public Health.</p> <p>Combined Ph.D. in Craniofacial Science/Diploma in Endodontics</p> <p>This program is a clinical specialty program that allows students to complete the M.Sc. in Craniofacial Science...</p>	<p>ex.cfm?tree=12,201,429,0 <To be inserted as a Combined Master of Public Health/ Diploma in Dental Public Health ahead of the Combined Programs: Ph.D. in Craniofacial Science/Diploma in Endodontics description></p> <p>Present Calendar Entry:</p> <p>Graduate and Post-Graduate Programs</p> <p>...</p> <p>Combined Ph.D. in Craniofacial Science/Diploma in Endodontics</p> <p>This program is a clinical specialty program that allows students to complete the M.Sc. in Craniofacial Science...</p> <p>Type of Action: Combined program to be inserted into the Dentistry Graduate and Post-Graduate Programs listings, before Combined Ph.D. in Craniofacial Science/Diploma in Endodontics</p> <p>Rationale for Proposed Change: As this is a new combined program with an MPH (from SPPH) and a Diploma (from FoD), it makes sense to create an entry in the Dentistry chapter of the Calendar to better inform the reader (e.g., potential applicant).</p>
<p>Proposed Calendar Entry:</p> <p>DENT 506 (6) Topics in Dental Public Health I (Critical Literature Review)</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale: This course provides a comprehensive review of basic, applied, theoretical and emerging issues in Public Health in Canada and internationally as needed in the new graduate program in Dental Public Health. The purpose is to review relevant manuscripts and summarize the purpose, materials and methods, results, discussion and implications as well as critique the article and determine a “Bottom Line” for the paper. It is a student-lead seminar in which the instructor probes to tease</p>

	<p>out ideas and challenges. This course will be a pre-requisite for DENT 507, 508, and 509.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 507 (6) Topics in Dental Public Health II (Critical Literature Review)</p>	<p>Present Calendar Entry: New course</p> <p>Type of Action: Create new course</p> <p>Rationale: This course expands on the previous DENT 506 while focusing on a comprehensive review of basic, applied, theoretical and emerging issues in Dental Public Health in Canada and internationally as needed in the new graduate program in Dental Public Health. The purpose is to review relevant manuscripts and summarize the purpose, materials and methods, results, discussion and implications as well as critique the article and determine a “Bottom Line” for the paper. It is a student-lead seminar in which the instructor probes to tease out ideas and challenges.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 508 (6) Public Health Rotations I</p>	<p>Present Calendar Entry: New course</p> <p>Type of Action: Create new course</p> <p>Rationale: This course is field-base and provides a comprehensive opportunity to experience first-hand the dental public health aspects of a professional to be graduated from the new graduate program in Dental Public Health. Graduate students will focus on the assessment of dental health needs and improving the dental health of populations rather than individuals.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 509 (6) Public Health Rotations II</p>	<p>Present Calendar Entry: New course</p> <p>Type of Action: Create new course</p> <p>Rationale: This course is field-based and expands on DENT 508 while providing a comprehensive opportunity to experience first-hand the dental public health aspects of a professional to be graduated from the new graduate program in Dental Public Health. Graduate students will focus on the assessment of dental health needs and improving the dental health of populations rather than individuals.</p>

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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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7 January 2014

To: Senate

From: Nominating Committee

Re: Changes to Committee Membership

Changes to Committee Membership

Motion: *That Senate approve the following revisions to the membership of Committees of Senate effective until 31 August 2014 and thereafter until replaced:*

1. Agenda Committee

Dr Susan Porter to replace **Dr Darrin Lehman**

2. Tributes Committee

Dr Michael Coughtrie to replace **Dr Darrin Lehman**

Respectfully Submitted,

Dr Rhodri Windsor-Liscombe

Chair, Senate Nominating Committee



STUDENT EVALUATION OF TEACHING REPORT TO SENATE January 2014

RESULTS

The results for the University Module Items are consistent over time as the data for 2012W (September 2012 to April 2013) indicate below.

2012W Scope

Results for 6,968 unique instructor and course combinations were submitted to the University, for those courses in which the University Module Items were administered.

Table 1. Scope of 2012W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	42	134	138	201	223	738
Arts	642	417	699	478	333	2,569
Commerce	10	74	177	147	175	583
Dentistry	1	12	14	54	6	87
Education	20	33	264	213	253	783
Forestry	4	25	26	34	15	104
College of Health Disciplines		2	1	14		17
Land & Food Systems	3	41	65	40	26	175
Law	40	22	56	89	8	215
Medicine ³				10	103	113
Pharmaceutical Sciences		26	28	58	10	122
Science	389	222	418	264	169	1,462
TOTAL	1,151	1,008	1,886	1,602	1,321	6,968

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

² Unique course section combination.

³ Includes Medicine courses evaluated by Science.



