



Vancouver Senate

**THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2014/2015 ACADEMIC YEAR**

WEDNESDAY, 19 NOVEMBER 2014

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross (information)

Dr Abby Collier, Faculty Representative for the Faculty of Pharmaceutical Sciences, to fill a vacancy

2. Minutes of the Meeting of 15 October 2014 – Prof. Arvind Gupta
(approval) (docket pages 3-14)

3. Business Arising from the Minutes – Prof. Arvind Gupta (information)

4. Remarks from the Chair and Related Questions - Prof. Arvind Gupta

a. General Remarks (information)

b. Record of President's Activities for September 2014 (information) (docket pages 15-20)

5. Candidates for Degrees – Prof. Arvind Gupta (approval)

The list as approved by the faculties is available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective November 2014, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.

(2/3 majority required).

6. Admissions Committee – Dr Robert Sparks

Changes to English Language Admission Standard for Vantage College
(approval)(docket pages 21-27)

7. Curriculum Committee – Dr Peter Marshall

Curriculum Proposals for November for the Faculty of Education (approval) (docket pages 28-36)

8. Joint Report from the Admissions & Curriculum Committee – Dr Peter Marshall

New Degree: Master of Public Policy and Global Affairs (approval) (docket pages 37-95)

9. Nominating Committee – Dr Richard Tees

- a. Report on Referred Motion Regarding a Senate Committee on Athletics and Recreation (information) (docket page 96)
- b. Adjustment to Senate Teaching & Learning Committee Composition (approval)(docket pages 97-98)
- c. Adjustments to Senate Committee Membership (approval) (docket page 99)

10. Student Awards Committee – Mr Graham Beales New

and Revised Awards (approval) (docket pages 100-103)

11. Ad Hoc Committee on Student Mental Health and Wellbeing – Ms Mona Maleki

Committee Report / Framework on Student Mental Health and Wellbeing (approval) (docket pages 104-123)

12. Report from the Provost – Acting Provost Angela Redish

- a. Change in name for the Centre for Brain Health (approval) (docket pages 124-129)
- b. 2014 Enrolment Report (information) (docket pages 130-154)

13. Report from the Faculty of Medicine – Dean Gavin Stuart

Policy on Partner Appointments (approval) (docket pages 155-170)

14. Other Business

15. IN CAMERA – Tributes Committee – Dr Sally Thorne

Candidates for Honorary Degrees (approval) (circulated at meeting)

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 15 OCTOBER 2014

DRAFT

Attendance

Present: Mr C. Roach (Vice-Chair), Dr K. Ross (Secretary), Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Mr A. Bailey, Dr K. Baimbridge, Mr G. Beales, Dr L. Burr, Mr Casey Chan, Ms Collyn Chan, Ms M. Chartrand, Dr P. Choi, Dean M. Coughtrie, Ms A. Daulat, Dr W. Dunford, Dr D. Farrar, Dean B. Frank, Ms B. Gershkovitch, Dr J. Gilbert, Dr F. Granot, Prof. I. Grant, Mr S. Haffey, Dr P. Harrison, Dean J. Innes, Dr A. Ivanov, Mrs C. Jeager, Ms J. Jagdeo, Ms N. Karimi, Ms A. Kessler, Dr B. Lalli, Ms H. Leong, Mr C. Lenoff, Dr P. Loewen, Ms M. Maleki, Dr P. Marshall, Dr C. Marshall, Mr B. McNulty, Mr D. Munro, Dr C. Naus, Dean M. Parlange, Dr N. Perry, Dr J. Plessis, Dean S. Porter, Dr L. Rucker, Dr C. Ruitenberg, Dr B. Sawatzky, Dr T. Schneider, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr Richard Tees, Dr K. Thieme, Dr S. Thorne, Dr L. Walker, Dean R. Yada, Mr E. Zhao

Regrets: Prof. A. Gupta (President) Dean G. Averill, Dr S. Avramidis, Ms E. Biddlecombe, Dean M. Bobinski, Dr B. Craig, Dr A. Dulay, Dr S. Forwell, Dr D. Gillen, Dr C. Godwin, Prof. B. Goold, Chancellor L. Gordon, Dean R. Helsley, Dr P. Keown, Dr S. Knight, Dr P. Meehan, Ms N. Yahya, Dr L. Nasmith, Dr C. Nislow, Dr I. Parent, Dr G. Peterson, Dr A. Riseman, Dean S. Shuler, Dean G. Stuart, The Rev. Dr R. Topping, Mr J. Weibe, Dr R. Wilson, Dr D. Witt.

Recording Secretary: Mr C. Eaton.

Call to Order

The Vice-Chair of Senate, Mr Christopher Roach called the second regular meeting of the Vancouver Senate for the 2014/2014 academic year to order at 6:06 pm.

Senate Membership

The Registrar introduced Professor Rickey Yada, Dean of the Faculty of Land and Food Systems, replacing Dean Murray Isman; and Ms Mélanie Chartrand, Student Representative for the Faculty of Education, replacing Ms Elaine Kuo.

Minutes of the Previous Meeting

Ricahrd Tees
Aaron Bailey

}

That the Minutes of the Meeting of 17 September 2014 be adopted as corrected.

Corrections: Elaine Kwo as seconder for amendment on page 8 in place of Claudia Ruitenberg, Karja Thieme was present, two typographical errors on page 11 (flipped and noting in place of filliped and nothing).

Approved

Curriculum Committee

JOINT PHD PARCHMENTS

The Committee Chair, Dr Peter Marshall, presented.

Peter Marshall	}	<i>That Senate approve a two parchments production</i>
Lawrence Walker		<i>method for students of joint PhD programs as set out</i>
		<i>in the policy and procedures described below;</i>
		<i>and,</i>

That, subject to the policy and procedures below, the Faculty of Graduate and Postdoctoral Studies and the Registrar be granted delegated authority to develop and approve the language, format, and layout of parchments for graduands of joint PhD programs."

Senator Marshall outlined the dual degree parchment proposal. He indicated that UBC preferred a two parchment approach, but there are a few partner institutions that preferred one parchment and so this policy would allow for both options.

Approved

DOCTOR OF MEDICINE (MD) CURRICULUM RENEWAL

See Appendix A: MD Curriculum Renewal

Peter Marshall	}	<i>That the revised Doctor of Medicine undergraduate</i>
Kenneth Baimbridge		<i>program, new course code, and new and revised</i>
		<i>courses brought forward by the Faculty of Medicine</i>
		<i>be approved.</i>

Senator Marshall introduced the proposal noting that it had been in development for several years. He noted that last year, Senate approved the program revision in principle, and before Senate today was the final proposal. He advised that he would propose one amendment to address an emergent situation: a student who was 16 was recently admitted to the program and in light of this, the Faculty had reconsidered the need for its current regulation requiring that a graduate be at least 21 years of age.

AMENDMENT

Peter Marshall
Graham Beales

}

That the words "be at least 21 years of age," be struck from page 33 of the proposal.

**Amendment
Approved**

With consent of Senate, Executive Associate Dean Education, Dr David Snadden; and Director of Curriculum, Dr Sandra Jarvis-Selinger, spoke to the proposal.

Dr Snadden advised that the primary impetus for the curriculum renewal project was that accreditors noted that the faculty's curriculum was at risk of becoming outdated; to move the MD curriculum forward a major engagement process was undertaken - before Senate was the results.

Dr Jarvis-Selinger advised Senate on the spiralled, competency-based, curriculum model proposed.

Senator Zhao noted that Senator Chung was on his way over from Vancouver General Hospital to speak to the proposal. On behalf of MD students he thanked the Faculty for keeping students involved in the process. He asked how, with the spiral curriculum, topics jumped from weeks to week, the longitudinal curriculum would be integrated with the spiral model.

Dr Snadden advised that they were moving to case-based curriculum. It will be presentation-based, as it was felt that this would more closely model what students would see in practice. He agreed that some students had voiced a concern about the curriculum "jumping around" too much; however, the Faculty has found that students can forget material if it is not reinforced frequently, and thus the spiral model was proposed.

Senator Zhao noted that students were presently registered in the Winter Session; under the new curriculum they will be registered year round.

Dr Jarvis-Selinger noted that they worked with Enrolment Services on the proposal to mitigate any complications with the year-round registration; student fee structures and loan eligibility would not change.

Dr Snadden noted that they were very cautious around fee implications and loan eligibilities.

Senator Zhao asked if they could speak more towards portfolios being proposed.

Dr Snadden replied that we are exploring portfolios because residents and practitioners will also be doing similar activities, and it seemed advantageous to introduce MD students to them earlier in their medical educations. Further, the portfolio system would give students ways of demonstrating, and the Faculty ways of assessing competencies that are difficult to test via examination.

Senator Harrison noted that the Faculty's stated academic performance evaluation system and specific requirements were vague.

Dr Jarvis-Selinger noted that in terms of courses, all courses are required and the schedule is locked. Additionally, a promotions committee reviewed all student files for promotion from year to year.

Dr Snadden added that the faculty also had a detailed assessment policy for each course and that there are objective structured exams set.

Senator Harrison clarified that it was not the course information but rather the vague language around demonstrating competency he was interested in.

Dr Snadden stated that there were certain competencies, such as professionalism, that needed to be demonstrated across the entire curriculum rather than in a particular course.

Senator Chang asked about the DMD and its relationship with the MD. He noted that courses and credits were changing and how that will work.

Dr Snadden replied that Dentistry was also reviewing its curriculum. The current shared curriculum will be split and Dentistry will be developing its own courses for the shared materials.

**Approved as
Amended**

Student Awards Committee

See Appendix B: Awards Report

The Committee Chair, Mr Graham Beales, presented.

Graham Beales	}	<i>That Senate accept the awards as listed and forward</i>
Philip Loewen		<i>them to the Board of Governors for approval; and</i>
		<i>that letters of thanks be sent to the donors.</i>

Senator Beales advised that \$31 500 in funding was being made available for 10 new awards this month, and that 8 existing awards were being amended.

Approved

Nominating Committee

The Committee Chair, Dr Richard Tees, presented.

APPOINTMENTS OF SENATORS TO COMMITTEES AND OTHER BODIES

Richard Tees
Philip Loewen

} *That Dean Michael Coughtrie and Dr Robert Sparks be appointed to the President's Advisory Committee for the Extension of the Appointment of the Vice-Provost Health;*

That Dr Bonita Sawatzky be appointed to the Senate of Regent College from 15 October 2014 to 31 August 2017 and thereafter until replaced;

That the following persons be appointed to the Senate Ad Hoc Committee on Flexible Learning:

Dr Kenneth Baimbridge

Dean Blye Frank

Dr Paul Harrison

Dr Peter Marshall

Dr Ingrid Parent

Dr Richard Tees

Dr Lawrence Walker

Mrs Carol Jaeger

Mr Aaron Bailey (student)

Mr Daniel Munro (student)

Mr Christopher Roach (student);

That Ms Aliya Daulat and Mr Eric Zhao be appointed to the Senate Ad Hoc Committee on Mental Health and Wellbeing; and

That Mr Eric Zhao be appointed to fill a vacancy on the Senate Admissions Committee from 15 October 2014 to 31 March 2015 and thereafter until replaced.

Approved

SENATE STUDENT AWARDS COMMITTEE TERMS OF REFERENCE AND QUORUM

Richard Tees
Philip Loewen

} *"That the terms of reference for the Student Awards Committee be amended as follows:*

1. To recommend awards, fellowships, scholarships, exhibitions, bursaries and prizes to Senate for approval, to report to Senate on matters of policy

under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards

2. To advise Enrolment Services and the Faculty of Graduate and Postdoctoral Studies on matters of policy relating to awards, fellowships, scholarships, exhibitions, bursaries and prizes; and That the quorum for the Student Awards Committee be amended from four (4) voting members to five (5) voting members.

Approved

**SENATE AD HOC COMMITTEE ON STUDENT MENTAL HEALTH AND WELLBEING –
MEMBERSHIP AND REPORTING**

Richard Tees
Anne Kessler

}

That Dr. Jenny Phelps be appointed to the Senate Ad Hoc Committee on Student Mental Health and Wellbeing; and

That the direction to the Ad Hoc Committee on Student Mental Health and Wellbeing to report back to Senate by October 2014, as resolved by Senate on 14 May 2014, be amended to provide for a report by November 2014.”

Approved

Other Business

Adjournment

There being no further business, the meeting was adjourned at 6:41 pm.

Appendix A: MD Curriculum Renewal

FACULTY OF MEDICINE

Revised program:

- MD>Introduction;
- MD>Admission;
- MD>Academic Regulations;
- MD>Degree Requirements;

New Course Code:

MEDD – Doctor of Medicine

New Courses:

- MEDD 410 (3) Transition into Medical Education;
- MEDD 411 (14) Foundations of Medical Practice I;
- MEDD 412 (14) Foundations of Medical Practice II;
- MEDD 419 (8) Foundations of Scholarship and Flexible Enhanced Learning I;
- MEDD 421 (14) Foundations of Medical Practice III;
- MEDD 422 (14) Transition into Clinical Education;
- MEDD 429 (5) Flexible Enhanced Learning II;
- MEDD 431 (48) Clerkship;
- MEDD 439 (4) Flexible Enhanced Learning III;
- MEDD 441(4) Senior Elective;
- MEDD 442 (4) Senior Elective;
- MEDD 443 (4) Senior Elective;
- MEDD 444 (4) Senior Elective;
- MEDD 445 (4) Senior Elective;
- MEDD 446 (4) Senior Elective;
- MEDD 448 (13) Transition into Postgraduate Education and Practice

Appendix B: Awards Report

New Awards:

Henry C. BELHOUSE Scholarship in Science – A \$3,000 scholarship has been made available through an endowment established by Diana L. Belhouse (BA 1947, LLB 1973), to honour the memory of her husband, Henry C. Belhouse (University of Alberta, BSc '41 honours). The award is available to an outstanding student in the one-year intensive Diploma in Meteorology program, or a graduate student in Atmospheric Sciences, or a 4th year student in the Faculty of Science whose studies involve: physics, applied mathematics, or atmospheric sciences. Candidates must be Canadian citizens who have demonstrated an ability to think creatively and outside the box through projects related to their studies. Henry was a brilliant physicist ahead of his time with his creativity and innovation. During his career as Head of the Instrumentation Branch of the Meteorological Service of Canada, Henry's many successful projects included: the design and installation of Automatic Weather Stations, setting up the weather radar system across Canada, and his innovative design of a digital altimeter, which won international acclaim. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

GUTTMAN-DALES Award in Voice – A \$1,000 award is offered by Prof. Nancy Hermiston in honour of Dr. Irving Guttman, C.M., O.B.C. (DLit 2009) and Mr. Robert Dales, to celebrate their many contributions to opera. Dr. Guttman played a pivotal role in bringing opera to Western Canada. He established companies in Edmonton, Winnipeg, and Vancouver, and over the course of more than four decades worked with, and brought to, Canada the world's most accomplished directors, conductors and singers who continue to support and mentor young artists and champion up-and-coming singers. The award is made to a talented student majoring in voice opera on the recommendation of the Chair of the Voice & Opera Division at the School of Music, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. The student's promise as an operatic singer is the most important criterion for the award. (First Award Available in the 2013/2014 Winter Session)

ITCC Award for Cardiovascular Research Excellence in Adult Cardiology – A \$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support an adult cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of adult cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology. (First Award Available in the 2014/2015 Winter Session)

ITCC Award for Cardiovascular Research Excellence in Pediatric Cardiology – A \$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support a pediatric cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of pediatric cardiology or presentation

at a national or international conference. Recognizing the need to support the next generation of pediatric cardiologists, the International Taoist Church of Canada wishes to establish this award to support pediatric research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Divisions of Cardiology and Pediatric Cardiology. (First Award Available in the 2014/2015 Winter Session)

ITCC Award in Humanitarianism – A \$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support a cardiology resident or clinical fellow in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The award is made on the recommendation of the Faculty of Medicine in consultation with the UBC Division of Cardiology. (First Award Available in the 2014/2015 Winter Session)

Carley “Kitty” Rosaline KENNEDY Memorial Leadership Award for Aboriginal Students – A \$1,000 award has been made available through an endowment established by the School of Kinesiology, in memory of Carley “Kitty” Rosaline Kennedy. In Kitty’s words, “Follow your heart but let your body lead the way and BE the health for the life you want to live.” The award is for a third or fourth year Aboriginal student in the School of Kinesiology who has demonstrated inspirational leadership in their community and in Aboriginal programs at UBC. To be considered, students need to be registered in any courses or the Co-op program in the School of Kinesiology. The award is made on the recommendation of the School of Kinesiology. (First Award Available in the 2014/2015 Winter Session)

Robert H. LEE Award in Opera – A \$2,500 award is offered by Dr. Robert H. Lee, CM, OBC and Mrs. Lily Lee to support outstanding singers in the UBC Opera Ensemble. The award is made on the recommendation of the Chair of the Voice & Opera Division within the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Tony and Marissa PEÑA Entrance Award – A \$1,000 award has been made available through an endowment established by the Peña Family Foundation (Tony and Marissa Peña) to support undergraduate students entering UBC who have demonstrated academic excellence, with preference given to students with involvement in the Filipino community through volunteering and/or community service. Candidates must be a Canadian citizen or a permanent resident. Financial need will also be taken into consideration. The award is renewable for up to three years and only one student may receive this award each year. The award is made on the recommendation of Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

SPITZ Family Entrance Award for Aboriginal Students – A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program, with preference given to candidates coming from remote communities in BC.

Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

SPITZ Transfer Award for Aboriginal Women – A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

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

#962 Ray Cole and Perkins + Will Entrance Scholarship in Architecture – A \$2,400 scholarship has been made available through the Busby Cole Entrance Scholarship in Architecture Endowment Fund established by Peter Busby, Perkins + Will and Dr. Ray Cole, Professor at the University of British Columbia, for a student entering the Masters of Architecture program in the School of Architecture and Landscape Architecture. The student must have demonstrated a strong commitment to sustainable design principles through their past education, work experience or community activities and wish to expand on these through their studies in architecture at UBC. The award is made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate Studies and Postdoctoral Studies.

How amended: included original name of the endowment fund in the description; improved language around the award criteria.

#1537 KPMG Scholarship – A scholarship of \$1,500, the gift of KPMG, is awarded to a student with high standing in the Sauder School of Business who is proceeding to a further year of study in the School and who has a particular interest in Accounting. In making the award, consideration is given to extra-curricular activities or work experience, character and general academic record of the student. The award is made on the recommendation of the Sauder School of Business.

How amended: updated the faculty name and added the recommending body.

#1592 KPMG Scholarship in Accounting – A scholarship of \$1,500 has been made available by KPMG in memory of Thomas A. Cook, B.Comm., FCA. The scholarship is awarded to a student entering his/her final year who has obtained a high standing in Intermediate Financial Accounting and demonstrated strong extra-curricular involvement within the university or community. The award is made on the recommendation of the Sauder School of Business.

How amended: updated the recommending body from Faculty of Commerce to Sauder School of Business, as well as improvements to the syntax of the description.

#3276 Donna Gibson Memorial Prize – A \$225 prize has been made available through an endowment established by family, friends and colleagues of Donna Gibson who, at the time of her death, was a Research Associate in Health Care and Epidemiology. The award is made on the recommendation of the School of Population and Public Health to a M.Sc. graduating student with the highest grade after completion of the required course.

How amended: updated name of recommending body.

#4519 Rachel J. Maclean Prize in Social Work - A \$1,000 prize is offered in honour of Rachel J. Maclean by her family. Rachel worked on behalf of children and families for many years. The prize is awarded to a Social Work student focusing on practice with children and families. The award is made on the recommendation of the School of Social Work and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: removed donor's name to add a more generic reference to the family of Rachel J. Maclean, and added biographic information; improved language around the adjudication criteria.

#5686 Casiro Family Island Medical Program Award – Awards totalling \$1,000 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.

How amended: changed name of the recommending body within the Island Medical Program at UVic.

#6454 Audain Foundation Graduate Fellowship – Fellowships totalling \$45,000 have been made available through an endowment established by the Audain Foundation for graduate students in the Critical and Curatorial Studies Program. The awards are made on the recommendation of the Faculty of Arts, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: removed reference to the specific number of fellowships available to give greater flexibility in the number and dollar value of the award available.

#6588 Rev. Dr. Bernard J. O'Connor Scholarship – Scholarships totalling \$9,000 are offered by the J.D. Ferguson Historical Research Foundation in honor of Fr. Bernie O'Connor, who was a lifelong collector who specialized in the specie of pre-Confederation Canada. The awards are available to graduate students in the second or subsequent year(s) of study whose research or thesis is focused on any one of the following areas of inquiry: monetary history; the history of banks and banking; fine art and money, such as the iconography on coins, medals, and paper money; the history of collections and collecting; the curatorship of coins, medals, tokens, paper money, and other financial instruments; Aboriginal practices of exchange including, but not restricted to, the function and role of trade silver, treaty medals, and the fur trade; numismatics;

metallurgy and money. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

How amended: added donor's name and expanded the research/thesis focus to increase the pool of candidates.