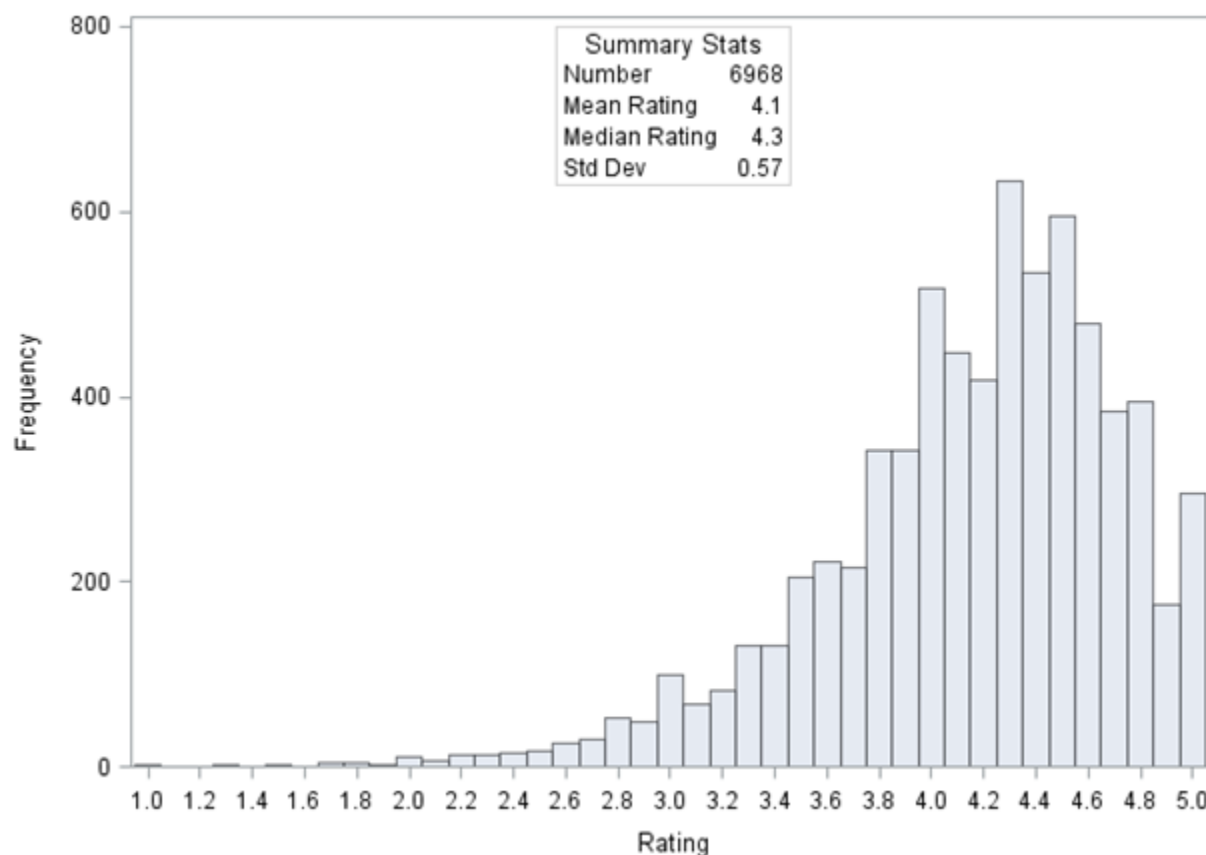
Table 2. 2012W Results by Year Level¹

UMI	Year Levels						2011W Average
	100 Level	200 Level	300 Level	400 Level	Grad	Average	
1. The instructor made it clear what students were expected to learn	4.1	4.1	4.1	4.1	4.2	4.1	4.1
2. The instructor communicated the subject matter effectively	4.1	4.1	4.1	4.1	4.2	4.1	4.1
3. The instructor helped inspire interest in learning the subject matter	4.0	4.0	4.1	4.2	4.3	4.1	4.1
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0	4.0	4.0	4.1	4.2	4.1	4.1
5. The instructor showed concern for student learning	4.2	4.2	4.2	4.3	4.4	4.3	4.2
6. Overall the instructor was an effective teacher	4.1	4.1	4.1	4.2	4.2	4.1	4.1

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



Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2012W



The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.1 (standard deviation = .57). 4% of instructors received a rating of 5; 69% were assessed at 4 or higher and only 4% received evaluations below 3. These results were comparable with those obtained in 2011W.

PUBLICATION OF RESULTS

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2012W, results for 11.8% of courses were published, compared to 14.3% for the previous session. Based on feedback to make this simpler, and communication from Associate Deans to encourage it, the Committee acknowledges that publication of results has been a challenge. Over the next year, the Committee will further work with student representatives and Associate Deans to encourage faculty members to publish their results.

RESPONSE RATES

Response rates have been an important consideration in the implementation of the Senate Policy, beginning with a 2008 study by Ralph Hakstian (see <http://teacheval.ubc.ca/resources>). We continue to pay close attention to this important issue in order to ensure that the number of responses received is a sufficient representation of the students in the class, so that the results can



be generalized and interpreted in a meaningful way. Based on the work first started by Dr Hakstian, we examined the variability in the UBC student ratings of instructors from 2009 to 2012. Overall, and consistently over the four years, 77% of UBC students gave favorable instructor ratings (4 or 5 on a scale of 1-5). Based on this variability, the statistically acceptable response rates were calculated for a range of class sizes, with an 80% confidence interval (as recommended by Dr Hakstian) and a 10% margin of error. Response rates below these figures will require additional context.

Table 3. Recommended minimum response rates

	Recommended Minimum Response Rates based on 80% confidence & \pm 10% margin
Class Size	
≤ 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

In 2012W, 85% of sections with 50 or more students met or exceeded the recommended response rates. Efforts to increase student participation in online surveys will therefore be focused on classes with under 50 students. A plan is currently being developed and will be posted on the website. It is also recommended that the actual and recommended response rates be included with summaries of teaching evaluations used in promotion and tenure cases.

MID-TERM EVALUATIONS OF TEACHING

In partnership with the AMS, the committee conducted a pilot during the 2012 academic session into ways in which instructor-driven, informal midterm evaluations of teaching can support a dialogue around and feedback on teaching and learning issues between faculty and students. The Faculties of Arts, Science, Applied Science and the School of Kinesiology participated in the pilot, with positive feedback from both students and faculty. Results are available at <http://teacheval.ubc.ca/mid-term-evaluations>. The AMS and CTLT have engaged in further promotion of the scheme in the current session.

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.

**External Reviews of UBC Academic Units
Sep. 2012 – Aug. 2013**

Report to Senate, January 2014

Submitted by Dr. Anna Kindler, Vice-Provost and Associate Vice-President Academic

Eleven external reviews were conducted within UBC-V Faculties in the 2012-13 academic year. These reviews were undertaken in accordance with UBC's Guidelines for Review of Academic Units. In each case, an expert review panel was struck and provided the unit with a report identifying key findings, highlighting strengths and recommending improvements as deemed necessary to the functioning and well-being of the units. In addition, one accreditation review was undertaken: the School Psychology PhD Program in the Department of Educational and Counselling Psychology, Faculty of Education.

Each unit has responded as noted to the findings and demonstrated that it is taking the necessary measures to address areas needing improvement and continuing to reinforce its areas of strength.

The following is a list of the academic units of UBC Vancouver that underwent external reviews in 2012-13.

Faculty of Applied Science

- ❖ Department of Electrical & Computer Engineering, October 2012
- ❖ Department of Civil Engineering, November 2012
- ❖ Department of Materials Engineering, January 2013

Faculty of Arts

- ❖ Department of Theatre & Film, November 2012
- ❖ School of Journalism, January 2013
- ❖ Chan Centre for the Performing Arts, February 2013
- ❖ Department of French, Hispanic & Italian Studies, March 2013
- ❖ Museum of Anthropology, April 2013

Faculty of Education

- ❖ School Psychology PhD Program, September 2012 (*Accreditation Review*)

Faculty of Medicine

- ❖ CMMT (Centre for Molecular Medicine and Therapeutics), March 2013
- ❖ ICORD (International Collaboration on Repair Discoveries) Centre, April 2013

Faculty of Science

- ❖ Zoology Department, November 2012

Key findings and recommendations from the above reviews, as well as the units' responses demonstrating follow-up action, are highlighted on the following pages.

Department of Electrical & Computer Engineering, October 2012

Review Committee's Key Findings:

- The Department is among the best in Canada in its research, and the educational program is solid.
- Department operations are sound and morale is high.
- The co-op student program is highly valued by students and industry; the Department has a highly-respected Industry Advisory Board, excellent lab infrastructure, and participates in the Living Lab Project.
- Lack of budget clarity, in terms of the amount of funding flowing from the Faculty to the unit since the university's adoption of an activity-based budget model, may be adversely affecting the Department's functioning and creative initiatives.
- Other areas requiring attention are: ineffective IT managerial structure, lack of participation in second-year admissions decisions, undergraduate curriculum structure/flexibility and student advising, lack of minimum graduate student stipend, excessively-small M.Eng. program, and lack of gender diversity.

Review Committee's Key Recommendations:

- Explore cost-savings by sharing services for office functions beyond the Department.
- Consider outsourcing technical services or centralize these in the Faculty.
- Strive for greater alumni engagement.
- Reach out more to industry for research collaboration.
- Work on improving the ratio of faculty to students.
- Identify and develop a comprehensive strategy to face fiscal challenges ahead.

Department's Response:

- ECE has completed an IT review and has recently agreed to partner with UBC IT. ECE's existing IT staff will report to UBC IT, and ECE will become part of the "zone model" for IT support.
- The Department is taking measures to facilitate centralization of practices for the benefit of this Department, other Departments and the Faculty; exploring the possibility of outsourcing technical services and working with other Departments to consolidate purchasing, shipping and receiving functions.
- The Department is working with Dean's Office, Engineering Student Services, and Curriculum Committee to improve participation in admissions decisions, curriculum structure and flexibility; there is a plan to re-post/fill position of Manager, Teaching & Learning.
- The Department is planning to implement a policy to address minimum graduate student stipend.
- The Department is striving to address the faculty:student ratio challenge given the accelerating student enrollments and the challenge of recruiting enough faculty correspondingly.
- The Department is seeking guidance on addressing the size of the graduate program.
- Gender diversity is being addressed through a modernized communication plan, industry advisory engagement, more opportunities (such as Living Lab) that bring attention to matters such as social and environmental sustainability, and increasing focus on health in research enterprise and undergraduate offering.

Faculty's response:

- The Faculty welcomes ECE's commitment to increased undergraduate program support to improve capacity to participate in second-year admission decision, undergraduate curriculum structure/flexibility and student advising.

Department of Civil Engineering Department, November 2012

Review Committee's Key Findings:

- Teaching evaluations and student feedback indicate a high quality of educational programs and teaching.
- Although budgetary uncertainty has limited the number of recent hires, the Department has strategically gained faculty FTE through partnerships with other units in the university to develop cross-appointed positions; these facilitate multidisciplinary research, help to bridge to other units and have added to research complement of the Department; the Head's willingness to fund new research initiatives, particularly those from young Faculty, should continue to further encourage multi-disciplinary research.
- Faculty members are dedicated and committed to excellence, and working environment is good, although more can be done to create opportunities for social and technical interactions.
- Programs are well-regarded by both students and industry, and attract high-calibre students.

Review Committee's Key Recommendations:

- Investigate possible applications of on-line course content delivery to reduce teaching loads.
- Create initiatives that encourage collaboration.
- Fine-tune Strategic Plan into an inspiring document that distinguishes Department from other programs and communicates a clear and encompassing vision.
- Improve availability of elective courses in graduate and undergraduate programs.
- A focused effort should be undertaken to hire more women faculty members.
- Expand on the existing model of staffing some of the courses with teaching professors or sessionals to increase total teaching resources.
- The university should develop an incentive program to encourage retirement and thereby faculty renewal.
- Consider strengthening the majority vote process whereby decisions are token based on majority votes, not necessarily unanimity or consensus.
- Request clarity from Faculty regarding overlapping space allocation for the Civil and Mechanical Departments.

Department's Response:

- The Department will develop new online courses and continue to offer CIVL 200 as a distance-learning course.
- The Department will work to renew the Strategic Plan but prefer waiting until the Faculty's plan from 2007 has been updated and until a new Head has been appointed or the current Head re-appointed, next year.
- The Department concurs and is cognizant of the need to increase female faculty representation in future hiring.
- The percentage of teaching faculty to sessionals is appropriate and adjunct professors will continue to be recruited as needed to expose students to valuable real engineering design problems. The Department believes it inadvisable to increase the ratio of instructors and sessionals, so as not to dilute the research enterprise of the Department.