President's Activity Report

September 2014

Summary of Meetings and Events

President's Office Overview

Executive Organization

Summary of Meetings and Events

University

- One-on-one listening sessions with Executive members, Chancellor, Board Chair and members, faculty and staff in Vancouver and Kelowna, Donors, Alumni, Previous UBC Presidents, Committee of Deans
- Meetings and special events with students
- Safety briefings with campus security, RCMP and emergency planning staff
- Executive and Board planning sessions, Installation
- UBC Staff BBQ in Vancouver
- Thunderbirds Homecoming Football Game
- Alumni Association AGM

Government

- Premier of BC and members of the Office of the Premier, Minister (later today) and Deputy Minister of Advanced Education, Other Ministers
- Federal Finance Minister pre-budget strategic planning retreat and senior Federal officials (Finance, Transport, PCO, PMO, Industry, ESDC)
- Metro Vancouver CAO

Community

- SFU and Emily Carr Presidents
- Asia-Pacific Foundation reception
- U-15 and strategic federal meetings in Ottawa (August 20-23)
- First Nation Longhouse Ceremony

Speaking Opportunities

- 2014 Canada Special Olympics Opening, Vancouver Summer Program Welcome Reception, Jump Start Orientation launch, National Student Union Development Summit Closing Address,
- Student Pep Rallies in Vancouver (Imagine) and Okanagan (Create), Installation Address
- Federal and provincial funding announcements – research funding, speech pathology

Media

- Installation previews with Vancouver Courier, OMNI TV, Gary Mason (Globe and Mail), Harold Munro (Vancouver Sun), Paul Wells (Macleans), Sing Tao and Ubyyssey
- Feature Stories - DARPAN Magazine, BC Business Magazine, Ubyyssey, Vancouver Courier, Vancouver Sun, Globe and Mail, CBC TV, Omni TV, CKNW
- Globe and Mail Op-Ed: Nation Building (included for immediate reference)

Significant Upcoming Events

- UBC Board and Senate meetings (Vancouver and Kelowna)
- MasterCard Foundation Annual Partners Meeting (Sept)
- UBCO Staff and Faculty reception (Sept)
- Faculty Meetings (ongoing)
- Vancouver Board of Trade Address (October 1)
- Premier's Trade Mission to India (October)

Globe and Mail Op-Ed

Published: September 2, 2014

Nation Building: SESQUICENTENNIAL UNIVERSITY EXCHANGE PROJECT WOULD STRENGTHEN CANADA

By Dr. Arvind Gupta, President and Vice-Chancellor, University of British Columbia

How best can Canada's post-secondary system preserve, protect and enhance our youth's pride in our country? How can we ensure they are celebrating our strength, resilience and prosperity as a nation? It's a question for every senior academic administrator – and a much bigger question than the ones that normally capture our attention.

As students across the country return to school this week, we certainly are thinking about how to provide the highest-quality educational experience. We wrestle constantly with apparently conflicting priorities: What is the right balance of investments across disciplines? How much energy should go into teaching versus research? Should we devote our efforts to educating highly-skilled graduates who can move immediately and productively into the wage economy and/or should we be educating students for creativity, adaptability and citizenship?

Those are, of course, trick questions. We should be investing in all of those things. But the larger question, again, is: To what purpose? One answer must be to reinforce and strengthen our national identity.

Aspects of this conversation are much in the news. The federal government has been sharply focused on the Arctic, drawing Canadians' attention to a part of the country that we are in danger of taking for granted. And provincial premiers, meeting in Charlottetown last week, took up the question of reducing interprovincial-trade barriers, encouraged by federal Industry Minister James Moore's argument that Canada's 43 international free-trade agreements can make it easier to do business with other nations than among Canadian provinces.

But provincial and regional boundaries seem to throw up barriers to more than just trade. Canadians, ever distracted by all things American, have also turned their attention to the international stage. This is excellent. The University of British Columbia's expertise and connections to the Asia Pacific, for example, are unsurpassed in the country and critical to Canada's linkages to the economic powerhouses in that region.

Yet, we must never take our own country for granted. Are we doing enough to foster cross-country appreciation for what Canada is and what it could be? Why do parochial provincial interests so often dominate our conversations? Surely, our strength as a nation arises from our ability to see ourselves as greater than the sum of our parts. Canada will only remain one of the most enviable places on the planet if we continue to work together for mutual benefit.

Canada's sesquicentennial in 2017 is a chance to reflect on how we can come together so we get to know each other better, and learn to appreciate all this country has to offer. So let me propose a bold new program to get there. Let's create a national Student Mobility Scholarship that would make it possible for 50,000 post-secondary students annually to study in a region where they had never previously lived.

The program would be simple: recipients would identify an institution in some region where they have never lived. That institution would host them in classes and in dormitories, arranging transfer credits so students would continue their academic progress. This is similar to what often happens with international exchanges.

The benefits would be immense with a figurative army of young people living, learning, and appreciating a new region of the country. The friends and contacts would form a national network that would spur new social, cultural, and economic activities. Future efforts to improve interprovincial trade or take on other national priorities would be enhanced as these young people became our future leaders. This program would erode regional rivalries, promote national understanding and remind young Canadians that we are one very great nation.

By our 200th anniversary, this program would propel an additional 2.5 million Canadians beyond the bounds of parochialism, bolstering the building blocks of cooperative federalism. It would be an investment in strengthening the fabric of the country. There could hardly be a better way to mark Canada's 150th birthday.

Dr. Arvind Gupta, was born in India, raised in Timmins, Ontario and studied at McMaster University in Hamilton and the University of Toronto. He was appointed this spring as the 13th President and Vice-Chancellor of the University of British Columbia.

President's Office Overview

Staff	Background	Responsibilities
Dr. Anne Gorsuch, Deputy to the President: University Affairs	<ul style="list-style-type: none"> Just completed term as Head of the UBC History Department where she focused on transparent governance, due process, equity and diversity, and clarity of policy. Bachelor of Arts, Brown University (1982) PhD in History, U. Michigan (1992) Internationally recognized expert in cultural and transnational history of the USSR and Soviet Union in the twentieth century. Most recent book with Oxford University Press. 	<ul style="list-style-type: none"> high-level support and advice. Step in at for President as needed. Assist development and implementation of academic strategy. Facilitate communication with UBC Faculties and Departments. Senate liaison.
David Hurford, Executive Director	<ul style="list-style-type: none"> Over 20 years of experience with national agencies, provincial ministries, crown corporations, municipal governments, media, private sector and non-profit organizations in BC, Ontario and Manitoba. Past-advisor to federal Ministers of Health, Industry, Infrastructure, Western Economic Diversification, Revenue, Transport, Fisheries and Oceans. Past 2 years, Director Communications for Community Living BC, a Crown Corp serving adults with developmental disabilities, Autism and FASD. 	<ul style="list-style-type: none"> Supporting President's day-to-day responsibilities. Focus on: <ul style="list-style-type: none"> strategic planning issue management communications external relations Board liaison.
Anna Lucarino, Director of Operations	<ul style="list-style-type: none"> Senior roles in the private, public and not-for-profit sectors over last 12 years. Experience in operations, development, government relations and communications. Most recently managing the Office of the CEO at Mitacs. Former Manager of Community Relations with the City of Vancouver Mayor's Office. 	<ul style="list-style-type: none"> Managing President's Office day-to-day operations. Oversee scheduling, event logistics and incoming communications. Ceremonies and emergency planning liaison.

Executive Operations

Updating Roles and Responsibilities

The Provost and Vice-President Academic is responsible for the academic mission of the university. This office will also assume responsibility for ensuring university resources are aligned with our academic priorities. Amongst other additional responsibilities, the Provost will be responsible for:

- help ensure an unwavering focus on UBC's academic mission
- better align university resources with academic priorities, and
- facilitate the development and implementation of clear project performance metrics

The Finance, Resource, and Operations (FRO) office will focus on ensuring a robust process for designing and monitoring the budget. There will be an increased emphasis on academic stability, cost-consciousness, accountability, and financial performance. Our current FRO Vice-President, Pierre Ouillet is leaving UBC. We will launch a search for a new VP, Finance, Resources and Operations shortly.

These changes will ensure we are focused on core academic success. Additional improvements will be considered in the coming months.



7 November 2014

To: Vancouver Senate

From: Admissions Committee

Re: English Language Admission Standard for Vantage College (approval)

English Language Admission Standard for Vantage College (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the required English Language Admission Standard (ELAS) for students in UBC Vantage College programs to transition to direct-entry undergraduate programs. The proposal also outlines progression requirements for students continuing onto the Bachelor of Arts or Bachelor of Science program. Students will satisfy the ELAS requirement by successful completion of either the Arts or Science stream, following which they will transition to Year 2 of a degree program in accordance with the normal requirements for currently attending UBC students who wish to transfer faculties or degree programs.

Motion: *That Senate approve the English Language Admission Standard for students in UBC Vantage College program to enter Year 2 of direct-entry undergraduate programs and progression requirements for students continuing on to the Bachelor of Arts and Bachelor of Science programs, effective for entry to the 2015 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: UBC Vantage College Department: Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: 25 Oct. 2014 Contact Person: Joanne Fox Phone: 7-0339 Email: joanne.fox@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Transition into UBC Degree Programs</p> <p>Successful completion of the Vantage program meets the <u>ELAS</u> requirement for all direct-entry undergraduate programs, though each program may determine its own admission requirements.</p> <p><u>Arts Stream:</u> UBC Vantage College students in the Arts stream who have achieved 60% on 27 credits will be eligible for year two of the BA degree program.</p> <p>Students who do not successfully complete the full UBC Vantage College program or who achieve an average lower than 60% on 27 credits will be reviewed on a case-by-case basis, where there is evidence of academic promise for study in Arts.</p> <p><u>Science Stream:</u> UBC Vantage College students who pass all courses in any Science stream with an average of at least 60% will be eligible for year two of the BSc degree program.</p> <p>Students who do not successfully complete the full UBC Vantage College program or who achieve an average</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,945,0</p> <p>Present Calendar Entry:</p> <p>Admissibility into UBC Degree Programs</p> <p>Admissibility to UBC degree programs after successful completion of the UBC Vantage College International Program is in accordance with the normal requirements to transfer into a UBC degree program from within UBC Vancouver.</p> <p>Type of Action: Change the Calendar entry to include information on how students in the Vantage College program demonstrate English Language competence to meet the English Language Admission Standard requirements.</p> <p>Change the Calendar entry to include detailed information on how students in the UBC Vantage College Program transition into degree programs for the Arts and Science streams.</p> <p>Rationale for Proposed Change: The current link does not provide clear guidelines for how the English Language Admission Standards (ELAS) requirements are met for students in UBC Vantage College. The current entry only reflects transition into the Faculty of Science. The proposed change clarifies how students transition into degree programs. Upon</p>

<p>lower than 60% in the full program will be reviewed on a case-by-case basis, where there is evidence of academic promise for study in Science.</p>	<p>successful completion of Vantage program, students transition into a degree program in accordance with the normal requirements to transfer into a UBC degree program from within UBC Vancouver.</p> <p>The UBC Vantage College program offers an intensive 11-month with language instruction integrated across all aspects of the program (into all disciplinary courses, content and language enrichment tutorials, language and literacy courses, and writing and research / communication courses). Existing first-year UBC courses offered by the Faculties are offered in the Vantage College program with sections restricted to Vantage College students. In order to transition into degree programs, students must adhere to the same academic standards as direct entry students in the 'direct-entry' sections of these courses. The requirements for the UBC Vantage College program are set to match the standards for internal transfers. Because of the integrated nature of the program, successful completion of the progression requirements for the Vantage program demonstrates English language competence.</p> <p>Please see attached supporting documents for additional information.</p>
--	--

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: UBC Vantage College Department: Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: 25 Oct 2014 Contact Person: Joanne Fox Phone: 7-0339 Email: joanne.fox@ubc.ca</p>
<p>Homepage → Admissions → English Language Admission Standard → English Language Competence</p> <p>Proposed Calendar Entry:</p> <p>As English is the language of instruction at UBC, all applicants, regardless of country of origin or of citizenship status, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>This requirement is distinct from the Language Proficiency Index (LPI) requirement for first-year English courses and Science One at UBC. Please see Language Proficiency Index Requirement for First-Year English and Language Proficiency Index (LPI) Requirement to Enrol in a First-Year English Course for further information about the LPI.</p> <p>With the exception of applicants to the Faculty of Graduate Studies, applicants may demonstrate English language competence by one of the following:</p> <ul style="list-style-type: none"> • Three consecutive years of full-time education in English in Canada. Such education must include BC Grade 12 or the equivalent and can be a combination of secondary and post-secondary education. • Four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school where English is the language of instruction may be eligible for inclusion in the required years of instruction. • A minimum final English (non-ESL) grade in one of the following: 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,911,0</p> <p>Present Calendar Entry:</p> <p>As English is the language of instruction at UBC, all applicants, regardless of country of origin or of citizenship status, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>This requirement is distinct from the Language Proficiency Index (LPI) requirement for first-year English courses and Science One at UBC. Please see Language Proficiency Index Requirement for First-Year English and Language Proficiency Index (LPI) Requirement to Enrol in a First-Year English Course for further information about the LPI.</p> <p>With the exception of applicants to the Faculty of Graduate Studies, applicants may demonstrate English language competence by one of the following:</p> <ul style="list-style-type: none"> • Three consecutive years of full-time education in English in Canada. Such education must include BC Grade 12 or the equivalent and can be a combination of secondary and post-secondary education. • Four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school where English is the language of instruction may be eligible for inclusion in the required years of instruction. • A minimum final English (non-ESL) grade in one of the following: BC English 12 provincial exam (or equivalent¹)

<p>BC English 12 provincial exam (or equivalent¹)</p> <p>BC English Literature 12 provincial exam (or equivalent¹)</p> <p>IB English A1 or A2 (Standard or Higher)</p> <p>AP English Language and Composition</p> <p>AP English Literature and Composition</p> <p>GCE Advanced-Level English</p> <p>¹ In an approved school or country where English is the principal language. Grade scale may be adjusted for the different grading practices.</p> <ul style="list-style-type: none"> • Successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must include the equivalent to BC Grade 12 and can be in a combination of secondary and post-secondary education. (This will include applicants from CEGEPs who have completed English as a first language). • Graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language. • Successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit. • Successful completion of the UBC Vantage College program meets the English Language Admission Standard for all direct-entry undergraduate degree programs. • The competence standard indicated on one of the tests of English language proficiency as listed in the 'English Language Proficiency Tests' table (below) that evaluates skills in listening, reading, speaking, and writing. 	<p>BC English Literature 12 provincial exam 70% (or equivalent¹) 70%</p> <p>IB English A1 or A2 (Standard or Higher)</p> <p>AP English Language and Composition 5</p> <p>AP English Literature and Composition 4</p> <p>GCE Advanced-Level English 4</p> <p>¹ In an approved school or country where English is the principal language. Grade scale may be adjusted for the different grading practices.</p> <ul style="list-style-type: none"> • Successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must include the equivalent to BC Grade 12 and can be in a combination of secondary and post-secondary education. (This will include applicants from CEGEPs who have completed English as a first language). • Graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language. • Successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit. • The competence standard indicated on one of the tests of English language proficiency as listed in the 'English Language Proficiency Tests' table (below) that evaluates skills in listening, reading, speaking, and writing. <p>Type of Action: Change the Calendar entry to include information on how students in the Vantage College program demonstrate English Language competence to meet the English Language Admission Standard requirements.</p> <p>Rationale for Proposed Change: The current link does not provide clear guidelines for how the English Language Admission Standards (ELAS) requirements are met for students in UBC Vantage College.</p>
---	---

Re. Transition of Vantage College Students into Degree Programs

In March of 2013, the Vancouver Senate approved the creation of the UBC Vantage College with the following goals:

- expansion of the number and diversity of international students on campus;
- development of a living laboratory of scholarly teaching, using leading pedagogical, administrative and ethnological approaches to better understand how international students learn; and,
- contributing to UBC's financial sustainability.

Also created was a new student classification, the International Program student. The students are “international secondary school students who demonstrate a strong potential to succeed in university, but who may benefit from smaller class sizes and additional academic and social supports”¹. Specifically, the students have strong academic records in high schools the curricula of which have been assessed by UBC as of sufficient strength to meet admission requirements but will not yet meet UBC's English Language Admission Standard when they are admitted to UBC Vantage College.

Admission to the College was driven by the same principles as all UBC admissions:

- Alignment with UBC goals
- Evidence-based
- Excellence of fit: admissions will identify applicants who are most likely to prosper at UBC
- Fairness and integrity of process

In the 2014/2015 academic year, the first cohort of UBC Vantage College students were admitted and started in August 2014 with ~190 students across two academic streams. Faculty were hired in or seconded from several departments in the faculties of Arts and Science to develop and deliver the Vantage Program. Using existing UBC courses offered by those two faculties and the Faculty of Education as well as VANT courses approved by Senate in April 2014, the Vantage Program prepares students both academically and culturally for transition into a UBC degree with 2nd year standing (B.A. or B.Sc. in the first instance) over 11 months of instruction and upon completion of the program. Additional academic and language support is integrated across all aspects of the program (into all disciplinary courses, content and language enrichment tutorials, language and literacy courses, and writing and research / communication courses). Key elements of the Vantage College program include coordinated student cohorts and schedules, small class experiences, integrated curricula through multidisciplinary project experiences and enrichment tutorials for content and language learning. A central feature of the UBC Vantage College program is the adoption of a Content and Language Integrated Learning (CLIL) approach, which combines the teaching of subject area content and specialized language features to promote language as both a medium and objective of learning.

This proposal seeks to clarify how Vantage College students transition into degree programs.

¹ Senate minutes, March 2013.

Supporting Materials (Excerpt from April 2014 senate minutes)

UBC Vantage College offers an 11-month International Program for exceptional graduates from school systems that are very different from North America's, and where students are taught in languages other than English.

Students are required to take courses designed to prepare them for entry to participating undergraduate degree programs and UBC Vantage College reserves the right to limit student enrolment accordingly. UBC Vantage College worked with the Faculties of Arts, Education, Science and Departments in each of these Faculties to identify courses that would create a cohesive program with particular resonance for international students. The courses have dedicated sections restricted to UBC Vantage College students. With permission of the College, students may take up to 6 credits of 100-level UBC coursework not included in the 11-month International Program.

Example Course Schedule, Arts Stream

Term 1	Term 2	Summer Term
GEOG 121 (3) POLI 100 (3) PSYC 102 (3)	GEOG 122 (3) POLI 220 (3) PYSC 208 (3)	elective (3)
LLED 200 (3) WRDS 150 / ASTU 204 (6) VANT 140 (3) VANT 148 (2)		VANT 140 (1) VANT 149 (1)

Example Course Schedule, Science Stream

Term 1	Term 2	Summer Term
CHEM 121 (4) LLED 200 (3) MATH 100 (3) PHYS 107 (3)	One of EOSC 110 (3) or CPSC 110 (4) LLED 201 (3) MATH 101 (3) PHYS 109 (1) SCIE 113 (3)	CHEM 123 (4) PHYS108 (3)
VANT 140 (5) VANT 148 (2)		VANT 140 (2) VANT 149 (1)



19 November 2014

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the material forwarded to them by the Faculty of Education and encloses those proposals it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That the revised academic regulations and programs and new course brought forward by the Faculty of Education be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION*Revised academic regulations and program and new course*

BEd>Academic Policies and Regulations (Academic Accommodation for Students with Disabilities; Attendance); BEd>Academic Regulations (Advancement; Practica; Community Field Experience); BEd>Degree Requirements for Native Indian Teacher Education>Indigenous Concentration [&] Indigenous Studies; EDCP 210 (3)
Introduction to Music Education



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Teacher Education Office Faculty Approval Date: May 6, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: April 11, 2014 Contact Person: Wendy Carr Phone: 7-5088 Email: wendy.carr@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Academic Policies and Regulations</i></p> <p>Material in this section is supplementary to that given in the chapter Academic Policies and Regulations in this Calendar and applies specifically to students enrolled in the Faculty of Education.</p> <p>Written English Requirement Written and Oral English Requirement </p> <p>Academic Accommodation for Students with Disabilities Teacher candidates seeking accommodations during coursework or field experiences should consult with a program coordinator in the Teacher Education Office. In this case, candidates must self-identify, provide appropriate documentation of disability, and register with UBC Access & Diversity, in order to be eligible to receive academic accommodations. Teacher candidates must also present the letter outlining academic accommodations, issued by the Diversity Advisor-Disability at UBC Access & Diversity, to each of their instructors at the beginning of term. Teacher candidates receiving academic accommodations should consult Bachelor of Education Program Policies and Guidelines. In many instances, an academic accommodation for coursework does not extend to the practicum. A practicum coordinator should, therefore, be consulted prior to practicum if accommodation is sought.</p> <p>Attendance</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,160</p> <p>Present Calendar Entry:</p> <p><i>Academic Regulations</i></p> <p>Material in this section is supplementary to that given in the chapter Academic Regulations in this Calendar and applies specifically to students enrolled in the Faculty of Education.</p> <p>Written English Requirement Written and Oral English Requirement </p> <p>Academic Accommodation for Students with Disabilities Teacher candidates who have specific requirements based on a documented disability, either for accommodations during coursework or field experiences, must consult with a program coordinator in the Teacher Education Office and provide written documentation from UBC Access and Diversity. Teacher candidates who are registered with Access and Diversity and are entitled to accommodation should consult <i>Bachelor of Education Program Policies and Guidelines</i>. In many instances, an accommodation granted during coursework does not extend to the practicum. A practicum coordinator should, therefore, be consulted prior to practicum if accommodation is needed.</p>



The Teacher Education Program is highly participatory in nature. Regular attendance is a professional commitment that is expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Satisfactory attendance includes arriving on time, remaining for the duration of the class or experience, and participating in all scheduled coursework, practica and field experiences. Teacher candidates who do not attend and participate regularly may not meet course expectations. (See UBC Calendar Policies and Regulations >Academic Concessions <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3.48.0.0> for information on conflicting responsibilities and unforeseen events.) Teacher candidates in the Faculty of Education are asked to follow the procedures indicated in the *Bachelor of Education Program Policies and Guidelines* in regard to obtaining permission for absences.