- It would not be in the Department's best interest to encourage retirement of some of its most valued professors who continue to be active in their research and teaching. A Faculty hiring plan is being developed that will take into account current vacant slots and future retirements and sustainability.
- The Department strives for a clear majority in voting decisions; if the vote is split, we tend not to take that matter forward in order to avoid divisiveness within the Department, particularly curriculum decisions that may disenfranchise a large group of faculty members.
- The Heads of Civil and Mechanical Engineering have engaged in discussions with the Dean regarding allocation of space and are optimistic that progress will be made in the coming months.

Faculty's Response:

- The Department of Civil Engineering is an active participant in the UBC Flexible Learning Initiative and is creating online lab preparation modules. This promises to offer enhanced lab experiences for students while reducing TA costs and optimizing the use of TA time while in the lab. This is a wise choice as opportunities for online course or content delivery must be selected carefully to remain in compliance with accreditation criteria.
- With the support of the Dean's office, the Department is currently working towards recruiting a new faculty member in the Instructor category to support its capacity for teaching in the area of soil mechanics, and to give additional support to faculty initiatives in Engineering project courses and first year programming.

Department of Materials Engineering Department, January 2013

Review Committee's Key Findings:

- The unit is outstanding in research and research intensity with productive, strong, visible scholarly activity across the Faculty.
- Due to the prominence of high quality and productivity in research, the undergraduate program, while already well-administered, would benefit from more senior leadership and focus.
- There is excellent leadership by the Head and a collegial atmosphere.
- The rapidly-expanding graduate cohort is threatened by budgetary restraints.

Review Committee's Key Recommendations:

- Allow students a stronger voice in curriculum development.
- Interaction with the Mining Engineering Department seems minimal. Students within these departments should have greater access to each unit's courses.
- Address relatively lower student demand for this discipline than other engineering programs.
- New hires should reflect commitment to diversity, such as junior faculty and women, to address demographic imbalances.
- Appoint a senior Faculty member to the undergraduate program who will be a strong voice for the program. Efforts should be made to maintain greater contact with undergraduate students and make them feel more included in the Department.
- A greater contribution from research funds could be dedicated to shared services between undergraduate and graduate students. There is insufficient technical support for this program. An increase in the per capita charge for shared services might offer the possibility of a higher level of technical support.
- The Dean and the Department should revisit the resourcing of this program.

Department's Response:

- Students want to be more involved in discussions re strategic planning and curriculum and the Department acknowledges that it must better seek their voices and engage them. Students also need more labs and interactions with faculty and TAs; however, unfortunately the Department regrettably has to cut TA budgets and is therefore looking for constructive solutions. The Department is following with interest the flexible learning initiative and hopes that it may be able to help the Department address these issues.
- The Department is trying to increase student recruitment by changing the perception (not unique to UBC) that the discipline is rather specialized. The Department shares information about the wide-ranging opportunities offered to enable first-year students to be well informed before making specialization choices.
- Demographic and Equity is an ongoing challenge and the Department explores every opportunity to bring new young faculty into the department, particularly young women.
- Budget and workloads: Expenses are increasing more quickly than revenue, as well as rapid Department growth. The Department's strategic plan already aims to increase external funding from \$200K/year to \$600k per year by 2022 which is ambitious. We look to industrially-funded grant tenure faculty positions and educational partnerships in China to increase revenue.

- Infrastructure and space: Our overall growth has created challenges and graduate student space particularly is overcrowded. Some undergraduate labs should be updated. Seismic upgrades should probably occur to Forward building. Either improve existing building or preferably construction of a new one.
- Priorities for next 5 years: develop sustainable budget; conduct internal review of programs to increase student involvement in governance, new approaches to teaching, and improved recruitment strategy; seize each opportunity to recruit new young faculty members; seek avenues to address Forward building approaching the end of its useful life.
- The Department is a strong UBC unit, world-recognized in research and education. With the support of the Faculty and University, we can work together to meet the challenges and further enhance the Department.

Faculty's response:

- The Faculty welcomes efforts by Materials Engineering, along with all Departments, to prioritize recommendations to ensure strong faculty support for the undergraduate programs and to maintain greater contact with undergraduate students and make them feel more included in the Departments.

Additional Faculty Response – Applicable to All Applied Science Programs:

- The Faculty encourages all Departments to take a pro-active strategy toward recruitment and advancement of women faculty. An equity training module provided by the Dean's office is now a standard part of the recruiting process for all units.
- Engineering Student Services will continue to work with all departments and programs to articulate the Faculty's enrolment plans and manage associated challenges.

Department of Theatre & Film, November 2012

Review Committee's Key Findings:

- The Department is “impressively vital in its programs, faculty, scholarship, creative output, and student work; and on the other hand, struggling with serious problems that go well beyond the ordinary (but already considerable) challenges currently facing media and performing arts academic units.”
- the unit appears unanimous that there has been great improvement since the previous review, primarily related to the secession of the Creative Writing program from the Department and renewal of the Film Production program; the Department has made great strides in enhancing its strengths and minimizing existing problems.
- The Committee praised Faculty's commitment to student and alumni accomplishments.
- The Department is spread across a wide range of facilities - some in compromising conditions - leading to physical and cultural/social fragmentation.

Review Committee's Key Recommendations:

- The unit currently functions administratively as “a confederation of stand-alone programs” which creates challenges related to transparency, staff and facilities resources, curriculum and recruitment. This is compounded by historical organizational change that did not explicitly address disciplinary relationships between the Department's four areas, Film Studies, Film Production, Theatre Studies, and Theatre Production, preventing the unit from functioning as an integrated whole. There is a need to set departmental meeting times.
- There is a gender imbalance in the Faculty; it is suggested that a new Head be recruited externally with attention to equity and diversity.
- In all areas, reviewers identified the need for short and long term plans.
- There is a need for general curriculum renewal, and offering service courses to other disciplines, including a large first-year course.
- People and Work Environment: The reviewers indicated that “without the increases in faculty complement, staff support, and facilities noted in this document, the Department will continue to struggle.”

Department's Response:

- The Department has instituted mandatory, regular faculty meetings for all faculty members and student representatives. It has improved transparency by opening up the budgeting process through internal consultation.
- The Department has initiated a unit-wide undergraduate curriculum review and is examining the creation of a first-year interdisciplinary course that includes elements from each program.
- The department is reviewing its staff financial allocation and designations as well as workflow. It plans to hire a new full time graduate advising and administrative support position with funding support from the Faculty.
- The Department is committed to working with the Faculty and the University to remedy deficiencies in its facilities and upgrade where necessary.

Faculty's Response:

- Since the external review, an acting Head has been appointed, and we are looking at the long-term possibilities for internal leadership. The Department has requested that we not use a scarce teaching-research position to produce an external head.
- Through a multi-phased web renewal project, the Faculty of Arts is working with each unit to develop its web presence. Website redesign for the Department of Theatre and Film would emphasize and support the presentation of a singular department to students and other constituencies, rather than a collection of semi-autonomous units.
- On planning, under the Faculty's long-term strategic plan, the Faculty has asked all units to do their own complementary long-term planning. Distillations of these plans are brought to the Faculty's annual budget and academic planning process and reviewed by the Dean and Executive Group. The Dean has met with the Department, as is customary after an external review, to help emphasize the productive possibilities that could be embraced in a departmental plan.
- The Faculty has supported the department's partnership with Opera and, as part of the new alignment of Opera with both Music *and* Theatre and Film, is converting a South Campus warehouse to a new production facility for both opera and Theatre sets. In all of the Faculty's major facilities initiatives in recent years, it has emphasized trying to bring sections of departments closer together. The Faculty has also launched a process to create a fundraising case for new facilities in Theatre and Film as well as in Music. This has been authorized and the Department is preparing to go to the level of Executive 1 review.
- The Faculty is reviewing with the Department a proposal to create a new Entertainment Arts Production direct-entry BFA program, an initiative that will pull together disparate parts of the Department. The Faculty has worked with the Department to include Theatre and Film (via participation from both the Film Production and Film Studies Programs) as a pillar contributor to the proposed Media Studies Program, which will bring high-quality enrolments to participating units.
- The Faculty has increased its financial support of the unit in terms of administrative staff. The Faculty continues to review staffing needs as the Department moves toward a more integrated departmental structure.

School of Journalism, January 2013

Review Committee's Key Findings:

- Extraordinary progress has been made since the School's last review seven years ago.
- Reviewers praised the international prominence of faculty members in their professional and scholarly domains, the forward-looking curriculum with emphases on indigenous reporting, global issues, and sustainability. In particular, the Graduate School of Journalism was praised for its faculty members' international professional and scholarly reputations and its "excellence in journalism education" which "models the unique combination of local community engagement and global vision outlined in the University's *Place and Promise* plan."
- Students enjoy a learning community that is remarkable for its collegiality, collaborative instruction, and innovative project-based coursework.
- While praising the compact nature of the faculty complement, reviewers also identified this as a challenge, suggesting that while it should remain small, some governance and curriculum changes were in order to manage workload.

Review Committee's Key Recommendations:

- Reviewers identified the need for curriculum renewal, including curriculum mapping and a "unified approach to the technological changes sweeping the profession." They also suggested that the school increase its number of cross-listed courses and expand its offerings at the undergraduate level beyond JRNL 100 (3 credits), which is part of the Coordinated Arts Program.
- Succession in leadership and faculty specializations need to be addressed. The School should mobilize its steering and advisory committees to increase community support.
- Reviewers suggested the need for a renewed shared vision for the School's future given the changing professional landscape for Journalism. Included in that vision should be a technology strategy to address emerging forms of journalism, as well as a social media strategy.

Unit's Response:

- The School began a curriculum renewal process in summer 2013. It partnered with a professor in the Sauder School of Business for the first time, launching and cross listing a new course, *Decoding Social Media* (JRNL 520A/COMM 486). The course was honored by the Society for New Communication Research Award in the category of Social Media Marketing (Academic Division) in 2013.
- On issues of succession, the School is recruiting a new junior faculty member in the area of global digital media as a cross appointment with the Liu Institute. This increases the School's specialization in digital media and frees up senior faculty who might be able to undertake leadership roles.
- The School is pursuing a social media marketing strategy in partnership with students from the Sauder School of Business as well as examining strategic new interdisciplinary courses in emerging media areas.

Faculty's Response:

- The Faculty of Arts is supportive of the School of Journalism's commitments and responses, and has identified the School as a pillar unit in the proposed Bachelor's degree in Media Studies.
- The Faculty is studying how best to support the small faculty component for HR and other purposes, specifically whether this would best be accomplished in alignment with other units engaged in issues of communications, media and information or whether it would be better linked to the emerging policy professional masters program.
- Arts Development is working with the School in a number of areas of emerging strength.

Chan Centre for the Performing Arts, February 2013

Review Committee's Key Findings:

- The Centre is a “stunning facility that can be proud of many achievements and has great potential”. Reviewers praised the Centre for its excellent venue and for the growth of its autochthonous programming.
- Reviewers indicated that their recommendations followed quite closely the suggestions from the previous review in 2005, six years before the Chan Centre joined the Faculty of Arts, because it was felt that many of the 21 recommendations made by the review committee in 2005 have not been, could not be, or were deliberately not implemented.
- Reviewers identified a number of space challenges and conflicts with the creative and performing arts academic units around facility use for student rehearsals and performances, which are sometimes in competition with revenue-generating clients.