Type of Action:

1. Change title of section to include “Policies” as well as Regulations.
2. Insertion of procedural regulations regarding academic accommodation for teacher candidates with disabilities.
3. Insertion of policy information regarding attendance in the teacher education program.
4. Update language related to accommodations for students with disabilities.

Rationale for Proposed Change:

1. Revision of title reflects title used in UBC calendar for Policies and Regulations.
2. The Teacher Education program is an intensive, twelve-month program. It is important that the Teacher Education Office be notified and participate as early as possible in program planning for teacher candidates with a disability.
3. The Teacher Education program is highly participatory in nature. The importance of full attendance is one that the Teacher Education Office must underscore.
4. Changes to wording of the policy statement on Accommodations for Teacher Candidates with Disabilities are intended to bring the language up-to-date with current discourses in disabilities and to reflect more accurately a spirit of inclusion and openness.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: TEO Faculty Approval Date: Sep. 24, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: July 29, 2014 Contact Person: Wendy Carr Phone: 604-827-5088 Email: wendy.carr@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations ... Advancement ... A student must have passed all courses prescribed to precede the Extended Practicum before advancing to this part of the program. Similarly, a student must have passed the Extended 10-week practicum (EDUC 418, 419, 421, 495, 496) in order to take the Community Field Experience (EDUC 430) ... A student must have passed all courses prescribed to precede the Extended Practicum before advancing to this part of the program. Similarly, a student must have passed the Extended 10-week Practicum (EDUC 418, 419, 421, 495, 496) in order to take the Community Field Experience (EDUC 430). In addition, a student must have completed the Extended Practicum and Community Field Experience successfully before taking courses prescribed to follow it during a subsequent Summer Session. Only in exceptional cases will these requirements be waived. ... Teaching Practica Arrangements for placements for the Community Field Experience (EDUC 430) are made in conjunction with the Program Coordinator (Community Field Experience) in the Teacher Education Office. ... Practica and Community Field Experience: Termination, Withdrawal, and Readmission</p> <p>Withdrawal</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,160</p> <p>Present Calendar Entry:</p> <p>Academic Regulations ... Advancement ... A student must have passed all courses prescribed to precede the Extended Practicum before advancing to this part of the program. Similarly, a student must have passed the Extended 10-week practicum (EDUC 418, 419, 421, 495, 496) in order to take the Community-Based Field Experience (EDUC 430) ... A student must have passed all courses prescribed to precede the Extended Practicum before advancing to this part of the program. Similarly, a student must have passed the Extended 10-week practicum (EDUC 418, 419, 421, 495, 496) in order to take the Community-Based Field Experience (EDUC 430). In addition, a student must have completed the Extended and Community-Based Field Experience successfully before taking courses prescribed to follow it during a subsequent Summer Session. Only in exceptional cases will these requirements be waived. ... Teaching Practica Arrangements for placements for the Community-Based Field Experience (EDUC 430) are made in conjunction with the Program Coordinator (Community-Based Field Experience) in the Teacher Education Office. ... Practica: Termination, Withdrawal, and Readmission</p> <p>Withdrawal</p>



Withdrawal from the **Extended Practicum or Community Field Experience** with the grade of 'W' is allowed in accordance with the regulations of the University. Students who are granted a 'W' on the Extended Practicum (EDUC 418, 419, 421, 495, or 496) **or Community Field Experience (EDUC 430)** must wait until the next time the Extended Practicum or **Community Field Experience** is scheduled in their program to re-enrol. Students will not normally be granted two withdrawals from an Extended Practicum **or from a Community Field Experience.**

...

Termination of Practica

...

Termination of Community Field Experience

When, in the judgment of the Faculty of Education and the community partner hosting a student's Community Field Experience, the student does not meet professional expectations or make satisfactory progress, their Community Field Experience may be terminated. Those whose community field experience is terminated will be assigned a failing grade and may be required to discontinue or to withdraw from the program.

Students required to discontinue may reapply to the program the next time the Community Field Experience is offered in their program. Students who apply to repeat a Community Field Experience must provide evidence of having satisfied any conditions set at the time they discontinued the initial Community Field Experience.

Withdrawal from the **extended practicum** with the grade of 'W' is allowed in accordance with the regulations of the University. Students who are granted a 'W' on the Extended Practicum (EDUC 418, 419, 421, 495, or 496) must wait until the next time the Extended Practicum is scheduled in their program to re-enrol. Students will not normally be granted two withdrawals from an Extended Practicum.

...

Termination of Practica

...

Type of Action:

1. Revise calendar wording from 'community field-based experience' to 'community field experience'.
2. Include community field experience termination policy.

Rationale for Proposed Changes:

1. Revision of the title reflects current terminology used in the Teacher Education program.
2. Policy and procedures associated with a termination of a community field experience mirror those provided for termination of practica.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: NITEP Faculty Approval Date: Sep. 24, 2014 Effective Session (W or S): W Effective Academic Year: 2014	Date: September 19, 2014 Contact Person: Jessica La Rochelle Phone: 604-822-5465 Email: jessica.larochelle@ubc.ca																																								
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,945																																									
Proposed Calendar Entry: <i>Degree Requirements for Native Indian Teacher Education</i> Native Indian Teacher Education Program (NITEP) Elementary and Secondary Options ... NITEP Elementary Option ... <div style="background-color: #d9e1f2; padding: 2px; margin-bottom: 5px;">Indigenous Concentration</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>EDUC 140</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 141</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 143</td><td style="text-align: right;">2</td></tr> <tr><td>EDUC 240</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 244</td><td style="text-align: right;">2</td></tr> </table> ... NITEP Secondary Option ... <div style="background-color: #d9e1f2; padding: 2px; margin-bottom: 5px;">Indigenous Studies</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>EDUC 140</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 141</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 143</td><td style="text-align: right;">2</td></tr> <tr><td>EDUC 240</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 244</td><td style="text-align: right;">2</td></tr> </table>	EDUC 140	3	EDUC 141	3	EDUC 143	2	EDUC 240	3	EDUC 244	2	EDUC 140	3	EDUC 141	3	EDUC 143	2	EDUC 240	3	EDUC 244	2	Present Calendar Entry: <i>Degree Requirements for Native Indian Teacher Education</i> Native Indian Teacher Education Program (NITEP) Elementary and Secondary Options ... NITEP Elementary Option ... <div style="background-color: #d9e1f2; padding: 2px; margin-bottom: 5px;">First Nations Concentration</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>EDUC 140</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 141</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 143</td><td style="text-align: right;">2</td></tr> <tr><td>EDUC 240</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 244</td><td style="text-align: right;">2</td></tr> </table> ... NITEP Secondary Option ... <div style="background-color: #d9e1f2; padding: 2px; margin-bottom: 5px;">First Nations Studies</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>EDUC 140</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 141</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 143</td><td style="text-align: right;">2</td></tr> <tr><td>EDUC 240</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 244</td><td style="text-align: right;">2</td></tr> </table>	EDUC 140	3	EDUC 141	3	EDUC 143	2	EDUC 240	3	EDUC 244	2	EDUC 140	3	EDUC 141	3	EDUC 143	2	EDUC 240	3	EDUC 244	2
EDUC 140	3																																								
EDUC 141	3																																								
EDUC 143	2																																								
EDUC 240	3																																								
EDUC 244	2																																								
EDUC 140	3																																								
EDUC 141	3																																								
EDUC 143	2																																								
EDUC 240	3																																								
EDUC 244	2																																								
EDUC 140	3																																								
EDUC 141	3																																								
EDUC 143	2																																								
EDUC 240	3																																								
EDUC 244	2																																								
EDUC 140	3																																								
EDUC 141	3																																								
EDUC 143	2																																								
EDUC 240	3																																								
EDUC 244	2																																								
Type of Action: Replace “First Nations” with “Indigenous” to reflect changes in course titles.																																									
Rationale for Proposed Change: The term Indigenous replaces First Nations to ensure inclusivity of language.																																									



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: EDCP Faculty Approval Date: Sep. 24, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: July 26, 2014 Contact Person: Scott Goble Phone: 604-822-5270 Email: scott.goble@ubc.ca
Proposed Calendar Entry: EDCP 210 (3) Introduction to Music Education Role of music education in schools and society, including historical, philosophical, psychological, and sociological perspectives. Includes guided class observations and practice music teaching in elementary and secondary schools. Criminal Record Check required. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: EDCP 210 is designed to allow prospective music educators to engage in the study of teacher education (including classroom observation and practice teaching) earlier in their academic careers than presently occurs. This course can be taken as part of the following three program options: <ul style="list-style-type: none"> • B.Mus. (General Studies Secondary Education (GSSM)): required course normally completed in Year 2. Currently B.Mus. (GSSM) students take their first Music Education course in Year 4. • B.Mus.: elective for all students in B.Mus. programs who might be considering Music Education as a career. • B.Ed. (Music) / B.Mus. (GSSM) dual degree: admission requirement provided that student has achieved Year 2 standing in the B.Mus. with a GPA of at least 65%. Students who successfully complete EDCP 210 would be eligible for admission to the forthcoming dual degree program option, with concurrent enrolment in the B.Ed. (Music) / B.Mus. (GSSM) dual degree program effective the following September. Students who discover, through the practice teaching experiences in EDCP 210, that they are not well suited to the classroom



environment may decide not to apply for the B.Ed. (Music) / B.Mus. (GSSM) dual degree and may adjust their B.Mus. program to match other goals. All majors within the B.Mus. share a common core within Years 1 and 2, so a change of major at the end of Year 2 normally has minimal impact on degree completion time.

X Not available for Cr/D/F grading

Rationale for not being available for Cr/D/F:

The course is a required course for students wishing to enter the Teacher Education Program in the Faculty of Education and is offered as a Pass/Fail or Honours/Pass/Fail grading.

X Pass/Fail or X Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



19 November 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Master of Public Policy and Global Affairs (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the faculties of Arts and Science and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Master of Public Policy and Global Affairs (M.P.P.G.A.) degree program and its associated new course code and courses be approved.”*

Respectfully submitted,

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

**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES****Arts; Science***New program, course code, and courses*

Master of Public Policy and Global Affairs Degree Program (MPPGA); GPP Course Code; GPP 501 (3) Microeconomic Analysis for Public Policy; GPP 502 (3) International Macroeconomics; GPP 503 (3) Measurement and Data Analysis for Policy; GPP 504 (3) Policy Analysis and Evaluation; GPP 505 (3) Domestic and Global Policy Process; GPP 506 (3) Public Management; GPP 507 (3) Environmental Law and Policy Frameworks; GPP 508 (3) Philosophical and Ethical Foundations for Public Policy; GPP 509 (3) Communicating Policy; GPP 520 (3) Economics of Poverty; GPP 521 (3) Development and Institutions; GPP 522 (3) Development Discourses and Practices; GPP 523 (3) Economic Change and Reforms in Asia; GPP 524 (3) Legal Change and Sustainability Challenges in Asia; GPP 525 (3) Social Policy Responses to Rapid Development; GPP 526 (3) Challenges of Urbanization; GPP 527 (3) Corporate Social Responsibility; GPP 540 (3) Tools and Techniques for Sustainability Assessment; GPP 541 (3) Policy Dimensions of Energy Systems; GPP 542 (3) Science, Technology, and Public Policy; GPP 543 (3) Sustainable Water Systems; GPP 544 (3) Economic Foundations of Environmental Policies; GPP 545 (3) Ecology for Policy; GPP 560 (3) Global Governance: Frameworks and Policy Debates; GPP 561 (3) Impact of Globalization on Societies; GPP 562 (3) Resource Governance, Environment and Human Security; GPP 563 (3) Asia Pacific Human Migration and Social Change; GPP 564 (3) Security Challenges for Asian States and People; GPP 565 (3) Nationalism, Religion, and Ethnic Conflict in Asia; GPP 566 (3) Asia Diplomacy and International Relations; GPP 567 (3) Human Rights and Justice; GPP 580 (3) Internet and Global Affairs; GPP 581 (3) Behavioral Foundations for Public Policy; GPP 582 (3) Public Engagement in Policy Decisions; GPP 583 (3) Food Security; GPP 584 (3) Policy Responses to Global Climate Change; GPP 590 (6) Capstone Project; GPP 591 (3) Special Topics in Public Policy

October 24, 2014



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

New Professional Program Proposal: Master of Public Policy and Global Affairs (MPPGA)

Preparing policy leaders to address complex global issues in development, sustainability, and governance, including Asia

Submitted by the Institute of Asian Research (IAR); the Institute for Resources, Environment and Sustainability (IRES); and the Liu Institute for Global Issues (Liu).

Table of Contents

Table of Contents	2
1 Executive Summary	4
2 Program Rationale	7
2.1. Overview	7
2.2.1 Program Vision	7
2.2.2 Learning Objectives	8
2.2.3 Learning Objectives in the Curriculum Design	9
2.3 Contributions to UBC Mandate and Strategic Plan	10
2.4 Relationships to Established Programs	11
2.4.1 The University of British Columbia	11
2.4.2 Other Universities in British Columbia	11
2.4.3 Other Universities in Canada	12
2.4.4 Universities Outside Canada	12
2.4.5 The Global Public Policy Network (GPPN)	13
2.5 Demand for Program	17
2.5.1 Estimation of Program Demand	17
2.5.2 Enrolment Expectations at Steady State	17
2.5.3 Distribution of Applicants	18
2.6 Tuition Rationale	18
2.7 Admission Requirements	18
2.7.1 Transfer Credit	19
3 Program Description and Specifications	19
3.1 Curriculum	19
3.2 Program Requirements	20
3.2.1 Course requirements	20
3.2.2 Continuation requirement	20
3.3 MPPGA Courses	20
3.3.1 Core Courses (Year One)	20
3.3.2 Core Courses (Year 1 Summer and Year 2)	21
3.3.3 Stream Courses	21
3.3.4 Other Courses	26

3.3.5	Policy in Practice	26
3.3.6	Professional Skills Workshops.....	26
3.3.7	Sample Outline of Program.....	27
4	Calendar Statement	27
5	Program Resources	27
5.1	Program Funding.....	27
5.2	MPPGA Faculty.....	28
5.2.1	Professors	28
5.2.2	Associate Professors	29
5.2.3	Assistant Professors	29
5.3	Library Resources.....	29
5.4	Administration	30
5.5	Space Requirements	31
5.6	Contact Information.....	31
6	Appendices.....	32
6.2	Appendix 1: Survey Results	32
6.3	Appendix 2: Course Syllabi.....	32
6.4	Appendix 3: New Course Code Form & Calendar Course Forms	32
6.5	Appendix 4: Budgetary Impact of Curriculum Proposals Form.....	32
6.6	Appendix 5: MPPGA Faculty.....	32
6.6	Appendix 6: UBC Curriculum Unit Consultations	32
6.7	Appendix 7: UBC Curriculum Library Consultations.....	32

1 Executive Summary

UBC's Mission and Goals

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It 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. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

Overview

This is a joint UBC submission on behalf of two faculties (Arts and Science) and three institutes, the Institute of Asian Research (IAR), the Institute for Resources, Environment and Sustainability (IRES), and the Liu Institute for Global Issues (Liu) to create a two-year, professional Master of Public Policy and Global Affairs (MPPGA) program designed to cross discipline boundaries and employment sectors. The MPPGA is a new program that issues an interdisciplinary professional MPPGA degree. This will be the first general professional degree in global public policy offered by UBC.

The MPPGA program will focus on development, sustainability, and global governance, including the interface between emerging Asia and developed countries. The MPPGA will incorporate new technologies and encourage creativity, innovation, and entrepreneurship through strong experiential learning, concentration on implementation in action, and field-based learning. The MPPGA contributes to the vision of BC's Jobs Plan of building International Education as an important sector by establishing new relationships between British Columbians and people from other countries through the attraction of international students and global partnerships.

Credential

Credential awarded will be the **Master of Public Policy and Global Affairs (MPPGA)**.

Location

The Vancouver Campus of UBC.

Faculty Offering Program

The Faculty of Graduate and Postdoctoral Studies (G+PS) will be the body overseeing the MPPGA program, and ultimately, G+PS is the Faculty that grants the degree. As such, the Faculty of Graduate and Postdoctoral Studies will oversee many of the program's administrative functions.

The Faculties of Arts and Science at UBC will lead the program, through the collaboration of three of UBC's major interdisciplinary units: The Institute of Asian Research (IAR); The Institute for Resources, Environment and Sustainability (IRES); and the Liu Institute for Global Issues (Liu). IAR, in the Faculty of Arts, was founded in 1979 and is the focal point on Asia policy and current affairs at UBC. IAR hosts five regional research centres and thematic research clusters. IRES, in the Faculty of Science, is a problem-focused interdisciplinary research institute which delivers the Resource Management Environmental Studies graduate program, at the MSc, MA, and PhD levels. Founded in 1998, Liu in the Faculty of Arts acts as a hub for global issues research, focused around the themes of sustainability, social justice, and security.

Program Start Date

Pending requisite approvals from university and government authorities, the program will be offered in the 2015/16 academic year, beginning in September 2015.

Program Completion Time

Anticipated time for completion of the program is two years of study.

Program Objectives

The MPPGA program will fill an education gap by preparing global policy leaders to address complex global issues with strong and diverse analytical skills, applied knowledge, and transnational networks, building on the university's strengths concerning development and social change, sustainability, and global governance. Students will integrate tools with policy through field-based placements and hands-on professional experience with private, public, and civil society partners. Consideration will be given to cooperation with major universities around the world (e.g. Global Public Policy Network members in Europe, the US, and Asia; and partner universities in countries such as China and India).

The objectives of the program are to provide its graduates with:

- Multi-disciplinary strategic policy analysis, design and implementation skills;
- Knowledge of policy issues of development and social change, sustainability, and global governance;
- Field-based experience, providing graduates with the ability to integrate tools into practical work in relevant workplaces; and
- Skills, knowledge and innovative solutions to support and expand various sectors in BC, as well as nationally and globally, through policy leadership.

Contribution to UBC's Mandate and Strategic Plan

Place and Promise, UBC's strategic plan, states that the university seeks to create 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. The MPPGA program will contribute towards the realization of UBC's vision as it aims to foster the next generation of global policy leaders with the skills to promote the well-being of people in ways that are equitable and sustainable.

Delivery Methods

The MPPGA program consists of required coursework, with client and/or stakeholder capstone project opportunities. Students will take **eight required core courses together (24 credits), five required elective courses (15 credits), along with a required capstone project (6 credits)**. Delivery of the program will involve a combination of lecture, seminar, field-based learning, with courses designed to engage students in simulations, team problem-solving, interaction with policy makers, and direct interaction in client-based and stakeholder-involved projects.

Linking Learning Outcomes and Curriculum Design

The curriculum is designed to emphasize many aspects of being a professional in a policy-making environment: comprehensive knowledge, application of scientific principles, assessment of alternatives, and problem-solving. With relevant training in various sectors, graduates will be capable of working proficiently and efficiently with professionals in designing and developing policy solutions for global

problems. The core courses offered in year one will allow students to acquire the necessary multi-disciplinary policy analysis and design skills they will need to understand domestic and global policy processes, manage organizations, and communicate effectively across organizations and cultures. Students will acquire knowledge and skills in development, sustainability, and global governance through core and elective courses, related policy events, as well as development cases. Students will integrate tools with policy through field-based and hands-on professional experience within internship, professional workshops, and capstone projects. The curriculum will have a particular focus on the interface between emerging Asia and developed countries.

Program Strengths

UBC is a major research and graduate institution, which has significant resources devoted to policy issues concerning Asia (IAR) and globally, concerning sustainability, development and social change (Liu and IRES), in addition to its traditional strengths in science, applied science, law, business and the social sciences. Thus, UBC is positioned to function as a policy bridge between Asia and North America – one of its defining comparative advantages – while exploiting its strengths in sustainability, urbanization, and natural resources. The proposed MPPGA program offers an achievable, professionally-recognized program that will become an anchor innovative graduate program at UBC.

Level of Support/Recognition from Other Post-Secondary Institutions

The MPPGA Coordinating Committee consulted with Dr. Evert Lindquist, Director of University of Victoria's School of Public Administration, and received agreement on the complementarity and differentiation of the respective programs. The Committee received positive comments on the professional credential from Steve Grundy, VP Academic and Provost with Royal Roads University. Two meetings took place with Doug McArthur, Director of the SFU School of Public Policy and SFU faculty members. The MPPGA Committee shared details of the proposal, as well as the context and objectives pursued. Following consultation with SFU, in order to differentiate the UBC and SFU professional public policy degrees, it was decided to adopt the Master of Public Policy and Global Affairs (MPPGA) program name.

Related Programs at UBC or Other BC Post-Secondary Institutions

No other university in BC offers a professional MPPGA program that focuses on global-domestic interactions, multi-sectoral interactions, sustainability and emerging Asia. The University of Victoria offers a Master of Public Administration (MPA) that focuses on public administration, oriented to educating students about the operation of local, provincial, and national governments and their associated bureaucracies. Simon Fraser University offers a two-year MPP that emphasizes the development of a core set of skills to undertake and manage public policy analysis and planning for multiple sectors. Royal Roads University offers a MA in Global Leadership, a two-year blended program designed to build and enhance globally minded leadership capabilities. The program has a strong cross-sectoral interdisciplinary approach and emphasis on professional fields of practice.

Institutional Contact

Yves Tiberghien, Director of the Institute of Asia Research and Chair of the MPPGA Committee

Associate Professor, Department of Political Science, Faculty of Arts

Tel: 604-822-4688 Email: yves.tiberghien@ubc.ca

2 Program Rationale

2.1. Overview

The world is in the midst of major and rapid transformation: dramatic technological change, instability in the system of globalization, dramatic rise of emerging powers and rebalancing of power, increased presence of systemic risk, climate crisis and urgent sustainability challenges. What is required is policy education with particular focus on global-domestic interactions, multi-sectoral interactions, sustainability issues and cross-pacific functional capacity as well as a “learning-by-doing” environment that increases graduates “work-readiness” to enter employment productively from the standpoint of the employer and employee.

The University of British Columbia is proposing to offer a new Master of Public Policy and Global Affairs (MPPGA) program with a target launch date of September 2015.

The goal is to create a world-class two-year professional MPPGA degree with the intention to offer dual degree options in the future with core partner universities throughout the world (e.g. members of the Global Public Policy Network and core Asian partners). The proposed MPPGA offers an achievable, market-recognized program that can serve as a catalyst towards UBC’s future policy education offerings.

The MPPGA program fills a global education gap by preparing global policy leaders to address complex global issues with strong and diverse analytical skills, applied knowledge, and transnational networks. These future leaders will have the capacity to integrate data and scientific knowledge with a solutions-oriented approach to help solve complex national and global policy issues. These trans-pacific and policy professionals will remain attuned to comparative regional approaches and contexts.

This program aims to graduate “policy entrepreneurs”, analysts and strategists. It will do so by educating students through complex policy exercises and applied methods informed by natural and applied sciences, policy analysis and design, and technology and innovation. The UBC MPPGA views governance as including not just government bodies, but also a network of actors - NGOs, social enterprises, and the private sector. It recognizes that solving complex global problems requires inputs from sources outside traditional public service organizations. While the program provides the foundations of policy education, it is strongly differentiated in this applied approach.

Three UBC Institutes spanning the Faculty of Arts and Faculty of Science will lead the delivery of the MPPGA program. The three cooperating founding units are the Institute of Asian Research (IAR), the Institute for Resources, Environment and Sustainability (IRES), and the Liu Institute for Global Issues (Liu).

Program Objectives

2.2.1 Program Vision

A program that integrates six dimensions:

1. A degree with a unique focus on the interface between emerging Asia and developed countries, on 21st century regional and global issues, as well as on sustainability questions broadly defined;
2. A degree with recognized market value: hence the MPP degree with its emphasis on the development of policy and economic skills; potential future integration into global network of

policy schools, including the Global Public Policy Network (GPPN) institutions; and intended plans to introduce future dual degree options—pending development and necessary approvals by UBC Faculties and Senate;

3. A degree with multiple discipline exposure, including emerging tools from the natural and social sciences, policy analysis and design tools, a humanities component to provide perspective and understanding of the limits of traditional policy-making; and policy engagement methods;
4. A degree that incorporates new technologies and encourages creativity, innovation, and entrepreneurship;
5. A degree that includes strong experiential learning, a focus on implementation in action, and field-based learning; and,
6. A degree that offers three streams to allow various specializations in development and social change, sustainability, and global governance.

2.2.2 Learning Objectives

The UBC MPPGA is a two-year professional degree in global public policy that offers solid inter-disciplinary skills to deal with the complex problems of the 21st century. It combines state-of-the-art analytical requirements with dedicated, substantive strengths in development and social change, sustainability, and global governance. The program equips future policy leaders with a broad mindset, multiple tools, and cross-Pacific human networks that enable them to make a difference in government, international institutions, private businesses, and in non-governmental organizations (NGOs).

The MPPGA program is designed to provide its graduates with the following capabilities:

1. Acquisition of State-of-the-Art, Multi-Disciplinary Policy Analysis and Design Skills

- MPPGA graduates have the ability to address policy problems analytically and critically; they have the ability to look at complex policy issues from a broad perspective and make informed judgments about policy problems.
- MPPGA graduates can function both in domestic policy settings and in the new arenas of global governance; they understand the linkages between the different levels.
- MPPGA graduates have data analysis skills, know how to evaluate policy options and policy results; they have the ability to work with expert data.
- MPPGA graduates have the ability to manage resources and organizations.
- MPPGA graduates have the ability to develop an effective communication policy and know how to harness the power of digital media.
- MPPGA graduates have the critical and creative thinking skills to work closely with stakeholders to both design and implement public policy.

2. Recognized Strengths in Development, Sustainability, and Global Governance

- MPPGA graduates in **Stream 1 - Development and Social Change** have a broad understanding of economic and social change from multiple approaches. Particular attention is paid to human insecurity as it pertains to gender and poverty development in Asia and other parts of the developing world.
- MPPGA graduates in **Stream 2 - Resources, Energy, and Sustainability** have the ability to integrate scientific and social scientific approaches as they analyze complex environmental, energy, resource and food security. They combine sound scientific understanding of sustainability challenges with the ability to craft policy options and engage stakeholders.

- MPPGA graduates in **Stream 3 - Global Governance and Security** gain an understanding of global policy making across various dimensions: global economic governance, Asia Pacific security, migration, human rights, and human security.
- **Asia fluency:** MPPGA graduates benefit from building cross-Pacific human networks and work cooperatively at finding solutions for global problems across boundaries. They will be equipped to understand key Asian cases (such as China or India), as well as others around the world.

3. Integrating Tools with Policy Through Field-Based and Hands-On Professional Experience

- MPPGA graduates are exposed to field, studio and/or client-based work, a potential policy study trip, and a capstone policy project that provides the opportunity for the MPPGA cohort to discuss specific policy issues and real-life problems of analysis and implementation.
- MPPGA graduates are exposed to field-based learning to apply policy tools relevant to the working environment.
- MPPGA graduates gain ready-to-use professional skills for the workplace in a series of short professional development workshops provided throughout the program.
- MPPGA graduates gain insight into working in diverse environments, in part due to a diversified student body and faculty.
- MPPGA graduates demonstrate social media fluency through a digital policy portfolio (using different media platforms during their 2-year program). **Please see the GPP 509 syllabus.**
- MPPGA graduates experience versatility in different policy environments. Future plans indicate that MPPGA graduates will have access to 1+1 dual degrees with other policy schools across the world and have the opportunity to complete their policy program in two different policy environments, pending development and necessary approval by UBC faculties and Senate.

2.2.3 Learning Objectives in the Curriculum Design

The learning outcomes/objectives of the MPPGA program are linked as indicated in the figure below. They are also described in section 2.2.2 above.

Learning Objectives	MPPGA Courses and Activities Addressing the Learning Objectives
I/ Acquisition of State-of-the-Art, Multi-Disciplinary Policy Analysis & Design Skills	
Broad Policy Vision & Perspective	GPP 505, 507, and GPP 508; occasional specialized workshops and large events with leading policy leaders
Understanding Domestic and Global Policy Process	GPP 501, GPP 502, GPP 504 and GPP 505
Core Analytical Skills	GPP 501, 502, 503, 504
Managing Organizations and People	GPP 506
Communication Skills	GPP 509

II/ Recognized Human Capital in Development, Sustainability, and Global Governance	
Development	GPP 520-27, GPP 580-84, related capstones, workshops, and policy events, as well as development cases in GPP 501-09
Resources, Energy, and Sustainability	GPP 507, GPP 540-45, GPP 580-84, as well as sustainability applications through core courses GPP 501-509 and workshops / policy events
Global Governance	GPP 505, 560-67, 580-54, as well workshops and policy events
Asia fluency across different key themes	GPP 501-09, GPP 522-27, GPP 560-67
III/ Integrating Tools with Policy Through Field-Based and Hands-On Professional Experience	
Leveraging Real Policy Problems	GPP 590
Applicable Professional Skills	GPP 506, professional workshops throughout two years
Versatility for diverse work environments	Empirical applications to varied work places, diverse student backgrounds, diverse speakers, diverse field work placements
Social Media fluency in action	GPP 509
Global versatility (capacity to work in different global environments, including in Asia)	Future dual-degree arrangements; potential capstones abroad, potential internships abroad, potential field trips abroad, diverse classrooms, diverse faculty; application cases covering diverse places in all courses

2.3 Contributions to UBC Mandate and Strategic Plan

UBC is at a turning point in its approach towards both graduate policy education and Asia. UBC has built substantial assets on policy issues in Asia (IAR) and globally (Liu), in addition to its traditional strengths in Science, Applied Science, and the Social Sciences. Thus, UBC is ideally suited to function as a bridge between Asia and North America – one of its defining comparative advantages-- while exploiting its strengths in sustainability, urbanization, and natural resources. Capitalizing on these resources, the proposed MPPGA offers an achievable, professionally-recognized program that will become an anchor program at UBC.

2.4 Relationships to Established Programs

2.4.1 The University of British Columbia

The MPPGA is a new program that issues an interdisciplinary professional MPPGA degree. There is no comparable program or set of courses offered at UBC that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.

The new MPPGA program brings together several institutes in the Faculties of Art and Science. Faculty members from IAR, IRES, and Liu will be teaching in the MPPGA program. The MPPGA committee has consulted with 19 units/departments on campus and resolved issues that were raised by the Vancouver School of Economics, Sauder School of Business, and Department of Political Science. We anticipate other key UBC units becoming involved as the program progresses. **Please see Appendix 6 for the UBC Curriculum Consultation Report** and returned consultation forms. The MPPGA Committee has accommodated comments made during the consultation process as much as possible.

Two of the three Institutes collaborating to create the MPPGA program offer graduate degree programs. IRES offers the research-based Resource Management and Environmental Studies MA/MSc/PhD program. IAR is in the final year of offering a Master of Arts in Asia Pacific Policy Studies (MAAPPS), which will be closing in 2015 after operation for ten years. Suspension of admissions to the MAAPPS program was approved by all dual degree partners and Senate. A rationale for the suspension of the MAAPPS degree relates to low demand because it is unable to accommodate current student and employer needs. Students are increasingly looking for a degree that has both Asia content and professional policy training. The existing hybrid program of MAAPPS, which combined social scientific analysis with the relevance of problem-driven research in a specific regional setting, informed the design of the two-year MPPGA program that offers a more recognized professional degree. Jointly developed with Liu and IRES, the MPPGA program offers more robust training to strengthen the capacity of students who aspire to work among policy-analysts and policy-makers in governments, NGOs, and the private sector. All MPPGA courses will involve students in applied classroom settings and in applied projects. Overall, the new MPPGA professional program has greater requirements and opportunities for engagement with policy problems and policy makers across public, private, and civil society domains.

2.4.2 Other Universities in British Columbia

No other university in British Columbia offers a professional Master of Public Policy and Global Affairs program that is local to global in scale. The University of Victoria has a long-standing Master of Public Administration which focuses on public administration, oriented to educating students about the operation of local, provincial, and national governments and their associated bureaucracies. Their focus is developing students for employment in the public sector. Simon Fraser University's Master's in Public Policy is a two-year graduate program that emphasizes the development of a core set of skills to undertake and manage public policy analysis and planning for federal, provincial, and municipal governments, non-governmental agencies, research institutes, crown corporations, and private-sector firms. The program offers students a foundation in economics and political science, as well as some capacity in sustainability issues. SFU's MPP program is focused on Canadian and BC policy matters, while some international issues are addressed in select capstone projects. The program does not focus on Asia. Canadian federal government departments are a major employer of SFU's MPP graduates and summer Co-op students. Royal Roads University offers "blended" modes of instruction (on-line, with one-month residency periods), designed for individuals already in the workforce for whom this flexibility is attractive. Specifically, Royal Roads University offers an MA in Global Leadership, a two-year blended

program designed with a strong cross-sectoral interdisciplinary approach and emphasis on professional fields of practice. **Please see Table 1 – Other University Programs.**

2.4.3 Other Universities in Canada

In the planning and preparation of the proposed MPPGA program, faculty and administrators at schools across Canada were consulted. **Please see Table 1 - Other University Programs.**

Several universities offer MA programs in international affairs. The most well established and well known of these is the MA degree of the Norman Paterson School of Public and International Affairs (NPSIA) at Carleton University. The Paterson School, over 40 years old, offers an inter-disciplinary curriculum drawing upon political science, history, sociology, and economics. Its program does not engage the applied sciences, nor does it provide the extent of professional skills preparation provided through UBC's proposed MPPGA program. The University of Ottawa and the recently established Balsillie School offer masters programs similar to the NPSIA program.

The University of Calgary offers an MPP degree, with emphasis on economic and social policy, international policy, and energy policy. This is an intensive, 12-month program. The Johnson-Shoyama School of Public Policy at the Universities of Saskatchewan and Regina offers an MPA degree, an MPP degree, and a Masters in International Trade (MIT) degree. Queens University, through its School of Policy Studies offers an MPA degree, plus a one-year degree in international affairs. The University of Toronto's School of Public Policy and Governance offers a two-year MPP degree. Its programs are oriented towards professional training for employment in local, provincial, and federal governments.

While the Master of Public Administration (MPA) and the Masters of Public Policy (MPP) share a number of common elements, it is important to differentiate their skills training and career paths. The Network of Schools of Public Policy, Affairs, and Administration defines the MPA degree as the professional degree for students seeking a career in public service or non-profit management, whereas the MPP degree is the professional degree for analyzing, evaluating, and solving all aspects of policy. The MPA emphasizes program implementation and management, when compared with MPP. MPPs tend to emphasize policy analysis and design, and to develop more skills in statistical analysis, data management, financial/cost benefit analysis and modeling.

The key Canadian comparator, in programmatic terms, to the proposed UBC MPPGA program is the Masters of Global Affairs (MGA) degree offered through the University of Toronto's recently established Munk School of Global Affairs. This two-year program provides professional skills training and thematic focus on the global economy and markets, global institutions, and global civil society. Its planned student in-take is projected to reach 80 students, i.e., with 160 students in the program at one time. The proposed UBC MPPGA is designed to be distinctive by taking advantage of UBC's multi-disciplinary strengths in sustainability, economic and social development, and its faculty and program resources concerning Asia.

2.4.4 Universities Outside Canada

A large number of the major universities in the U.S. have established MPA and MPP programs with a greater or lesser degree of attention to international and global affairs. Key among the former would be Harvard, Princeton, UC Berkeley, Georgetown, Michigan, Carnegie-Mellon, and Columbia. The program most similar to the proposed UBC MPPGA, with regards to explicit emphasis on Asia, is the Master of Pacific International Affairs (MPIA), a two-year, full-time professional degree program offered at the

School of International Relations and Pacific Studies, UC San Diego. Please see **Table 3 - GPPN+14 Equivalents**.

2.4.5 The Global Public Policy Network (GPPN)

The GPPN is a network partnership involving seven (at present) public policy institutes at major universities around the world. The GPPN has provided a model for the design of the UBC MPPGA, in terms of its curriculum and future plans to affiliate with the GPPN schools for the exchange of faculty and students, and the establishment of joint and dual degree programs. **Please see Table 2 - GPPN Programs.**

All GPPN schools offer two-year degrees. The first year's core courses provide intensive, professional skills training including applied economic, statistics, and quantitative and qualitative methodologies for policy analysis. Field-based and client-focused experience is a significant component of all GPPN programs. In their second year, students have a required capstone course. Pending future curriculum development review and approval by UBC faculties and Senate, the second year of the UBC MPPGA may be taken at another GPPN institution.

Table 1: Other University Programs

Compiled in late 2014

BC UNIVERSITIES	PROGRAM	DURATION	TUITION /YEAR	STUDENTS / YEAR
Simon Fraser University School of Public Policy http://www.sfu.ca/mpp/	-Masters of Public Policy (MPP)	-MPP: 2 years	Domestic and Int'l: \$8,429	- 25-30
University of Victoria School of Public Administration http://publicadmin.uvic.ca/	-Masters of Public Administration (MPA) on campus -MPA online	-MPA on campus: 2 years -MPA online: just over 2 years	MPA: Domestic: \$4,465 International: \$5,312 MPA online: Domestic: \$5,358 Int'l: \$6,375	-30 on campus - 50 online
Royal Roads University http://www.royalroads.ca	- MA degrees in Global Management, Human Security and Peacebuilding, Global Leadership; - MSc in Environment and Management	- MA: On-campus or "blended", 12-18 months - Msc in Enviro. & Management: 2 yrs	MAGM: (/year for 18 mo program) Domestic: \$11,665 Int'l: \$14,665 Msc in Environment and Management: Domestic: \$11,705 Int'l: \$14,805	- varies
CANADIAN UNIVERSITIES				
University of Toronto School of Public Policy and Governance http://www.publicpolicy.utoronto.ca/pages/SPPG%20Home.aspx	-Master of Public Policy (MPP)	-MPP: 2 years	Domestic: \$17,500 Int'l: \$34,478	- 40
University of Toronto – Munk School of Global Affairs http://www.munkschool.utoronto.ca/mga/	-Master of Global Affairs (MGA)	-MPP: 2 years	Domestic: \$19,286 Int'l: \$35,520	-40 -> 80
Carleton University Norman Paterson School of International Affairs http://www1.carleton.ca/npsia/	-Master of Arts (MA)	-MA: 1-2 years	Domestic: \$7,754 Int'l: \$17,686	- 80-90
University of Calgary School of Public Policy http://policyschool.ucalgary.ca/	-Master of Public Policy (MPP)	-MPP: 1 year	Domestic: \$19,086 Int'l: \$30,308	-Up to 70
University of Ottawa Graduate School of Public and International Affairs http://www.socialsciences.uottawa.ca/api/eng/index.asp	-Master of Arts in Public and International Affairs (MA)	-MA: 2 years	MA: Domestic: \$5,198 Int'l: \$12,466	-MA: 80
Wilfred Laurier/Waterloo Universities The Balsillie School of International Affairs http://www.balsillieschool.ca	-Master in International Public Policy (MIPP) -Master of Arts in Global Governance (MA)	-MIPP: 1 year -MA: 16 months	MIPP: Domestic: \$7,923 Int'l: \$17,472 MA: Domestic: \$4,824 Int'l: \$12,152	- MIPP: 16 - MA: 10
Queens University School of Policy Studies http://www.queensu.ca/sps/index.html	- MPA - Professional Masters of Public Administration (PMPA)	- MPA: 1 year - PMPA: 2-years, part time	MPA: Domestic: \$11,446 Int'l: \$23,517 PMPA: Domestic: \$16,150 Int'l: \$30,660	- MPA: 66
University of Saskatchewan Johnson-Shoyama School of Public Policy http://www.schoolofpublicpolicy.sk.ca	-Master of Public Policy (MPP) - Master of Public Administration (MPA)	-MPP: 15 mo - 2 yrs -MPA: 1year	MPP: Domestic: \$3,955 Int'l: \$6,355 MPA: Domestic: \$5,955 Int'l: \$6,455	- MPP: 10 -MPA: 30
York University- School of Public Policy and Administration http://www.yorku.ca/laps/sppa/	- Master of Public Policy, Administration and Law (MPPAL)	MPPAL- 2 yrs	MPPAL Domestic: \$9,655 Int'l: \$16,558	To Be Determined

Table 2: GPPN Programs

Compiled in late 2014

GPPN School	Degree Obtained	Year Created	Program Duration	Annual Intake	Tuition / Year	Dual Degrees
Graduate School of Public Affairs, University of Tokyo	Master of Public Policy (MPP)	2010	2 yrs+	100	Domestic & Int'l: \$5,450	Columbia, Sciences Po, Hertie, LKY, FGV-EAESP, Seoul, SIS PKU
Sciences Po: Institut d'Etudes Politiques de Paris	Master of Public Administration (MPA)	2010	2 yrs	60 (approx)	Domestic & Int'l: \$17,350	Hertie, NUS, LSE, Columbia, Tokyo
Hertie School of Governance, Berlin	Master of Public Policy (MPP)	2003	2 yrs	30 (approx)	Domestic & Int'l: \$26,670	MPA or MIA with Columbia, LSE, Tokyo, Sciences Po
Lee Kwan Yew School of Public Policy, National University of Singapore	Master of Public Policy (MPP)	1992 (LKY created in 2004)	2 yrs	60	Domestic: \$9,321 (with subsidies) Int'l: \$13,068 (with subsidies)	Double degree with Columbia, LSE, Sciences Po, University of Geneva, Peking University, Tokyo
Institute of Public Affairs, London School of Economics	Master of Public Policy & Management (MPA)	2011	21 mo	100 (15 dual degree)	Domestic & Int'l: \$39,171 for year 1 \$40,724 for year 2	SIPA Columbia, Sciences Po, Hertie, LKY
FGV-EAESP, Brazil	Master of Public Administration (MPA) Master of Management & Public Policy (MPGNN) Master of International Management (MPGI)	MPA: 1976 MPGNN: 2009 MPGI: 2009	MPA: 2 yrs MPGNN: 12 month (intensive) or 24 mo (regular) MPGI: 2 yrs	No information available.	Domestic & Int'l: MPA: \$21,693 MPGNN: \$11,793 MPGI: \$16,805	MPA: NA MPGNN: Columbia MPGI: Columbia, Sciences Po, ESADE Barcelona, Nova, St.Gallen, CEMS, HEC, Bocconi
School of International and Public Affairs, Columbia University	Master of International Affairs (MIA)	1946	2 yrs	450 (combined with MPA)	Domestic & Int'l: \$47,012	Sciences Po, Hertie, LKY, FGV-EAESP (plus exchanges with others)