Review Committee's Key Recommendations:

- Develop a clear purpose, mandate and vision for the Centre; based on this, develop a strategic plan for administration of the Centre with clear rules, process and supporting structures governing its use.
- Consider providing the Chan Centre with a leadership role in creating a fully integrated, campus-wide cultural district. As part of this district, it is suggested to explore “festival type” and “seasonal programming.”
- Reorganize management from its co-chair structure to a single chair in order to enable cooperation among stakeholders and review resource allocations.
- To address the space challenges and conflicts, reviewers suggested that the Centre make better use of all of its venues, specifically its smaller ones, in order to prioritize and maximize external programming and revenue opportunities for the Chan Centre's main stage.
- Explore new ticketing and reduced fee parking options; coordinate all marketing of the Chan Centre artistic content to create a consistent visual identity for the venue.

Response from Unit and Faculty:

- The Faculty of Arts is leading a strategic planning process for the Arts and Culture District, which will address a number of the reviewers' recommendations and provide the Chan Centre with greater academic direction and a larger role in supporting the Arts and Culture District. Subsequently, the Faculty will engage with the Chan Centre leadership to formalize a strategic plan for the Centre.
- At the conclusion of the branding exercise, the Faculty will engage university stakeholders and the central administration in a discussion of how to move forward on the leadership question raised by the external review.
- The Dean's office is working with Chan and the Faculty's creative and performing arts units to support more strategic scheduling of all performances to maximize revenue opportunities and the student experience. Longer-term space needs have been captured in a plan that has been approved at the Executive 1 level and that is currently serving as a case for philanthropy.
- The Chan Centre is developing a new unified ticketing service to offer to campus and non-campus clients. The Faculty will present in Spring of 2013 a plan for an AMS funding levy for the Creative and Performing Arts, a request for additional leeway for signage in the Arts and Culture District, and a parking plan for all of the cultural venues. The branding exercise currently underway with consultants is expected to result in a clearer sense of how to collectively market the creative and performing arts on- and off- campus. The Dean's office is providing marketing support to the School of Music ensembles that perform in the Chan in order to create a more consistent visual identity.

Department of French, Hispanic & Italian Studies, March 2013

Review Committee's Key Findings:

- The unit has great potential but is “at a crossroads,” signaling community and climate issues as significant challenges; in order to move forward, the department must overcome the many frictions between and within the disciplines so that it can focus on curriculum renewal, recruitment and enhancing the collective research strength of the department, and to function as a single and amalgamated unit.
- Other areas in need of improvement are research funding and distribution of research output.
- Faculty members have made important contributions to scholarship and some are internationally recognized experts in their fields, some taking extraordinarily active leadership roles in the profession through disciplinary organizations and editorial activities.
- Relations with other UBC units are highly collaborative.

Review Committee's Key Recommendations:

- The Department must start to operate as an integrated unit, with due process and transparency for all administrative functions, such as academic searches, tenure and promotion, departmental meetings.
- Greater coordination is needed between the language and literature curriculum, increased “curricular and pedagogical coherence.”
- A graduate handbook is needed, as well as a consistent and transparent TAs appointment process and improved recruitment strategies, an exploration of graduate student retention challenges, and improved student financial support packages.
- Given the heavy (service) teaching component of this department, the newly instituted Professor of Teaching rank should be considered.

Department's Response:

- Since the review, the Department has revised its internal committees' terms of reference and initiated a “bottom up” governance structure with faculty integrated into program building and knowledge translation. The Acting Head is working with the Associate Dean Faculty and Equity on resolving persistent personnel tensions in the Department. The Acting Head is working on transparency, policies and guidelines. In addition, the unit is planning for faculty renewal in strategic areas that will “enhance the overall dynamics and academic environment.”
- The Acting Head has already identified a number of areas in which curricular improvements can be made. The Department has appointed two faculty members to serve as Graduate Advisor and Associate Graduate Advisor.

Faculty's Response:

- The Faculty of Arts as part of UBC is committed to equity, diversity and a respectful workplace. After receiving the report, the Dean struck a search committee for a new head, which appointed a respected and experienced internal interim (female) Acting Head from another language unit (Central, Eastern, and Northern European Studies – CENES) in the Faculty to address the climate issues.
- The Faculty of Arts has also devoted resources to support FHIS and its counterpart (CENES) in the period of a dual-departmental Headship.

- The Faculty will host a town hall meeting on the importance of language instruction, new and evolving models of language instruction, and Arts' language requirements in the Spring of 2013. We are encouraging closer attention amongst our language and literature departments to the sharing of best practices and innovative pedagogy.

Museum of Anthropology, April 2013

Review Committee's Key Findings:

- The review was extremely laudatory about the Museum's progress, growth and "pioneering" contribution to research, teaching and learning since the previous review.
- The Museum has "achieved enormous successes and growth" over the past decade; it has an international reputation as a university museum and a global reputation for "pioneering practices in relationship building and collaboration with First Nations."
- The vision of MOA's director and commitment of its staff are key components of its success. Of particular note is the Museum's success in accessing a significant Canadian Foundation for Innovation grant which allowed it to expand its scope and double its physical footprint over the past decade, increase exhibition and research space, build an archive and oral history laboratory, a café and add more retail space.
- The Review Committee praised the Museum's commitment and long-standing relationships to local First Nations.
- The corollary to this impressive growth is an organizational structure that has not been able to keep pace with the changes. Reviewers suggested that the expanded global/local scope, while "an innovative intellectual dynamic" represents a significant transition from MOA's "deep and dominant focus on the local" that requires "different but commensurate resources and support."