Table 3 – GPPN+14 Equivalents

Compiled in late 2014

Institution *Current GPPN Applicant **Currently developing an MPP program	Program Name	Program Duration	Domestic Tuition/Year	International Tuition/ Year	Annual Intake	Generation	Year of Launch
University of California San Diego (USCD)	Master of Pacific International Affairs (MPIA)	2 yrs	\$18,816	\$31,061	260	3	1986 (school)
ANU Crawford School*	MPA & MPP	MPA: 2 yrs MPP: 2 yrs	MPA: \$13,008 MPP: \$13,008	MPA: \$36,528 MPP: \$36,528	To Be Determined	MPA: 1 MPP: 2	MPA: MPP:
School of International Relations and Public Affairs (SIRPA), Fudan University	MPA	To Be Determined	\$5,227	\$5,227	50	1	2000
School of International Studies (SIS), Peking University	Master of International Affairs	2 yrs	\$10,859	\$10,859	~20	2	2009
Graduate School of Public Administration, Seoul National University	MPA & MPP	To Be Determined	MPA: \$6,690 MPP: \$6,690	MPA: \$6,690 MPP: \$6,690	Daytime & Evening School totals: MPA: ~60 MPP: ~60	To Be Determined	MPA: 1959 MPP: 2009
KDI School of Public Policy and Management	Master of Public Management	Full Time: 1.5 yrs Part-Time: 2 yrs	Full Time: \$29,755 (program) Part Time: \$14,878	\$29,755	To Be Determined	To Be Determined	Spring 2015
National Graduate Institute for Policy Studies (GRIPS), Tokyo	One Year MPP/MPA Two Year MPP	MPP/MPA:1 yr MPP: 2 yrs	MPP/MPA: \$5,680 MPP: \$5,680	MPP/MPA:\$5 ,680 MPP: \$5,680	2 Yr MPP: ~25 1 Yr MPP: ~40	MPP/MPA: 2 MPP: 2	MPP/MPA: 1977 MPP: 1977
Waseda University	Master of International Relations	2 yrs	\$13,576 (plus fees)	\$13,576 (plus fees)	20	To Be Determined	To Be Determined

School of Public Policy and Management, Tsinghua University	Master of Public Administration and International Development (MID)	2 yrs	\$5,132	\$5,132	~30	3	2007
Central European University (CEU), Budapest	MPA (School of PP) MPP (Dept. of PP)	MPA: 2 yrs MPP: 1 yr	MPA: \$21,062 MPP: \$15,978	MPA: \$21,062 MPP: \$15,978	MPA: 25-30 MPP: ~25	MPA: 1 MPP: 2	MPA: 2013 MPP: 2003
School of Government and Public Policy (SGPP), Jakarta University	MPP (for professionals in Southeast Asia)	1 yr	\$11,110	\$11,110	To Be Determined	To Be Determined	2013

2.5 Demand for Program

2.5.1 Estimation of Program Demand

A variety of strategies were employed to assess potential demand for the proposed MPPGA program. These included:

- A commissioned survey was conducted by the Sauder School, with 678 respondents (UBC students with a small number of GPPN students). Of all respondents, 39% indicated that they would definitely or probably consider the program as a post-graduate option. Over 60% of students not in Science programs indicated they would consider an MPPGA program. Also, 20% of Science students wanted to see a program of this kind. **Please see Appendix 1** for a summary statement of findings and the full survey report.
- Consultations with MAAPPS students confirmed the demand for hard policy skills that the MPPGA will offer and that are not available in the current program.
- Focus groups conducted with UBC students (follow on to the Sauder survey) and with GPPN students showed support for the proposed MPPGA program.
- Consultations with administrators and faculty directors of existing programs, e.g., the Munk School, GPPN schools; with government officials engaged in educating and hiring; and with individuals in the think tank and private sectors, e.g., the Asia Pacific Foundation of Canada.

Based on these inputs, there is confidence that a well-designed MPPGA program provides strong skills-based education for professional employment and highlights what was emphasized as UBC's comparative advantages: programmatic and faculty strengths in sustainability, development, and global governance, as well as UBC's breadth across faculties concerning Asia.

2.5.2 Enrolment Expectations at Steady State

Program and budget planning call for an increase of enrolment from an initial target of 40 entering students in September 2015 to an entering class of 80 students within 3 to 5 years. Targets will be revisited taking into account available staff and facilities. The table below indicates a scenario with a 40-student intake in the first three years, moving to 80 in year 4, 2018 (as demand requires). This would result in a steady-state of 160 students in the program.

Year	September Entering Cohort Target	Students in the Program
2015	40	40
2016	40	80
2017	40	80
2018	80	120
2019	80	160
2020	80	160

2.5.3 Distribution of Applicants

The program anticipates three possible channels of applicants, roughly estimated as follows, based on consultation with other programs, including the Munk School at the University of Toronto.

- Canadian applicants (50%): this figure is based on applicants to MAAPPS (the existing Master of Arts Asia Pacific Policy Studies which will be closing in 2015.) A significant portion of this pool will come from high-performing undergraduates from UBC and many other top Canadian universities.
- International applicants (30%): 10% from the U.S.; 20% from Asia seeking both a Canadian and customized degree. Comparable GPPN programs are within this range.
- Partnership-based applicants (20%): a further group of international applicants is expected as captive demand through bilateral scholarship agreements with national governments and international organizations. UBC MPPGA development staff will oversee the establishment of these. Comparable GPPN programs receive up to 25% of their incoming cohort from such partnerships.

2.6 Tuition Rationale

The proposed tuition of \$21,500 per year in domestic fees and \$33,500 per year in international fees is in line with the University of Toronto (both the Public Policy School and Munk School). Tuition fees are pending student consultation and Provost approval.

2.7 Admission Requirements

All applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies:

- the equivalent of a four-year bachelor's degree from UBC, with either
 - a minimum average of B+ (76% at UBC) in 3rd and 4th year courses, or
 - academic standing with at least 12 credits of 3rd and 4th year courses in the A range (> 80% at UBC)

or

- Alternatively, applicants who do not meet these requirements, but who have had other significant formal training, relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the MPPGA program, may be granted admission on the recommendation of the MPPGA Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

All applicants offered admission to the MPPGA program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the program website, www.mpp.ubc.ca, for additional information and applicable deadlines.

Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:

- TOEFL: (paper version) 600, (internet version) 100-with no component score lower than 22, or
- IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or
- MELAB: minimum overall score 81

Applicants will be evaluated on the following components of their applications:

- Academic transcripts, application statements, and 3 letters of reference are required. An acceptable English test score is required where applicable.

Relevant professional experience (1-2 years or more) and proficiency in a 2nd/3rd language relevant to the student's planned program of study will be considered.

Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

2.7.1 Transfer Credit

Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500 – 600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the MPPGA program
- cannot be used as a basis for admission to the MPPGA program.

Decisions concerning transfer credit are made by the MPPGA Graduate Advisor.

3 Program Description and Specifications

3.1 Curriculum

*Note that **core required** courses will be open to MPPGA students only.*

The degree curriculum is inspired by top policy programs in Canada, Asia, and the U.S., with an emphasis on policy schools participating in GPPN, and programs focusing on regional and global affairs, such as those of the UCSD's School of International and Pacific Studies and University of Toronto's Munk School of Global Affairs. The MPPGA program's policy curriculum core is supplemented by teaching innovations specific to the program (such as cross-Pacific policy simulations, and case studies, among others) and a

focus on substantive topics representing UBC's areas of expertise. The program is designed to allow for both dual-degrees with partner GPPN schools (subject to future approval as the program matures) and a stand-alone offering for those wishing to remain at UBC for the full two-year period.

3.2 Program Requirements

3.2.1 Course requirements

The MPPGA program requires completion of 45 credits:

- 24 core course credits are required (501 - 509) in the program
- 15 elective credits across the three streams (5 courses):
 - Three courses from one stream;
 - One - two courses from other MPPGA streams;
 - One graduate course may be taken outside of the MPPGA program, with approval from the MPPGA Graduate Advisor.
- 6 credits for a capstone project.

3.2.2. Continuation requirement

Continuation from the first to the second year of the program will be contingent on students attaining at least a 70% UBC average in the eight core courses (GPP 501-507/8 and 509) taken in the first year.

3.3 MPPGA Courses

Course syllabi are provided in **Appendix 2**. All "core" courses are required for graduation. These include courses GPP 501 – 509.

There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.

Please see the table listed in **3.37 Sample Outline of Program** on page 27 listing the core required courses, required stream courses, and required electives.

3.3.1 Core Courses (Year One)

Core courses are required 3-credit courses.

GPP 501 (3) Microeconomic Analysis for Public Policy

The course will examine the basics of supply and demand; fundamentals of decision making by consumers, households and firms; market structure and sources of market failure that necessitate policy interventions.

GPP 502 (3) International Macroeconomics

This course introduces the challenges of an interlinked global economy through modern macroeconomics. International linkages through labor, capital and goods markets, monetary and fiscal policy linkages, currency and debt crises. Theory and real-world applications.

GPP 503 (3) Measurement and Data Analysis for Policy

Fundamental quantitative tools for policy analysis and program evaluation, including measurement, data visualization, and regression analysis. Introduction of skills for the design and implementation of quantitative policy analysis. This course focuses on applying research methods to policy analysis and is not a replacement for more in-depth methods courses.

GPP 504 (3) Policy Analysis and Evaluation

Fundamentals of policy analysis and program evaluation for a professional context. Standard tools of policy analysis, risk assessment, and evaluation to design policy interventions and implement monitoring and evaluation systems for effectiveness. Case studies for government, international organizations, and NGOs. Objectives include learning to communicate effectively and operate in a professional context.

GPP 505 (3) Domestic and Global Policy Process

Theories and frameworks related to policy-making processes at domestic and global level. Agenda setting, policy formulation, decision-making, policy implementation, and policy evaluation.

GPP 506 (3) Public Management

Governmental implementation and delivery of public policy. Variations in international practice, the growing interdependence of governments, firms and non-government organizations. Complexities of multi-level governance including control and accountability of governments.

***EITHER:* GPP 507 (3) Environmental Law and Policy Frameworks**

Environmental law and policy creation, implementation, and enforcement at the international, national, and sub-national levels. Evolution of environmental law and policy, legal institutions, and major areas of law relating to ecological sustainability.

***OR:* GPP 508 (3) Philosophical and Ethical Foundations for Public Policy**

Inter-cultural communication skills, entrepreneurship, and effective community engagement in policy work.

GPP 509 (3) Communicating Policy

The role of media, especially new media, in effectively communicating policy to stakeholders, including issues of transparency and accountability. Focus on communications formats including written, oral, and multimedia policy communications.

3.3.2 Core Courses (Year 1 Summer and Year 2)**GPP 590 (6) Capstone Project**

Professional team-based project that incorporates early training, feedback on project proposals, field work, engagement with client organizations, data gathering and analysis, and the completion of a policy report. The capstone will begin in the summer of Year 1 and culminate with the policy report and symposium at the end of Year 2. This project is a major requirement in the MPPGA program.

3.3.3 Stream Courses

The MPPGA program offers three streams. All MPPGA students must declare their streams at the time of application.

Stream 1: Development and Social Change

This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.

Stream 2: Resources, Energy and Sustainability

This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.

Stream 3: Global Governance and Security

This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.

Students require 15 credits of electives (5 courses):

- Three courses from one stream;
- One - two courses from other MPPGA streams;
- One graduate course may be taken outside of the MPPGA program, with approval from the MPPGA Graduate Advisor.

STREAM 1: DEVELOPMENT AND SOCIAL CHANGE

Note: GPP 520 is required of students in Stream 1.

GPP 520 (3) Economics of Poverty

Micro-scale processes of development, including the challenges posed by persistent poverty, and ground-level development solutions. Measurement and empirical evaluation of development interventions and outcomes.

GPP 521 (3) Development and Institutions

Introduction to macro-level long-term development processes by which societies improve their standards of living. Development theories, historical drivers; present debates; when and how public policies can best enable economic development.

GPP 522 (3) Development Discourses and Practices

The meaning of development and micro/macro aspects of policy planning and implementation for development. The rise of development thought; assessment of the outcomes of development for different countries and communities.

GPP 523 (3) Economic Change and Reforms in Asia

Trajectories and current puzzles in East Asian political economy in Japan, Korea, China, and South East Asia. Political economic institutions, dynamics and sustainability; integration of China and India into the world economy.

GPP 524 (3) Legal Change and Sustainability Challenges in Asia

Impact of legal reform efforts on political, socio-economic and cultural change in selected economies of Asia. Relationships between changes in legal institutions, doctrines, and processes. Addressing sustainability challenges in human, natural and built environments.

GPP 525 (3) Social Policy Responses to Rapid Development

Prevalent social issues in Asia. Policy responses in Asian countries have been formulated in education, housing, welfare, and public health in response to the social dislocation that accompanies rapid development.

GPP 526 (3) Challenges of Urbanization

Spatial development, housing, infrastructure and local environments and the administrative and regulatory implications of urbanization. Interactions between bio-physical requisites of urbanization and structures and processes of governance which shape their provision.

GPP 527 (3) Corporate Social Responsibility and the Public Interest

Policy debates surrounding Corporate Social Responsibility including: voluntary regulation initiatives; responsibility to stakeholders in global supply chains; public-private partnerships; socially responsible investing; transparency; and protection of human rights.

STREAM 2: RESOURCES, ENERGY, and SUSTAINABILITY

Note: GPP 507 is required of students in Stream 2.

GPP 540 (3) Tools and Techniques for Sustainability Assessment

Environmental and socio-economic outcomes of projects and policies including: systems modeling and dynamics; life-cycle and risk assessment; cost-benefit and decision analysis; valuation of ecosystem services; and critical appraisals of socio-economic valuation approaches that form the basis of policy assessments.

GPP 541 (3) Policy Dimensions of Energy Systems

Energy sources, markets, and impacts critical to energy policy, including oil, natural gas and coal markets; electricity and utilities policy; local and global environmental impacts; renewable energy; nuclear power and security; energy efficiency; technological innovation; and energy poverty.

GPP 542 (3) Science, Technology, and Public Policy

Role and influence of science and technology in society, and its relationship to public policy development including: history and economics of technological change.

GPP 543 (3) Sustainable Water Systems

Valuing, managing and sustaining water systems for agriculture, industry, the built environment, recreation and ecosystems including: service delivery, government intervention and policy responses; interrelationship between water and sanitation, resource recovery, and relationships between water systems and human development.

GPP 544 (3) Economic Foundations of Environmental Policies

Environmental and natural resource economics: externalities, property rights, public goods, market

failure, inter-generational trade-offs, and optimal extraction of biological and depletable resources. Environmental regulation, industrial competitiveness, and distribution of income and welfare.

GPP 545 (3) Ecology for Policy

Ecological systems for diverse policy contexts including: health, agriculture, water, resource management, tourism, spatial planning, and conservation. Innovative progress from policies and policy frameworks that better reflect ecological dynamics, and the design of appropriate policy and governance responses.

STREAM 3: GLOBAL GOVERNANCE and SECURITY

Note: GPP 560 is required of students in Stream 3.

GPP 560 (3) Global Governance: Frameworks and Policy Debates

Policy-making at the global level, including theories and frameworks of global coordination and global governance. Global, regional, and sub-regional mechanisms. Trade, finance, climate, food regulation, developmental norms, and security.

GPP 561 (3) Impact of Globalization on Societies

Definitions of globalization and overview globalization theories; specific causes, effects, and responses of globalization in various Asian countries. Globalization in its political, social, and economic dimensions in migration and norm diffusion.

GPP 562 (3) Resource Governance, Environment and Human Security

International policy processes associated with themes of environmental security: disaster prevention; resource curse; institution building, conflict minerals, and global expropriation. Issues to be considered include human rights advocacy and peacekeeping, food security and food sovereignty.

GPP 563 (3) Asia Pacific Human Migration and Social Change

Key concepts and theories of migration and social change. The role of the nation state and regulatory systems considering international institutions relevant to migration as concerns Asian demography and migration; connections between Asia and the Pacific Rim.

GPP 564 (3) Security Challenges for Asian States and People

Asian state policies on security threats that impact their national and human security including: civil-military relations, intrastate conflict, transnational crime, spread of disease, and environmental and natural disasters, geo-political power shift, defence modernization, resurgent nationalism, and historical legacies.

GPP 565 (3) Nationalism, Religion, and Ethnic Conflict in Asia

Ethnic and religious conflict in Asia related to historical and dialectic development of different forms of nationalism; the confluence between religion, ethnicity, and nationalist ideologies in the escalation of conflicts in different Asian societies.

GPP 566 (3) Asia Diplomacy and International Relations

Comprehensive and systematic assessments and analyses of political dynamics, policy behaviors, and diplomatic interactions of Asian countries. Major diplomatic issues, cross-cutting diplomatic challenges and opportunities facing countries in the region.

GPP 567 (3) Human Rights and Justice

Linkages between human rights, development and justice and the policy interventions which flow from them. Human rights policy including: international organizations, national actors, non-governmental organizations and communities.

COURSES APPLICABLE TO ALL 3 STREAMS

Note: These courses may be taken to satisfy the requirements in any stream or as electives.

GPP 580 (3) Internet and Global Affairs

The impact of Internet on policy and global affairs structural changes to: economy with reduced transaction costs; media through new publishing forms; politics through new structures for collective action; law through limits of privacy and confidentiality; governance through e-government.

GPP 581 (3) Behavioural Foundations for Public Policy

Basic concepts in social and cognitive psychology, judgment and decision-making and behavioral economics in shaping policy formation and implementation. Application of experimental findings and concepts emanating from behavioral research to the design and implementation of policy.

GPP 582 (3) Public Engagement in Policy Decisions

Public engagement in policy-making processes including: stakeholder engagement in diverse sustainability policy debates; outcomes and how they influence policy; best practices and lessons learnt in North America and Europe.

GPP 583 (3) Food Security

Global food security challenges including: biophysical, economic, nutritional, socio-political, and institutional aspects. Geography of agricultural production, role of price and supply shocks, causes of malnutrition and environmental impacts.

GPP 584 (3) Policy Responses to Global Climate Change

Climate science and impacts including: carbon management options; mitigation and energy system changes; efficiency options; “end-of-pipe” solutions; vulnerability and adaptation to climate change; carbon economics, and organization-level strategies in a carbon-constrained world.

3.3.4 Other Courses

GPP 591 (3) Special Topics in Public Policy

This course will create a flexible curricular space, responding to rapidly evolving policy landscapes and student requests. As such, Special Topics in Public Policy will be used to accommodate a number of needs.

3.3.5 Policy in Practice

The MPPGA program will provide the following opportunities for field-based learning.

a) Field Trip with policy memo in Year 1

During their first year in the MPPGA program, students can participate in a faculty-led day field trip, highlighting the complexities of public policy dilemmas that confront governments and societies grappling with change. Delivery of this opportunity is dependent on securing finances and establishing cooperative relationships at the sites to be visited.

b) Capstone policy project in groups with clients at the end of Year 2. Completed in GPP 590 (6 credits):

Each MPPGA student will complete a professional 6-credit team-based capstone that incorporates early training, feedback on project proposals, field work, engagement with client organizations, data gathering and analysis, and the completion of a policy report. The capstone will begin in the summer of Year 1 and culminate with the policy report and symposium at the end of Year 2. This project is a major requirement in the MPPGA program.

c) Digital portfolio. Completed in GPP 509 (3 credits)

Students will build a portfolio to showcase their expertise, skills, and their work in the MPPGA program. For graduation, students are required to present examples of their best work in each of these formats on a digital platform. This work will be reviewed by a faculty supervisor/committee.

3.3.6 Professional Skills Workshops

A series of optional professional skills workshops will be offered to students (organized by students and faculty). These will be designed to provide and improve practical skills relevant to the job market and subsequent employment in various sectors. Students are expected to complete three workshops (non graded). Examples include:

- Introduction to Finance and reading a budget;
- Technical Media skills;
- Public speaking;
- CV writing;
- Conflict Resolution.

3.3.7 Sample Outline of Program

MPPGA CURRICULUM		
Year One: Winter Session Term One (September-December)		
Required Courses		
	Credits	Format
GPP 501 Microeconomic Analysis for Public Policy	3	13 weeks
GPP 502 International Macroeconomics	3	13 weeks
GPP 503 Measurement and Data Analysis for Policy	3	13 weeks
GPP 504 Policy Analysis and Evaluation	3	13 weeks
Winter Session Term Two (January-April)		
Required Courses		
GPP 505 Domestic and Global Policy Process	3	13 weeks
GPP 506 Public Management	3	13 weeks
GPP 507 Environmental Law and Policy Frameworks OR GPP 508 Philosophical and Ethical Foundations for Public Policy	3	13 weeks
GPP 509 Communicating Policy	3	13 weeks
May of Year 1 Until Spring of Year 2		
Required Course		
GPP 590 Capstone Project	6	1 year
Year Two: Winter Session Term One (September-December)		
Required Elective Courses		
Elective course – stream	3	6/13 weeks
Elective course –stream	3	6/13 weeks
Elective course – stream	3	6/13 weeks
Winter Session Term Two (January-May)		
Elective course –stream	3	6/13 weeks
Elective course – outside the MPPGA program (with approval)	3	6/13 weeks

4 Calendar Statement

(Removed for purposes of Curriculum; Curriculum Proposal Forms follow this document separately.)

5 Program Resources

5.1 Program Funding

The financial plan for the proposed MPPGA program was constructed in consultation with the Strategic and Decision Support office of the UBC Treasury, utilizing a model tailored to the specific parameters of the MPPGA.

This model was premised on the following assumptions:

- 40 students initially moving to 80 only after year 5. Base costs are covered at 40, the maximum size of a core class section. Increases after that are sub-optimal until 80, since they necessitate doubling of teaching resources for incrementally small numbers of students.

- A target of 50% domestic; 50% international, with scenarios run for an 80/20 ratio as well
- \$21.5 K domestic fees; \$33.5 K international fees per year
- Scholarships of a minimum of \$10K to 25% of students over two years
- Meet core curriculum teaching needs from full-time tenure-track faculty appointed in units as well as in other departments.
- Staffing costs: 3 persons (1 Graduate Director, \$120K; 2 Marketing and Partnership/Placement Staff, each \$65K)
- General classroom support (classrooms, IT, etc.) \$27K
- TAs for core courses: \$44,000 (n=40); \$88,000 (n=80)
- University overhead included at 25%

Note: Appendix 4 provides the required Budgetary Impact of Curriculum Proposals form.

5.2 MPPGA Faculty

Faculty listed below are those from the three institutes, the Institute of Asian Research (IAR), the Institute for Resources, Environment and Sustainability (IRES), and the Liu Institute for Global Issues (Liu), which will be engaged in delivery of the core and elective courses. These courses are listed in Section 3.2. Faculty members from other units/departments will teach in the MPPGA program. Arrangements have been made and are included in the **MPPGA Consultations. Please see Appendix 6.**

The MPPGA faculty resource base will be significantly strengthened with the addition of five new faculty members, some of whom joined UBC in July 2014 while others will be joining in January 2015.

Appendix 5 provides short biographical statements for each faculty member noted below.

5.2.1 Professors

Institute of Asian Research:

Timothy Cheek
Paul Evans (joint with Liu)
Brian Job
Abidin Kusno
Amartya Lahiri
Masao Nakamura
Pitman Potter
Ilan Vertinsky

Institute for Resources, Environment, and Sustainability:

Stephanie Chang
Hadi Dowlatabadi (joint with Liu)
Milind Kandlikar (joint with Liu)
Gunilla Oberg
Navin Ramankutty, (joint with Liu)
Terre Satterfield
Kai Chan

Liu Institute for Global Issues:

Peter Dauvergne
Hadi Dowlatabadi (joint with IRES)
Paul Evans (joint with IAR)
Milind Kandlikar (joint with IRES)
Philippe LeBillon
Moura Quayle (Sauder School of Business)
Navin Ramankutty (joint with IRES)
Taylor Owen (joint with School of Journalism)

5.2.2 Associate Professors

Institute of Asian Research:

Julian Dierkes
Hyung Gu Lynn
Kyung-Ae Park
Tsering Shakya
Yves Tiberghien

Institute for Resources, Environment, and Sustainability:

Kai Chan
Leila Harris
Mark Johnson
Hannah Wittman

Liu Institute for Global Issues:

Erin Baines

5.2.3 Assistant Professors

Institute of Asian Research

Cesi Cruz
Jessica Main
Kai Ostwald
Sara Shneiderman (joining UBC, January 2015)

Institute for Resources, Environment, and Sustainability

Jiaying Zhao

Liu Institute for Global Issues:

Hisham Zerriffi
Taylor Owen

5.3 Library Resources

The University Library collections in the Asian Library, Barber Learning Centre, Koerner Library, Law Library, and Woodward Library in combination provide resources necessary for the MPPGA program. Of particular relevance are the on-line databases for academic journals and increasing acquisitions of e-

books through blanket agreements with publishers. The existing IRES and MAAPPS student cohorts find Library resources adequate to their needs.

Trish Rosseel, the Teaching & Learning Librarian at UBC Library, in her response to consultation concerning the proposed MPPGA program, indicated, “the program has an impact [on the Library and its provision of services] and can be supported.” Minor concerns were noted regarding students’ access to materials for two courses. Responses to these will be provided, pending communication with the instructors involved.

Appendix 7 provides the **UBC Library Consultation Report**.

5.4 Administration

The administration model for the program is currently being finalized by the deans involved and the Provost.

The MPPGA will be administered by a collaboration between the Liu Institute for Global Issues and the Institute for Asian Research. Until June 30, 2016, the directors of the Liu Institute and the IAR will function as co-directors of this initiative.

Day-to-day responsibility for the administration of the MPPGA will reside with the Graduate Director (GD). The GD will be assisted after January 1, 2015 by an Administrative Director for the MPPGA tasked with marketing the degree, admitting and registering students, and advising the first group of enrollees. Additional staff positions will be added in years ahead as the MPPGA grows in enrollment. The Graduate Director will report to the co-directors.

The partner institutes and other units involved substantially in the teaching of the MPPGA (including the Institute for Resources, Environment and Sustainability; Department of Political Science; and the Vancouver School of Economics) will constitute an MPPGA Partners Council, which will provide oversight of the MPPGA degree, advising the co-directors and the Graduate Director in the administration of the degree. The GD will chair the MPPGA Partners Council.

A Council of MPPGA Deans, initially consisting of the deans of Arts, Science, and Applied Science (but eventually comprising any deans whose units offer substantial teaching to the MPPGA) will be chaired by the Dean of Arts and will discuss and be responsible for broad policy and organizational issues.

The partner institutes are currently working with the Office of the Provost to determine the financial model and the mechanism for sharing revenue.

The Faculty of Graduate and Postdoctoral Studies (G+PS) will be the body overseeing the Master of Public Policy and Global Affairs program, and ultimately, G+PS is the faculty that grants the degree. As such, the Faculty of Graduate and Postdoctoral Studies will oversee many of the administrative functions for the proposed MPPGA program. Some of these administrative functions include:

- Reviewing and processing curriculum changes
- Determining and verifying the admissibility of students applying for graduate programs
- Maintaining academic records

- Processing requests for transfer between programs, leaves of absence, reinstatements after interruptions of study, extensions after the maximum time-in-program has been exhausted
- Managing scholarship, fellowship, and award programs
- Determining whether graduate students are eligible to graduate.

5.5 Space Requirements

Existing facilities in IAR, IRES, and Liu can accommodate the MPPGA faculty, staff, and students in its start-up years 1-3. However, as student numbers increase to prospective steady-state intakes of 80 per year and new faculty and staff are added, space considerations for office space, classroom space, and student work and study space will need to be reassessed. The financial model for the MPPGA, per Section 4, includes classroom rental costs.

5.6 Contact Information

Yves Tiberghien, Chair MPPGA Planning Committee
Associate Professor, Director Institute of Asian Research
1855 West Mall
The University of British Columbia
Vancouver, B.C., Canada V6T 1Z2
Phone: 1-604-822-4688

Milind Kandlikar
Director, Professor
Institute for Resources, Environment and Sustainability
AERL 425, 2202 Main Mall,
The University of British Columbia
Vancouver, B.C., Canada V6T 1Z4
Phone: 1-604-822-2333

Moura Quayle
Director, Professor
Liu Institute for Global Issues
6476 North West Marine Drive
The University of British Columbia
Vancouver, B.C., Canada V6T 1Z2
Phone: 1-604-822-5918

6 Appendices

(Removed for purposes of Curriculum; may be requested.)

6.2 Appendix 1: Survey Results

6.3 Appendix 2: Course Syllabi

6.4 Appendix 3: New Course Code Form & Calendar Course Forms

(Curriculum Proposal Forms follow this document separately.)

6.5 Appendix 4: Budgetary Impact of Curriculum Proposals Form

6.6 Appendix 5: MPPGA Faculty

6.6 Appendix 6: UBC Curriculum Unit Consultations

6.7 Appendix 7: UBC Curriculum Library Consultations

UBC Curriculum Proposal Form

Change to Course or Program

Category 1

<p>Faculty: Faculty of Arts; Faculty of Science</p> <p>Graduate Program: Public Policy</p> <p>Faculty Approval Date: May13(Sci)-Jul2(Arts)</p> <p>Effective Session: Winter, Term 1</p> <p>Year: 2015</p>	<p>Date: June 23, 2014</p> <p>Contact Person: Yves Tiberghien, Chair MPPGA Committee</p> <p>Ph. 604 822 4688</p> <p>Email: Yves.Tiberghien@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Offered: Master of Public Policy and Global Affairs (MPPGA)</p> <p>Professors:</p> <p><u>Liu Institute:</u> P. Dauvergne, H. Dowlatabadi, P. Evans, M. Kandlikar, P. Le Billon, N. Ramankutty</p> <p><u>Institute of Asian Research:</u> T. Cheek, P. Evans, B. Job, A. Kusno, A. Lahiri, M. Nakamura, P. Potter, I. Vertinsky</p> <p><u>IRES:</u> S. Chang, H. Dowlatabadi, M. Kandlikar, G. Oberg, N. Ramankutty, J. Robinson, T. Satterfield</p> <p>Associate Professors</p> <p><u>Liu Institute:</u> E. Baines</p> <p><u>Institute of Asian Research:</u> J. Dierkes, H.G. Lynn, K.-A. Park, T. Shakya, Y. Tiberghien</p> <p><u>IRES:</u> K. Chan, L. Harris, M. Johnson, H. Wittman</p> <p>Assistant Professors</p> <p><u>Liu Institute:</u> H. Zerriffi, T. Owen</p> <p><u>Institute of Asian Research:</u> C. Cruz, J. Main, K. Ostwald, S. Shneiderman</p> <p><u>IRES:</u> J. Zhao</p> <p>Program Overview</p> <p>The Master of Public Policy and Global Affairs</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,0</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create New Program</p> <p>Rationale:</p> <p>The MPPGA is a new program that issues an interdisciplinary professional MPPGA degree. This will be the first general professional degree in global public policy offered by UBC. The MPPGA program aims to educate the next generation of global policy leaders who have the capacity to constructively address complex policy issues, working across sectors and national, regional, and international levels. The MPPGA program, led by two faculties (Arts and Science) and three institutes (Institute of Asian Research, Institute for Research, Environment, and Sustainability, and Liu Institute for Global Issues) combines the university's interdisciplinary strengths. Additional relationships with programs and faculty will be developed as the program matures. The MPPGA curriculum is intensive and professionally oriented, exposing students to diverse cultural, theoretical, and methodological perspectives. Program requirements provide students with real world experience and prepare them for entry into careers across the public, private, and civil sectors.</p> <p style="text-align: center;">X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible)</p>

(MPPGA) is a two-year professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global levels. It offers the acquisition of state-of-the-art, multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based capstone project.

Admission Requirements

All applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies:

- the equivalent of a four-year bachelor's degree from UBC, with either
 - a minimum average of B+ (76% at UBC) in 3rd and 4th year courses, or
 - academic standing with at least 12 credits of 3rd and 4th year courses in the A range (> 80% at UBC)

or

Alternatively, applicants who do not meet these requirements, but who have had other significant formal training, relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the MPPGA program, may be granted admission on the recommendation of the MPPGA Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

☐ Pass/Fail or ☐ Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

All applicants offered admission to the MPPGA program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the program website, www.mpp.ubc.ca, for additional information and applicable deadlines.

Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:

- TOEFL: (paper version) 600, (internet version) 100-with no component score lower than 22, or
- IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or
- MELAB: minimum overall score 81

Applicants will be evaluated on the following components of their applications:

- Academic transcripts, application statements, and 3 letters of reference are required. An acceptable English test score is required where applicable.

Relevant professional experience (1-2 years or more) and proficiency in a 2nd/3rd language relevant to the student's planned program of study will be considered.

Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

Transfer Credit

Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500 – 600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the MPPGA program
- cannot be used as a basis for admission to the MPPGA program.

Decisions concerning transfer credit are made by the MPPGA Graduate Advisor.

Program Requirements

The MPPGA program requires completion of 45 credits including a minimum of 24 500-level required core required course credits from within the program (8 courses), 15 elective credits across three streams (5 courses), a 6-credit capstone project, and a digital policy portfolio (completed within GPP 509). With permission, three elective credits may be taken outside the program.

Stream 1: Development and Social Change

This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.

Stream 2: Resources, Energy and Sustainability

This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.

Stream 3: Global Governance and Security

This stream uses the lens of governance to address human security. It examines how human

rights and international relations play a key role in policy making at the national and global scale.

Contact Information

Yves Tiberghien, Chair MPPGA Committee

Institute of Asian Research

1855 Main Mall, UBC

Vancouver BC V6T 1Z2

Tel: 604.822.4688

Email: mpp.program@ubc.ca

Web: www.mpp.ubc.ca

Twitter: <https://twitter.com/ubcMPP>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: IAR/Liu Institute Faculty Approval Date: Science May 13, 2014; Arts July 2nd, 2014 Effective Session (W or S): W Effective Academic Year: 2015/16	Date: June 19, 2014 Contact Person: Yves Tiberghien Phone: 604 822 4686 Email: yves.tiberghien@ubc.ca
Proposed Calendar Entry: GPP – Global Public Policy	Present Calendar Entry: n/a Type of Action: Create new course code Rationale for Proposed Change: The Liu Institute for Global Issues; Institute of Asian Research; and Institute for Resources, Environment and Sustainability propose the new GPP course code to identify new courses created for the proposed new professional graduate degree in Public Policy and Global Affairs. The new GPP code will be used to identify Global Public Policy courses associated with the new Masters in Public Policy and Global Affairs degree. These new GPP courses will not serve any other degree at UBC. The GPP designation was chosen to reflect the global content in the MPPGA degree program.
Proposed Calendar Entry: GPP 501 (3) Microeconomic Analysis for Public Policy Basics of supply and demand; fundamentals of decision making by consumers, households and firms; market structure and sources of market failure that necessitate policy interventions.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. Students will learn to analyze how supply and demand factors influence market structure, and how these influence public policy decisions. This is a case-centred, discussion-intensive course. There are currently no comparable courses

	that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.
<p>Proposed Calendar Entry:</p> <p>GPP 502 (3) International Macroeconomics</p> <p>Introduces challenges of an interlinked global economy through modern macroeconomics. International linkages through labor, capital and goods markets, monetary and fiscal policy linkages, currency and debt crises. Theory and real-world applications.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. Students will learn of the challenges of an interlinked global economy through the lens of modern macroeconomics. This course blends theory with analytical models for real-world applications.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 503 (3) Measurement and Data Analysis for Policy</p> <p>Fundamental quantitative tools for policy analysis and program evaluation, including measurement, data visualization, and regression analysis. Introduction of skills for the design and implementation of quantitative policy analysis.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. This course introduces students to the fundamental quantitative tools for policy analysis and program evaluation, including measurement, data visualization, and regression analysis. Students will learn the necessary skills for the design and implementation of quantitative policy analysis in a professional setting.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 504 (3) Policy Analysis and Evaluation</p> <p>Fundamentals of policy analysis and</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global</p>

<p>program evaluation for a professional context. Standard tools of policy analysis, risk assessment, and evaluation to design policy interventions and implement monitoring and evaluation systems for effectiveness. Case studies for government, international organizations, and NGOs.</p>	<p>Affairs (MPPGA) program. This course introduces students to the fundamentals of policy analysis and program evaluation for a professional context. This will enable students to design policy interventions and implement monitoring and evaluation systems to ensure effectiveness. This course is intended to provide students with the necessary hands-on experience in conducting policy analysis and program evaluation for government, international organizations, and NGOs.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 505 (3) Domestic and Global Policy Process</p> <p>Theories and frameworks related to policy-making processes at domestic and global level. Agenda setting, policy formulation, decision-making, policy implementation, and policy evaluation.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. This course provides students with the necessary theoretical frameworks and policy cases to understand the public policy process. The course offers various perspectives on policy-making, before focusing on the five key steps in public policy: agenda setting, policy formulation, decision-making, policy implementation, and policy evaluation within the US; Canada, UK, and Japan; China; and India. The final section turns the analysis to the global level and the dilemmas of global governance.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 506 (3) Public Management</p> <p>Governmental implementation and delivery</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the</p>

<p>of public policy. Variations in international practice, the growing interdependence of governments, firms and non-government organizations. Complexities of multi-level governance including control and accountability of governments.</p>	<p>new Master of Public Policy and Global Affairs (MPPGA) program. This course provides students with the necessary theory and practice about how governments implement and deliver public policy. This course stresses variations in international practice, the growing interdependence of governments, firms and non-government organizations and the complexities of multi-level governance. It provides a framework for the evaluation of different public management practices and the issues they raise for the control and accountability of governments.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 507 (3) Environmental Law and Policy Frameworks</p> <p>Environmental law and policy creation, implementation, and enforcement at the international, national, and sub-national levels. Evolution of environmental law and policy, legal institutions, and major areas of law relating to ecological sustainability.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. This course will provide a practical overview of how environmental law and policy is created, implemented, and enforced at the international, national, sub-national, and levels. Students will learn about the evolution of environmental law and policy, legal institutions, and the major areas of law that relate to ecological sustainability. The course will also examine and critique the substantive laws, principles, and policies dealing with specific issues such as pollution, toxic substances, water, natural resources, climate change, environmental assessment, and biological diversity. Students may take either GPP 507 or GPP 508 to fulfill the core course requirements. There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>

<p>Proposed Calendar Entry:</p> <p>GPP 508 (3) Philosophical and Ethical Foundations for Public Policy</p> <p>Inter-cultural communication skills, entrepreneurship, and effective community engagement in policy work.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. This course will provide students with critical thinking and tools drawn from liberal arts learning to provide a path towards inter-cultural communication skills, entrepreneurship, and effective community engagement in policy work. It will provide students with analytical skills with which to reflect on and challenge assumptions built into policy contexts, to gather information, and work in cooperation with various stakeholders. Students may take either GPP 507 or GPP 508 to fulfill the core course requirements. There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 509 (3) Communicating Policy</p> <p>The role of media, especially new media, in effectively communicating policy to stakeholders, including issues of transparency and accountability. Focus on communications formats including written, oral, and multimedia policy communications.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a required ('core') course for the new Master of Public Policy and Global Affairs (MPPGA) program. The demands for transparency and accountability, and the rise of new media in an interconnected world require a heightened awareness of the challenges that arise in effectively communicating policy to stakeholders. This communications-intensive course will focus on a few standard formats of written, oral, and multimedia policy communications to give students the tools to be engaged policy-analysis and policy-makers.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>

<p>Faculty: Arts Department: IAR/Liu Institute Faculty Approval Date: May13(Sci)-Jul2(Arts) Effective Session (W or S): W Effective Academic Year: 2016/17</p>	<p>Date: June 19, 2014 Contact Person: Yves Tiberghien Phone: 604 822 4686 Email: yves.tiberghien@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GPP 520 (3) Economics of Poverty</p> <p>Micro-scale processes of development, including the challenges posed by persistent poverty, and ground-level development solutions. Measurement and empirical evaluation of development interventions and outcomes.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 520 is an elective course for the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course introduces students to the micro-scale processes of development, including the challenges posed by persistent poverty, and ground-level development solutions both applied and proposed. The course emphasizes the accurate measurement and empirical evaluation of development interventions and outcomes, with a particular focus on the increasing use of randomized controlled trials (RCTs) in a wide range of sectors and regions in order to enable the empirically accurate assessment and design of poverty programs.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 521 (3) Development and Institutions</p> <p>Introduction to macro-level long-term development processes by which societies improve their standards of living. Development theories, historical drivers; present debates; when and how public policies can best enable economic development.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 521 is an elective course for the proposed Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course provides an introduction to the macro-level and long-term development processes by which societies improve their standards of living. The processes of development are complex,</p>

	<p>requiring that students acquire a broad understanding of development theories, historical drivers and present debates to critically examine the alternative explanations that have been proposed to account for differences in macro-level development trajectories and outcomes.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 522 (3) Development Discourses and Practices</p> <p>The meaning of development and micro/macro aspects of policy planning and implementation for development. The rise of development thought; assessment of the outcomes of development for different countries and communities.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 522 is an elective course for the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course draws upon critical social science literatures, as well as writings by development practitioners, to address key questions of development theory and practice. It offers an overview of the rise of development thought, and an assessment of the outcomes of development for countries and communities across the world under different regimes, from authoritarian states to plural democracies in political transitions and into and out of communism and socialism</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 523 (3) Economic Change and Reforms in Asia</p> <p>Trajectories and current puzzles in East Asian political economy in Japan, Korea, China, and South East Asia. Political economic institutions, dynamics and</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 523 is an elective course for the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. It provides students with the necessary</p>