Review Committee's Key Recommendations:

- Governance and Administration: MOA's next stage should focus on creating a 5-10 year strategic plan that addresses shared vision, succession planning and utilization of space, organizational structure, budget priorities as well as implementing a task force around the Museum's research, teaching and learning mission. Reviewers suggested MOA hire an outside consultant to facilitate the strategic review and organizational restructuring.
- Create an Institute for Teaching, Research and Professional Training in MOA on critical museum theory and practice, which would allow the Museum to both focus on and "consolidate" existing strengths in the Museum and Faculty at large.
- There are a number of areas where the Museum needs to "better sustain and build relationships" with First Nations, which include: permanent funding for the successful Native Youth Program, creating a MOA-First Nations Studies partnership and mentorship program; reviewers identified the need for MOA to recruit and train more aggressively in order to increase its number of First Nations staff members.
- Consider reclassifying curatorial staff vis a vis a clinical faculty model.
- Reorganize the External Advisory Board governance structure to support a new leadership structure that would support greater contribution. Part of community engagement would also include programs targeted specifically at families in order to increase audience attendance.

Unit's Response: (quotation marks indicate the exact words of the Director)

- "The local and global are not alternative foci for exhibitions and programs but are one mutually-connected and complementary perspective."
- MOA has identified its top priority for 2014 as the development of a strategic plan to address organizational structure and staffing. It has allocated funds and started to search for a consultant.

- “MOA will work with the Faculty and University “in formulating and funding a plan to build a sustainable permanent budget and structure to meet research expectations ... Additional funding and planning is critical toward maintaining and enhancing MOA’s teaching and family programming activities.”
- “MOA to organize further workshops and seminars to improve internal dialogue on the local/global vision and to explore interdisciplinarity and the importance of cultural knowledges from international perspectives.”
- MOA is supportive of working with the Dean’s office to create an institute on teaching, learning and professional training for critical museum and curatorial studies.
- The Museum will complete a 12-month visitor survey started in September 2013.
- “MOA to work towards encouraging the increase in numbers of First Nations applicants in future staff searches and work towards the greater cultural diversity of its workforce.” It will also look to appointing a First Nations advisor/council for the Director.
- MOA will recommend a chairperson for its External Advisory Board.

Faculty’s Response:

- The Faculty supports the creation of a new critical museum and curatorial studies program and is allocating Dean’s Office resources for planning.
- Part of the strategic planning process for the Arts & Culture District includes a plan to increase audience for all creative and performing arts venues in the Faculty, including MOA.
- The Faculty will also bring forward a request for student levy funding of the creative and performing arts, as well as other measures to increase the funding base for MOA and UBC’s Arts and Culture District.

School Psychology PhD Program, Dept. of Education & Counselling Psychology
Accreditation Review, September 2012

The Canadian Psychological Association voted to accredit the program for a period of three years.

CPA's Key Findings:

- The program has a strong commitment to training.
- The program operates under a solid mission and philosophy.
- The program uses quality admission standards and ongoing assessment of core competencies
- Success has been achieved in placing students in practica and establishing good links with practicum sites.

CPA's Recommended Areas for Improvement:

- completion of the program by students in a timely manner
- overall number of faculty affiliated with the program and the proportion of faculty registered as psychologists
- availability and adequacy of student workspaces
- efforts to promote and integrate research generation into students' training experiences.

Program's Response:

- The program is actively monitoring student milestones toward program completion and presented data to CPA to indicate that completion times are on track to improve in successive cohorts.
- The program continues to advocate for renewal of existing faculty positions as well as additional positions affiliated with the program.
- During two recent hires for faculty affiliated with the program, the program emphasized the need to identify faculty who were eligible for registration as psychologists. The Department is providing funding to cover the cost of the application to the College of Psychologists and the first year of registration with the College.
- The program continues to advocate for additional student workspaces. The Head of the Department is consulting with the Dean regarding this issue.
- The program faculty will identify ways to increase student research productivity during an annual faculty retreat scheduled in December, 2013.

CMMT (Centre for Molecular Medicine and Therapeutics), March 2013

Review Committee's Key Findings:

- The Centre must now identify new permanent leadership, with the goal to maintain its outstanding status.
- CMMT remains a unique, productive and influential unit of 8 investigators within the Children and Family Research Institute (CFRI), the Faculty of Medicine and UBC. The CMMT, along with CFRI, provide a rich training environment as evidenced by the success of trainees in CMMT in winning awards from local and national funding agencies.

Review Committee's Key Recommendations:

- A search for a high profile visionary leader of the CMMT should be undertaken as soon as possible. During the search process no changes in the support mechanisms or the organizational structure of the CMMT or of its relationship with the CFRI should be made. At least two senior CMMT investigators as well as the head of Medical Genetics should have a seat on the search committee.
- The CMMT should consider implementing existing membership categories in an attempt to further its already considerable collaborative research network and outreach.
- CMMT should consider developing a program by which basic science trainees spend time in medical genetics clinics at BC Children's Hospital and other sites to enhance the understanding of the need to translate basic research to applications. This would allow trainees to gain insight and experience into the clinical implications of biomedical research, as well as understanding how questions raised in the clinical realm can be brought back to the lab to identify lines of research and to guide inquiry.
- Begin a process of examination of the feasibility of integrating some CMMT infrastructure within the CFRI with the aim of achieving economies of scale but without jeopardizing the efficiency and accessibility of the services for investigators. The CFRI and CMMT would do well to examine similar consolidation that has taken place at other UBC hospital campuses.

Centre's Response:

- The search for a new leader is underway and review of applications will begin on January 27, 2014. There are no changes to the organizational structure planned during this time.
 - The CMMT Principal Investigators have redefined the membership categories to closely align them with their goals and objectives.
 - CMMT is highly supportive and interested in the idea of developing a program for basic science trainees to spend time in medical genetics clinics, but do not have the resources to develop the program within the CMMT and would look for leadership from CFRI or Department of Medical Genetics in this regard.
 - CMMT agrees with the idea of integrating some infrastructure with CFRI and would look forward to being engaged in this process with the new leadership.
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ICORD (International Collaboration on Repair Discoveries) Centre, April 2013

Review Committee's Key Findings:

- The Director of ICORD, Dr. Wolf Tetzlaff, is respected by his colleagues as an excellent scientist and who is widely perceived as having vision and willingness to act fairly and transparently as well as pay attention to fiscal and institutional challenges.
- Reviewers noted that the Centre has an excellent reputation and compares favorably with other centres selected for comparison.
- ICORD is housed in a unique facility at VGH dedicated to advancing world-leading integrated research and care for people with spinal cord injury. By combining research and clinical space in the same building, investigators are able to rapidly translate discoveries into validated clinical practices to ensure effective outcomes are achieved.