<p>sustainability; integration of China and India into the world economy.</p>	<p>theoretical frameworks and applied cases to comparative economic policy and reform questions, with a particular focus on East Asia.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 524 (3) Legal Change and Sustainability Challenges in Asia</p> <p>Impact of legal reform efforts on political, socio-economic and cultural change in selected economies of Asia. Relationships between changes in legal institutions, doctrines, and processes. Addressing sustainability challenges in human, natural and built environments.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 524 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course will offer students opportunities to study the impact of legal reform efforts on political, socio-economic and cultural change in selected economies of Asia. Particular attention will be given to sustainability challenges in human, natural and built environments. The course will be organized around a series of case studies that will illustrate the relationships between changes in legal institutions, doctrines, and processes and changing conditions in social, economic, and political relations.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 525 (3) Social Policy Responses to Rapid Development</p> <p>Prevalent social issues in Asia. Policy responses in Asian countries have been formulated in education, housing, welfare, and public health in response to the social dislocation that accompanies rapid development.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 525 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course is designed around two objectives. This first is to give students a comprehensive overview of prevalent social issues in Asia and the policy</p>

	<p>responses that have been formulated to address them. The second is to develop key analytic and communication skillsets.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 526 (3) Challenges of Urbanization</p> <p>Spatial development, housing, infrastructure and local environments and the administrative and regulatory implications of urbanization. Interactions between bio-physical requisites of urbanization and structures and processes of governance which shape their provision.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 526 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course is intended to introduce to students the range of current thinking on issues related to urbanization in developing countries in Asia and the policy responses and initiatives taken by governments and civil society. The course will focus in particular on issues of spatial development, housing, infrastructure and local environments on the one hand, and the administrative and regulatory implications of urbanization on the other.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 527 (3) Corporate Social Responsibility</p> <p>Policy debates surrounding Corporate Social Responsibility including: voluntary regulation initiatives; responsibility to stakeholders in global supply chains; public-private partnerships; socially responsible investing; transparency; and protection of human rights.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 527 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Development and Social Change stream. This course will introduce students the policy debates surrounding Corporate Social Responsibility. This course scrutinizes a fundamental dilemma at the heart of social responsibility initiatives – the incompatibility between ethical basis</p>

	<p>for the idea of Corporate Social Responsibility and a corporation's legal obligation to deliver shareholder profits. Case studies will be used to focus critical attention on number of current topics in Corporate Social Responsibility.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 540 (3) Tools and Techniques for Sustainability Assessment</p> <p>Environmental and socio-economic outcomes of projects and policies including: systems modeling and dynamics; life-cycle and risk assessment; cost-benefit and decision analysis; valuation of ecosystem services; and critical appraisals of socio-economic valuation approaches that form the basis of policy assessments.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 540 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources, Energy, and Sustainability stream. This course will provide students with the tools and methods to assess environmental and socio-economic outcomes of projects and policies. Students will learn about how, where and how such tools may be applied, and with what limitations. The course material will compare, contrast and integrate assessment tools from engineering and applied science, economics, psychology.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 541 (3) Policy Dimensions of Energy Systems</p> <p>Energy sources, markets, and impacts critical to energy policy, including oil, natural gas and coal markets; electricity and utilities policy; local and global environmental impacts; renewable energy; nuclear power and security; energy efficiency; technological innovation; and</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 541 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources, Energy, and Sustainability stream. This course introduces students to the basic concepts and methods used to analyze energy sources, markets and impacts. The course will provide an overview of the</p>

<p>energy poverty.</p>	<p>global energy system. It will familiarize students with a number of topics critical to energy policy. The causes and consequences of government policy responses in the energy sector will be analyzed.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 542 (3) Science, Technology, and Public Policy</p> <p>Role and influence of science and technology in society, and its relationship to public policy development including: history and economics of technological change.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 542 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources, Energy, and Sustainability stream. This course introduces students to the role and influence of science and technology in society, and its relationship to public policy development including: history and economics of technological change. The influence of science and technology on public policy is bidirectional. The course introduces students to basic models for understanding this bidirectional interaction. The approach is multidisciplinary, drawing upon literature in a wide range of disciplines including philosophy of science, economics of technological change, social studies of science, and history of technology.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 543 (3) Sustainable Water Systems</p> <p>Valuing, managing and sustaining water systems for agriculture, industry, the built environment, recreation and ecosystems</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 543 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources,</p>

<p>including: service delivery, government intervention and policy responses; interrelationship between water and sanitation, resource recovery, and relationships between water systems and human development.</p>	<p>Energy, and Sustainability stream. This course will examine ways to value, manage and sustain water systems for agriculture, industry, the built environment, recreation and ecosystems. Special attention will be paid to the interplay between water and energy and to policy aspects of service delivery, the multiple roles for government intervention, causes and consequences of government policy responses in the water sector, including water system regulations (traditional and market-based).</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 544 (3) Economic Foundations of Environmental Policies</p> <p>Environmental and natural resource economics: externalities, property rights, public goods, market failure, inter-generational trade-offs, and optimal extraction of biological and depletable resources. Environmental regulation, industrial competitiveness, and distribution of income and welfare.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 544 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources, Energy, and Sustainability stream. The course will enhance students' understanding of economic arguments for and against environmental policies and will evaluate regulation in the areas of climate change, marine resources, and urban environmental issues.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 545 (3) Ecology for Policy</p> <p>Ecological systems for diverse policy contexts including: health, agriculture, water, resource management, tourism, spatial planning, and conservation. Innovative progress from policies and</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 545 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Resources, Energy, and Sustainability stream. This course will examine the use of ecological</p>

<p>policy frameworks that better reflect ecological dynamics, and the design of appropriate policy and governance responses.</p>	<p>principles in a range of policy sectors, and the multiple roles for government and non-governmental actors. The implications of ecological systems for diverse policy contexts will be reviewed. The course will consider the opportunity for innovative progress in policies and policy frameworks that better reflect knowledge from ecology, focusing on student skills of designing appropriate policy and governance responses. This course will also analyze the intersections of ecology and different policy contexts.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 560 (3) Global Governance: Frameworks and Policy Debates</p> <p>Policy-making at the global level, including theories and frameworks of global coordination and global governance. Global, regional, and sub-regional mechanisms. Trade, finance, climate, food regulation, developmental norms, and security.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 560 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course will provide students with the necessary theoretical frameworks and applied cases to analyze global governance. The course provides an overview of the theoretical dilemmas of global coordination and different approaches to global governance. It also unpacks the perspectives and roles played by key large players, particularly the US, the EU, China, and Japan. The second part focuses on seven thematic arenas: security, trade, investment flows (FDI), global finance, development models, biosafety (GMOs), and climate change.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: n/a</p>

<p>GPP 561 (3) Impact of Globalization on Societies</p> <p>Definitions of globalization and overview globalization theories; specific causes, effects, and responses of globalization in various Asian countries. Globalization in its political, social, and economic dimensions in migration and norm diffusion.</p>	<p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 561 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course first analyzes existing definitions of globalization and overview globalization theories, and second, examines specific causes, effects, and responses of globalization in various countries in Asia and the Pacific. The course will be structured as a seminar that mixes various learning methods.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 562 (3) Resource Governance, Environment and Human Security</p> <p>International policy processes associated with themes of environmental security: disaster prevention; resource curse; institution building and conflict minerals and global expropriation. Issues to be considered include human rights advocacy and peacekeeping, food security and food sovereignty.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 562 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course explores the linkages between environment, development, and security and asks students to critically analyse policy responses to related issues. This course will examine the socio-political context, processes and outcomes of policy-making. Students will work in groups to research an issue related to the course themes and develop relevant policy recommendations to be presented and discussed in class.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p>

<p>GPP 563 (3) Asia Pacific Human Migration and Social Change</p> <p>Key concepts and theories of migration and social change. The role of the nation state and regulatory systems considering international institutions relevant to migration as concerns Asian demography and migration; connections between Asia and the Pacific Rim.</p>	<p>Rationale for Proposed Change: GPP 563 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course will focus on migration in Asia, and between Asia and other parts of the world. In so doing it explores the relationship between demography, public policy and globalization. The course will consider how public policy will be framed to reconcile these potentially colliding socio-economic processes. It will enable students to understand the relationship between society and social change on the one hand, and policy practices on the other.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 564 (3) Security Challenges for Asian States and People</p> <p>Asian state policies on security threats that impact their national and human security including: civil-military relations, intrastate conflict, transnational crime, spread of disease, and environmental and natural disasters, geo-political power shift, defence modernization, resurgent nationalism, and historical legacies.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 564 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course explores the strategic and policy dilemmas of Asian states confronting the broadening spectrum of traditional and non-traditional security threats that impact on their national security and the human security of their populations. Students will gain an appreciation of the constraints and opportunities of achieving security cooperation through informal and formal interaction within and among states.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: n/a</p>

<p>GPP 565 (3) Nationalism, Religion, and Ethnic Conflict in Asia</p> <p>Ethnic and religious conflict in Asia related to historical and dialectic development of different forms of nationalism; the confluence between religion, ethnicity, and nationalist ideologies in the escalation of conflicts in different Asian societies.</p>	<p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 565 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. The course will focus on the kinds of ethnic and religious conflict that are prevalent in Asia, and how these relate to the historical and dialectic development of different forms of nationalism. The course will examine the confluence between religion, ethnicity, and nationalist ideologies in the escalation of conflicts in different Asian societies.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 566 (3) Asia Diplomacy and International Relations</p> <p>Comprehensive and systematic assessments and analyses of political dynamics, policy behaviors, and diplomatic interactions of Asian countries. Major diplomatic issues, cross-cutting diplomatic challenges and opportunities facing countries in the region.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 566 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. The course is designed to make comprehensive and systematic assessments and analyses of political dynamics, policy behaviors, and diplomatic interactions of Asian countries. It will focus on identifying and analyzing major diplomatic issues, cross-cutting diplomatic challenges and opportunities facing countries in the region. The course will discern wide range of transnational issues as well as major bilateral diplomatic issues.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p>

<p>GPP 567 (3) Human Rights and Justice</p> <p>Linkages between human rights, development and justice and the policy interventions which flow from them. Human rights policy including: international organizations, national actors, non-governmental organizations and communities.</p>	<p>Rationale for Proposed Change: GPP 567 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, listed in the Global Governance and Security stream. This course will examine the promise, potential and pitfalls of global human rights laws, policies and implementation in the context of global geo-politics and shifting foreign policy agendas. Following an overview of international human rights laws and conventions, the course will examine specific case studies of human rights policy issues before examining how these rights are upheld, or not, within global institutions.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 580 (3) Internet and Global Affairs</p> <p>The impact of Internet on policy and global affairs structural changes to: economy with reduced transaction costs; media through new publishing forms; politics through new structures for collective action; law through limits of privacy and confidentiality; governance through e-government.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 580 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, and is applicable to all three streams. This course will explore the central role that the internet plays in our global system. This course stresses the multifaceted nature of international actors and explores new forms of power, governance and disruptive behavior that are emerging in the online ecosystem, as well as provides a better understanding for the technological system that enables it.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 581 (3) Behavioral Foundations for</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p>

<p>Public Policy</p> <p>Basic concepts in social and cognitive psychology, judgment and decision-making and behavioral economics in shaping policy formation and implementation. Application of experimental findings and concepts emanating from behavioral research to the design and implementation of policy.</p>	<p>Rationale for Proposed Change: GPP 581 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, and is applicable to all three streams. This course will explore how basic concepts in social and cognitive psychology, judgment and decision making, and behavioral economics can shape policy formation and implementation. This course covers a wide array of policy-relevant topics geared towards the applications of experimental findings and concepts emanating from behavioral research to the design and implementation of policy.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 582 (3) Public Engagement in Policy Decisions</p> <p>Public engagement in policy-making processes including: stakeholder engagement in diverse sustainability policy debates; outcomes and how they influence policy; best practices and lessons learnt in North America and Europe.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 582 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, and is applicable to all three streams. This course focuses on the methods and policy implications of public engagement. It provides practical suggestions, grounded in theories of behavioral decision-making and governance, about ways to combine dialogue and analysis when facing difficult resource management choices.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 583 (3) Food Security</p> <p>Global food security challenges including: biophysical, economic, nutritional, socio-</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 583 is an elective course in the new Master of Public Policy and Global Affairs</p>

<p>political, and institutional aspects. Geography of agricultural production, role of price and supply shocks, causes of malnutrition and environmental impacts.</p>	<p>(MPPGA) program, and is applicable to all three streams. This course will discuss papers on the multiple dimensions of this challenge, including biophysical, economic, nutritional, socio-political, and institutional. This course will take a global perspective on the issues, drawing upon both global-scale research as well as case studies from different regions of the world to understand the geography of agricultural production, its environmental footprint, and of malnutrition.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 584 (3) Policy Responses to Global Climate Change</p> <p>Climate science and impacts including: carbon management options; mitigation and energy system changes; efficiency options; “end-of-pipe” solutions; vulnerability and adaptation to climate change; carbon economics, and organization-level strategies in a carbon-constrained world.</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 584 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program, and is applicable to all three streams. This course will introduce students to the policy debates and responses created by climate change, which has emerged as the most complex environmental challenge facing the planet. This course focuses on how the global challenge results in local effects, and local opportunities and challenges. It will provide students with a ‘hands-on’ perspective on local responses.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 590 (6) Capstone Project</p> <p>Professional team-based project that incorporates training, feedback on project proposals, field work, engagement with</p>	<p>Present Calendar Entry: n/a Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 590 is a major requirement in the new Master of Public Policy and Global Affairs (MPPGA) program. This course will</p>

<p>client organizations, data gathering and analysis, and a policy report.</p>	<p>introduce students to a professional team-based project that incorporates training, feedback on project proposals, field work, engagement with client organizations, data gathering and analysis, and a policy report.</p> <p>There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>
<p>Proposed Calendar Entry:</p> <p>GPP 591(3) Special Topics in Public Policy</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: GPP 591 is an elective course in the new Master of Public Policy and Global Affairs (MPPGA) program. There are currently no comparable courses that achieve the MPPGA program objectives and that could fit the program's sequence of objectives.</p>



To: Senate
From: Senate Nominating Committee
Re: Referral of 14 May 2014 Regarding Establishment of a Senate Standing
Committee for Athletics and Recreation
Date: 12 November 2014

As Senators may be aware, at the last Senate meeting of the 2011-2014 triennium, Senator Knight proposed a motion for Senate to establish a standing committee on athletics and recreation. The Senate referred that proposal to the Senate Nominating Committee for further consideration.

Both the previous and current Senate Nominating Committees have discussed this matter at length, and the current committee has met with the senator to ask questions and discuss his proposal.

In its considerations, the Committee discussed the existing mechanisms for input from all parts of the University – including its alumni – into the operations of athletics, the structure and mandate of this Senate and senates in general, and general notions around campus community, culture, and recreation. The Senate Nominating Committee thanks the senator for this proposal, but has resolved that it does not consider it appropriate at this time for Senate to establish a standing committee on this topic.

The Nominating Committee appreciates the interest by senators into this topic, and is of the opinion that further/regular information being provide to Senate on University athletics and recreation activities would be of value. The Committee would therefore ask that the secretary arrange for such a report from the Vice-President, Students on an annual basis and at an opportune time of year.

Respectfully submitted,

Dr Richard Tees
Chair
Senate Nominating Committee



4 November 2014

To: Senate

From: Senate Nominating Committee

Re: Adjustment to Senate Teaching & Learning Committee Composition

The Senate Nominating Committee has received a request from the Teaching and Learning Committee to add a new ex-officio voting member to its composition, a representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean. The rationale for this request is that a connection to the Faculty and its issues, initiatives and perspectives would help inform the Committee's discussions. Likewise, the Committee's discussions would help inform the Faculty.

The Committee would therefore request that Senate resolve as follows:

That the composition of the Senate Teaching & Learning Committee be amended to include One representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean, as an ex officio, voting, member.

For the information of Senate, the current terms of reference and composition of the committee – with the additional proposed member noted in bold – is set out on the next page.

Respectfully submitted,

Dr Richard Tees
Chair
Senate Nominating Committee



Teaching and Learning

Membership	<ul style="list-style-type: none"> • 11 Senators (including three students and one Convocation member) • Chancellor (ex-officio) (voting) • President (ex-officio) (voting) • Registrar (ex-officio) (non-voting) • An associate vice-president academic, as designated by the Academic Vice-President (ex-officio) (voting) • Academic Director, Centre for Teaching, Learning and Technology (ex-officio) (voting) • One representative from among the University's 3M National Teaching Fellows (ex-officio) (voting) • Managing Director, Student Development and Services (ex-officio) (voting) • One representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean (ex-officio)
Terms of Reference	<ol style="list-style-type: none"> 1. To advise Senate on such matters of teaching and learning as it may consider appropriate, or as may be referred to it from time to time. 2. To promote both Senate and university-wide discussion regarding matters of teaching and learning. 3. To make recommendations, as appropriate, on matters of teaching and learning.
Quorum	Six voting members



To: Senate
From: Senate Nominating Committee
Re: Changes to Committee Membership
Date: 12 November 2014

The Senate Nominating Committee would recommend that the following adjustment be made to the membership of Senate standing committees:

That Dr Don Witt be appointed to the Senate Curriculum Committee in place of Dr Richard Tees, effective until 31 August 2017 and thereafter until replaced; and

That the number of convocation senators set in the composition of the Senate Curriculum Committee be changed from three (3) to two (2).

The Committee notes that it will be continuing to review committee assignments - with a particular eye on achieving better balance in assignments between senators- in the upcoming months. Senators who feel they have too many or too few assignments are invited to contact the Associate Registrar with their concerns.

Respectfully submitted,

Dr Richard Tees
Chair
Senate Nominating Committee



7 November 2014

From: Senate Student Awards Committee
To: Senate
Re: **New Awards and Changes to Existing Awards (October 2014)**

The Student Awards Committee recommends:

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

Rinda CHAN Bursary in Pharmaceutical Sciences – Bursaries totalling \$1,500 are offered annually by Rinda Chan (BSc Pharm, 1980) for undergraduate students in any year of study in the Faculty of Pharmaceutical Sciences. Candidates must have graduated from a high school in British Columbia. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Angus RAE Aboriginal MD Bursary – Bursaries totalling \$5,220 are offered annually by Dr. Angus Rae to support Aboriginal MD students in financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Kenneth G. RINGROSE Memorial Award in Pharmaceutical Sciences – A \$1,000 award is offered annually by colleagues, friends and family in memory of Kenneth G. Ringrose (BSc Pharm, 1968), to an undergraduate student in the UBC Faculty of Pharmaceutical Sciences. Ken was most recognized for his enduring pursuit of excellence in pharmacy and his commitment to the Lower Mainland community in which he lived and worked. While a Pharmasave Drug Store owner, Ken was deservedly awarded the prestigious Bowl of Hygieia for outstanding service to the community by a pharmacist. For more than four decades, Ken remained passionate about patient-centred community pharmacy and sought to inspire the highest of standards in students while in his preceptor role. In honour of Ken’s life and work, the award is given to a student who has demonstrated excellence in community service in their experiential education rotations or employment at a pharmacy, and who has a proven track record of volunteer leadership benefiting his or her community. The award is made on the recommendation of the



Faculty of Pharmaceutical Sciences. (First Award Available in the 2014/2015 Winter Session)

Shelagh J. SMITH Award for Mature Students in Nursing – A \$1,000 award is offered annually by Shelagh Smith, BASc 1950 (Nursing), MSN 1982 and Senior Instructor in the UBC School of Nursing. During her years as both a graduate student and an instructor, Mrs. Smith observed that academic excellence is compromised for some mature students because of their financial need. This award supports such students. The recipient will be a full-time, mature student who is pursuing a Bachelor of Science degree in Nursing. Candidates must demonstrate academic merit, and preference will be given to those who demonstrate financial need. The award is made on the recommendation of the School of Nursing. (First Award Available in the 2014/2015 Winter Session)

Norman THOMAS Memorial Bursary – A \$4,000 bursary is offered annually by the College of Pharmacists of BC, in memory of Norman S. Thomas (1930 – 2014) and his long and distinguished pharmacy career in BC and across Canada. Norm graduated from UBC's pharmacy program in 1953 and went on to become owner/operator of Norman's Pharmacy in his hometown of Kimberley, BC. After serving as the College President from 1975-76, he was appointed Registrar in 1978 and held the position for 17 years until his retirement in 1995. During his tenure, Norm was at the helm of many major accomplishments, including the purchase of the Vancouver office and the establishment of the provincial PharmaNet system. The bursary is offered to a student in the Faculty of Pharmaceutical Sciences in the first, second or third year of the undergraduate program. In the case that there is not one student eligible for the full \$4,000 award, it may be given out as two or more bursaries of lesser value. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

VANCOUVER Branch of the BC Retired Teachers' Association Award in Nursing – A \$1,000 award is offered annually by the Vancouver Branch of the BC Retired Teachers' Association to a student in the School of Nursing who demonstrates an interest in the health and wellbeing of older adults, with a goal of doing research in an area which will affect older adults. Preference is given to students who have graduated from a Vancouver public secondary school. Consideration is also given to students who have been active volunteers with older adults. Students must apply for this award at the School of Nursing. The award is made on the recommendation of the School of Nursing, and, in



the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Robert C. WATTERS Forestry Award – A \$1,000 award has been made available through an endowment established in memory of Robert (Bob) C. Watters, for an undergraduate student in the Faculty of Forestry. In addition to academic merit, candidates must have demonstrated leadership, community and/or volunteer experience. Preference will be given to mature students and financial need may be considered. After serving with the Calgary Tank Corp in World War II, Bob Watters returned to Canada to finish his higher education at the University of British Columbia, graduating as a Forest Engineer with a Bachelor's degree in Applied Science in 1952. In 1984, Bob completed his Master's degree in Forestry from the Faculty of Forestry at UBC. Bob was both a certified Professional Forester and a Professional Engineer. He helped to establish the Forestry and Construction Technology Program at the College of New Caledonia in Prince George, BC. Bob had many passions in life, including skiing, hiking and his family. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2015/2016 Winter Session)

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

#738 A J Wood Memorial Scholarship - A \$1,550 scholarship has been made available through an endowment established by friends and family of the late A. J. Wood, who was for many years a distinguished member of the Faculty of Agricultural Sciences at the University of British Columbia. The award is offered to a student who is completing an undergraduate degree in the Faculty of Land and Food Systems and is proceeding to a graduate degree at the University of British Columbia or any other approved university. The award is made on the recommendation of the Dean of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies.