Review Committee's Key Recommendations:

- Engage in strategic planning process and create a hiring strategy.
- Encourage stronger integration of clinical and basic research and training as well as integration between trainees and investigators within the Centre, VCHRI and UBC.
- Reconstitute some previous structures, namely the external advisory board and the community advisory board, to obtain external guidance.
- Consider seeking additional sources of funding and to reduce ICORD's reliance on a single funder.

Department's Response:

- ICORD held a retreat on September 17 and determined that they will build on their strengths by focusing on accelerating the search for a cure for spinal cord injury; developing novel ways to conduct trials for acute spinal cord injuries; developing advanced rehabilitation strategies; and improving quality of life for people living with spinal cord injuries. At the retreat they determined ten areas clusters of excellence. They have developed a hiring plan to support their focus and have begun to explore options for securing additional funding. This plan identifies the need to hire faculty who would be located on site, which will increase mentoring efforts.
 - ICORD is making more efforts to improve integration including an ICORD-wide Journal Club; encouraging attendance at clinical rounds; enhance visiting speaker programs; enabling videoconferencing from their lecture hall into the Faculty wide network of lecture rooms to allow for participation in grand rounds and Brain Research Centre seminars.
 - ICORD has reached out to several members of the international experts regarding their willingness to serve on an external advisory board and plan to draw upon community advisors from their partner organizations, such as SCI-BC, BC Wheelchair Sports, Sam Sullivan Disabilities Foundation and the Tetra Society.
 - Partnership funding has been committed from the Rick Hansen Foundation for the next 10 years and will support all priorities of ICORD, supporting investigator initiated research along the entire cure-care-quality of life continuum. Additional sources of funding are being actively pursued, such as a CFI infrastructure grant and participation in an NCE for neural recovery and rehabilitation.
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Zoology Department, November 2012

Review Committee's Key Findings:

- “Overall, the reviewers were impressed by the enthusiasm of everyone interviewed during their two day visit and by the renovations made to the Biological Sciences Complex – this bodes well for the continued success of the Department.” (quoting from the external review)
- “The Zoology Department is clearly composed of exceptional scholars who are dedicated to the training of undergraduate, graduate, and post-graduate students by offering a variety of programs across a diversity of topics.” The Department is well-linked within and external to the University, and is in excellent shape overall.
- With respect to research, the Department “must be considered as one of Canada’s top ‘life sciences’ departments”. “Considering all metrics, from individual awards of recognition, to grant support, to science citation and H index scores, the Department of Zoology simply sparkles, and we see little to be concerned about with respect to its overall academic excellence.” The graduate program was viewed as “being extremely successful and competitive”, and the undergraduate program as functioning well.
- As with all programs and in these times of budgetary challenges, the Department will need to make important decisions as it goes forward.

Review Committee's Key Recommendations:

The external reviewers made eighteen specific recommendations with respect to undergraduate education, graduate education, research programs, linkages and outreach, faculty and staff, infrastructure, and strategic planning. Each of these recommendations has been explicitly responded to by the Department of Zoology, and has been reviewed by the Dean of Science office. The three most significant challenges raised in the external review, and discussed in the Department’s self-study, were:

- The large investments to renew the South and West wings of the Biological Sciences Complex and to build the Biodiversity Research Centre and Life Sciences Centre have resulted in exceptional research space, but the undergraduate teaching space remains “dated and rather unpleasant”. Renovations to the North and Central Core of the Biological Sciences Complex should be undertaken as soon as possible to ensure that adequate facilities are available for both teaching and research programs.
- The high cost of housing in the metro Vancouver area is a major challenge to recruiting faculty and staff.
- A major concern articulated by the Review Committee is that the Department appears to be an amalgamation of largely independent groups and raised the possibility of reorganizing Zoology and the other life science Departments (e.g., Botany and Microbiology & Immunology). Over the past several decades, many North American universities have reorganized into a single Biology Department, or into Departments of Ecology & Evolution and Cellular & Molecular Biology, for example.

Department's and Faculty's Response:

- Since the external review occurred, a formal plan has been developed for an Undergraduate Life Sciences Teaching Building for undergraduate life science programs delivered by the Faculties of Science and Medicine. As currently designed, this building project ranks among the highest priorities for UBC, and will complete the physical infrastructure renewal of UBC's life science buildings.
- UBC-Vancouver is in the final consultation phase prior to rolling out a new faculty and staff housing action plan designed to partially address UBC's housing challenges.
- The previous Dean formally examined the question of re-organization within life sciences within the Faculty of Science, and concluded the benefits were dubious. The Department of Zoology and the current Dean strongly believe that the many advantages of remaining a single Department of Zoology far outweigh the disadvantages. Noting that the Zoology research faculty laboratories are co-located with colleagues from other Departments and Faculties in well-designed interdisciplinary research buildings (Biodiversity Research Center, Life Sciences Institute, Biosciences Complex, ICORD), the Department and Faculty feel that there is no need to reorganize the Department simply to promote research synergies with related disciplines. Nor is reorganization needed for undergraduate teaching, as there is a unified Biology Program with a single Director who reports to the Heads of Botany and Zoology. Within Zoology, there is a degree of autonomy in organizing teaching and hiring by research group, but these plans are vetted and agreed upon in a department-wide context, leading to an effective administrative structure.