Why and how amended: At the request of the Faculty of Land and Food systems, updated the name of the Faculty of the eligible students; added reference to the Faculty of Graduate and Postdoctoral Studies in the last line.

#5318 Sandy Laird Service Award in Mining Engineering - Two awards of \$2,200 each have been made available through an endowment established by Sandy Laird, BAsC, 1957 (Mining Engineer) to second year undergraduate students majoring in



Mining Engineering in the Faculty of Applied Science. This award was originally conceived to inspire first year engineering students to pursue a career in mining engineering leading to operations management. Recipients have the opportunity to expand their understanding and knowledge of the industry that will help them succeed in their professional career. Strong leadership abilities are critical to advancement in the mining industry; therefore, candidates must have demonstrated leadership through active participation in extracurricular activities in high school, the community, the university and/or sports. The awards are made on the recommendation of the Department of Mining Engineering.

Why and how amended: At the donor's request, added language that explains the original intentions of the donor.

#8106 Elsie Roy Bursary – Bursaries totalling \$2,325 have been made available through an endowment established by the Estate of Henrietta Roy for undergraduate students in the Kindergarten – Primary Program Cohort of the Bachelor of Education (Elementary) program. Adjudication is made by Enrolment Services.

Why and how amended: Upon request of the Faculty of Education, changed name of the program from “primary education option” to “Kindergarten – Primary Program Cohort” to allow Enrolment Services to identify the correct pool of candidates.



19 November 2014

To: Vancouver Senate

From: Senate Ad Hoc Committee on Student Mental Health and Wellbeing

Re: **a. Framework for Senate Consideration of Student Mental Health and Wellbeing** (approval)

b. Final Report Date (approval)

a. Framework for Senate Consideration of Student Mental Health and Wellbeing

As per its Terms of Reference, the Senate Ad Hoc Committee on Student Mental Health and Wellbeing (CSMHW) is “to provide a guiding report to Senate that outlines and identifies suggested academic priorities pertaining to student mental health and wellbeing.” Over the past five months, the Committee has heard from a number of experts in the field of mental health and wellbeing. From those conversations, together with reports on student mental health and wellbeing, and in collaboration with colleagues from across the University, the CSMHW has developed a framework intended to be used by the committees of the Vancouver Senate in their policy and decision-making processes. The Framework for Senate Consideration of Student Mental Health and Wellbeing will provide support for an integrated approach to enhancing the mental health and wellbeing of students in the academic environment.

In addition, the Committee has outlined areas for consideration by the committees of Senate which are included as an appendix in the attached document. These areas for consideration were taken directly from the numerous presentations and are intended to be conversation starters for each of the identified Senate committees.

Motion: *“That Senate adopt the Framework for Senate Consideration of Student Mental Health and Wellbeing;*

and,

That Senate direct its committees to consider the Framework for Senate Consideration of Student Mental Health and Wellbeing in their policy and decision-making processes.”



b. Final Report Date

Upon the creation of the CSMHW, the Nominating Committee requested that a final report date be proposed. As it is recognized that the Senate committees will need time to implement the framework, the recommendation is that the CSMHW provide the final report at the end of the current triennium (by May of 2017) or upon dissolution of the CSMHW.

Motion: *“That the Senate Ad Hoc Committee on Student Mental Health and Wellbeing present its final report by May 2017, or upon dissolution of the Committee.”*

Respectfully submitted,

Ms. Mona Maleki, Chair

Senate Ad Hoc Committee on Student Mental Health and Wellbeing

Framework for Senate Consideration of Student Mental Health and Wellbeing

November 2014

Preamble

Post-secondary students' mental health has become a critical topic of discussion at campuses across Canada and internationally. There are two key drivers for this interest in addressing the mental health issues of post-secondary students:

1. The post-secondary student population shows high rates of mental health challenges. This is primarily driven by the age of the cohort, with 15-25 being a common age of onset of many mental disorders. The age effect is compounded by particular stressors that are present in the post-secondary environment related to perceived competition and substantial life transition. In the 2013 National College Health Assessment (NCHA) survey, 12% of undergraduate and 15% of graduate student respondents reported being diagnosed or treated for depression or anxiety over the previous 12 months.
2. There is a strong link between student mental health and academic outcomes. In the 2013 NCHA survey, concerns related to mental health are reported by students to have the greatest negative impact on their academic performance: 37% of undergraduate and 23% of graduate student respondents maintained that stress had impacted their academic performance over the previous year. One in 10 student respondents identified depression as impacting their academic performance. There is also a body of research that directly links academic performance to specific types of mental health issues.¹

Promoting an academic environment in which each student can flourish is essential to both the success of our students and the academic mission of UBC. The University's commitment to student mental health and wellbeing aligns with its core values of academic integrity and a respectful and caring environment. UBC's policies, procedures and academic environment have both direct and indirect impacts on students, which can significantly affect their capacities to be academically successful and have a positive experience on campus.

Given its central role in academic governance, Senate can strongly influence the campus as a whole. Senate can foster student wellbeing through a commitment to considering mental health in its decision-making processes.

The Senate Ad-Hoc Committee on Student Mental Health and Wellbeing has adopted the following framework to provide support for an integrated approach to enhancing the mental health and wellbeing of students in the academic environment:

¹Trockel, M.T., Barnes, M.D., Egget, D.L., (2000): "Health related variables and academic performance among first-year college students: implications for sleep and other behaviors," *Journal of American College Health*, 49(3), 125-131.

Hysenbegasi, A., Hass, S.L., Rowland, C.R., (2005): "The impact of depression on the academic productivity of university students," *Journal of Mental Health Policy and Economics*, 8, 145-151.

Andrew, B., Wilding, J., (2005): "The relation of depression and anxiety to life-stress and achievement in students," *British Journal of Psychology*, 95(4), 509-521.

Eisenberg, D., Golberstein, E., Hunt, J.B., (2009): "Mental health and academic success in college," *The B.E. Journal of Economic Analysis & Policy*, 9(1), article 40.

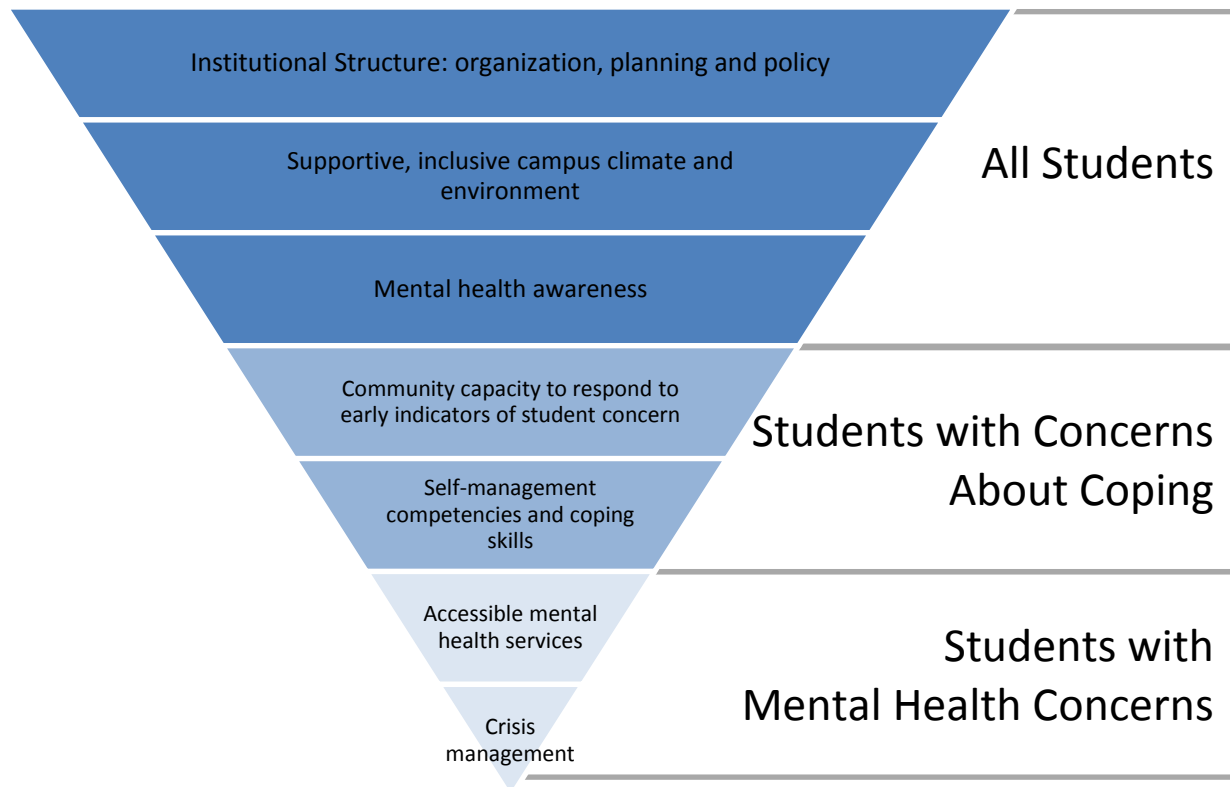


Figure 1 – Framework for student mental health, CACUSS & Canadian Mental Health Association, 2013.

The work of Senate primarily impacts the top level of the pyramid (all students) through institutional organization, planning and policy; however, its decisions can influence all levels of the mental health framework.

Framework for Senate Consideration of Student Mental Health and Wellbeing

November 2014

The Committee proposes the following framework for Senate and each Senate committee to apply in policy and decision-making processes. The framework comprises three guiding principles: inclusivity, flexibility, and accessibility. These principles, applied wherever appropriate and applicable to Senate policy and decision-making, are intended to foster and enhance student wellbeing.

General Questions for Senate Committees to Consider

- How did the decision-making/policy development process consider the impacts on student mental health and wellbeing?
- Were there adequate opportunities for individuals whom the decision/policy may impact to provide their feedback to the decision makers and contribute to decision making?
- How does this decision/policy maintain or improve our students' capacity to act in their own interest?

Each of the guiding principles includes questions for consideration around aspects of student mental health and wellbeing. The guidelines are general in nature so that each committee can adapt them to the appropriate context of its mandate.

INCLUSIVITY

Inclusivity is achieved through acknowledgement of, and respect for, the diversity of individuals within our community. For students to build and maintain a sense of wellbeing, they must feel that they are valued members of the university community. This goal is achieved by inviting and considering diverse views and experiences in the course of the Senate's decision-making processes and seeking appropriate expertise where needed to determine the impact of decisions or proposals on the community. The content and application of the policy or decision itself should also be inclusive, reflecting and anticipating the diversity of the community, and, where possible, the decision-making process should include and invite community members to participate and contribute.

Questions for Senate Committees to Consider

- How does the policy/decision affect specific student populations with unique needs and experiences? (commuter, international, Indigenous, racial and ethnocultural groups, sexual orientation, gender identity, socio-economic background, differing abilities, etc.)
- How have the perspectives of subpopulations of students been included in the policy development/decision-making process? Could the policy/decision have an unintended but adverse impact on a particular group of students?
- Does the policy/decision take into consideration the larger systemic power structures including those that marginalize specific identities?
- Were subject matter experts engaged in the policy development/decision-making process?

FLEXIBILITY

Fairness is achieved by flexibly applying clearly articulated policies and procedures. Flexibility allows for the reasonable exercise of discretion and compassion in response to the unique circumstances of an individual student's case. It is in no way incongruent with consistency and need not compromise academic rigour and integrity, but rather can enable the university to meet the objectives of its policies and procedures while ensuring fairness. Being flexible in the application of policy to individual student situations demonstrates a caring environment that promotes mental health and wellbeing.

Questions for Senate Committees to Consider

- Given the intended goal of this process or decision, does it allow for exercise of discretion or flexibility in response to the unique circumstances of an individual student's case?
- Is there sufficient clarity regarding the criteria that decision-makers should apply in the exercise of that discretion?
 - Are those criteria made known to students potentially affected by the committee's decision?
- Is it clear how students can communicate their circumstances to those who are applying the policy/decision?

ACCESSIBILITY

Accessibility is achieved through ensuring that information is equally easy to find for all interested parties. It should: (1) be reliable; (2) clearly outline the chain of decision-making and authority; (3) provide access to advice and support to navigate information/processes to students; (4) use a variety of communication platforms; and (5) ensure clarity, simplicity and consistency in messaging and process at all points. Additionally, accessibility can be facilitated through applying principles of Universal Design². Transparency in relation to information and decision-making enables accessibility by allowing students to make informed decisions and understand how to navigate their academic environment effectively. It also supports consistency in decision-making and reduces the incidence of appeals. Making information processes and support services freely accessible to all parties will maximize wellbeing and defuse stress and confusion.

Questions to Consider

- Does the policy/decision provide different means for representation and communication of information?
- Does the policy/decision provide different means for students to engage with the resources or opportunities being proposed?
- Where are the points where students can/should receive information about options and outcomes?
- Is the policy/decision constructed and worded in language that is accessible and easily understood by students?
- To support academic and administrative units that will be responsible for enacting/enforcing this policy/decision, is there sufficient guidance as to how the policy/decision should be communicated to faculty, staff and students?

²The Centre for Universal Design, North Carolina State University
http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm

- Are there mechanisms in place to ensure that the decision/policy is applied consistently across all levels of the university (faculties, departments)?
- Will specific training or skills-building workshops be required for the full and effective implementation of the policy/decision?

Conclusion

The work of Senate in enhancing student mental health and wellbeing is connected to a university-wide approach and commitment to student success. The multi-faceted nature of wellbeing signals the breadth of work and action that should be taken across the university to foster a healthy environment supporting all our students. This framework presents a starting point for Senate and partners across campus to embed consideration of student mental health and wellbeing in all aspects of decision-making. Where the three guiding principles of fairness, flexibility, and accessibility are in evidence, Senate decisions and policies will undoubtedly strengthen student self-determination and empowerment, and enhance all aspects of the student experience at UBC.

Senate Ad Hoc Committee on Student Mental Health and Wellbeing
Identification of Key Themes and Areas of Interest

These areas for consideration were taken directly from the numerous presentations that the Committee heard and are intended to be conversation starters for each of the identified Senate committees.

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
ACADEMIC BUILDING NEEDS	<ol style="list-style-type: none">1. To monitor the implementation of the Campus Plan;2. To review annually all building project priorities;3. To recommend priorities on a) areas of broad significance in the use and maintenance of academic space, and, b) new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces, and relationship to physical plant and planning;4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource (Senate minutes September 14, 1994);5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process (Senate minutes May 16, 2006); and6. To meet jointly with other Senate Committees from time to time to discuss matters of mutual interest.	<ul style="list-style-type: none">• Academic building design affects student health and learning (example exposure to natural light); do we have the right design principles in place?• How can the committee incorporate considerations of mental health into its review process of all new development projects on campus?• Do the campus design and the Campus Plan account for the direct impact the physical environment makes on student mental health and academic success?	Apply the Framework for Senate Consideration of Student Mental Health and Wellbeing when reviewing renovation and development projects for mental health and wellbeing impacts.
			Work with Informal Learning Spaces Committee (led by VP Student portfolio) to explore possibilities for expansion of informal learning spaces and welcoming spaces where students can connect, relax, and interact with their peers – contributing to sense of community. Investigate designating informal learning spaces as a Senate priority for academic spaces.
			Take into consideration the building needs of commuter students, such as their access to technology equipment (computers, etc.).
			Consider research happening around the physical campus and the impact of space on wellbeing, specifically with high level of construction on campus.

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
ACADEMIC POLICY COMMITTEE	<ol style="list-style-type: none"> 1. To advise the Senate on such matters of important academic policy as may be referred to it from time to time. 2. To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate. 3. To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses. 4. To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate (Senate minutes May 16, 2006). 	<ul style="list-style-type: none"> • What are the impacts of our existing and future academic policies on student mental health and wellbeing? • What evidence is required to consider the impact of academic policy on student mental health and wellbeing and learning? • Where are the areas of potential flexibility within policies to ensure that student needs can be met with minimal administrative barriers? • What are the impacts of space and scheduling on student mental health, wellbeing, and safety? 	<p>(A) Apply the Framework for Senate Consideration of Student Mental Health and Wellbeing to assist with consideration of impacts on student mental health and wellbeing when developing and reviewing policies. Some suggestions for starting points – WHO health impact assessment tool; potential presentation on student mental health to the committee at the start of each triennium.</p> <p>(B) Review existing policies through the Framework to identify areas for improvement for Senate to consider. Work with the Senate Ad Hoc Committee on Student Mental Health and Wellbeing to prioritize a list of policies for initial review:</p> <ul style="list-style-type: none"> ○ academic concession; ○ exam scheduling (midterm and final exams); ○ exam hardship; ○ deferred and supplemental exam policy (consideration of set deferred exam period in January); ○ Term scheduling (consideration of midterm reading break in Term 1).
			<p>Consider potential revisions to UBC course withdrawal policy including:</p> <ul style="list-style-type: none"> • One-time withdrawal option (University of Toronto example). • WE policy - some institutions allow withdrawals under exceptional circumstances where the academic penalty is reduced.

			<p>Develop guidelines or principles for implementation and communication of policies at the faculty or central level that ensures positive interactions and experiences for students with an intention to move toward a culture that is supportive of the student who is facing challenges. (Principles such as flexibility, fairness, equity, compassion, clarity of roles and responsibilities, etc.).</p> <p>View policy application from the perspective of striving to ensure student success rather than mitigating damages. Moving beyond rigid application of policy and taking into account students’ circumstances including mental health and wellbeing.</p>

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
ADMISSIONS	<ol style="list-style-type: none">1. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.2. To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998), and to make recommendations to Senate.3. To review and approve the terms of affiliation relating to student mobility with other universities, colleges, or other institutions of learning, and to modify or terminate the affiliation, in accordance with the policy of the Council of Senates.4. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission; and to review and rule on appeals related to admission, re-admission, and transfer to the University:<ol style="list-style-type: none">a. Assistant or Associate Deans are to recuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.b. Committee members who are not members of Senate are to recuse themselves from the hearing of student appeals.c. Decisions made on appeals brought before the Committee are reported to Senate for information on an annual basis.	<ul style="list-style-type: none">• Our admissions process is the first point of contact for students who enter UBC with pre-existing mental health concerns. Are we meeting our goals with respect to the provisions of support services and institutional planning?	Engage in a discussion surrounding admission of students falling below entrance averages. Students we admit should be academically prepared and able to achieve academic success at the level expected of UBC students. Certain groups of students who are admitted below entrance averages are at a higher risk of poor academic outcomes.
			Review the requirements for UBC professional school/program/graduate programs admission to initiate a conversation on the benefits of dropping first year marks from admissions average calculations.
			<p>Develop a common set of guidelines and principles for reviewing admissions appeals and addressing concerns at the faculty level, recognizing that the university has a responsibility to help applicants navigate these processes.</p> <p>Include training and information on student mental health and wellbeing in orientation for new committee members.</p>

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
BUDGET	<p>The Budget Committee shall:</p> <ol style="list-style-type: none">1. meet with the President and assist in the preparation of the University budget; and2. make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. <p>In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.</p>	<p>Students cite finances as a key stressor; what is the potential flexibility in altering student registration deposit, tuition and fee payment schedules, etc. to help support student financial planning?</p>	<p>Review resource allocation for services that support student mental health and wellbeing and provide recommendations to the university administration concerning student mental health and wellbeing as an academic priority.</p>
			<p>Engage in a discussion around student financial support, specifically graduate student funding, where students are heavily dependent on their supervisor for funding. Important considerations include appropriateness of cost of living allocations for Vancouver.</p>
			<p>Consistency and clear rationale for fees across demographics of students (example Leave of Absence fee for international graduate students. Domestic students pay \$109 per term for the on leave fee; international students pay \$329 per term).</p>

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
CURRICULUM	<ol style="list-style-type: none">1. To consider proposals from Faculties for new, changed, and deleted courses, programs of study, degrees, and other credentials and to make recommendations thereon to Senate. (Senate minutes 16 May 2006)2. To keep under review the policies and programs of the University with respect to continuing education activities. (Senate minutes 16 May 2006)3. To monitor Senate's policy on expanding the availability of degrees and other credentials through part-time study, and to make recommendations thereon to Senate. (Senate minutes 16 May 2006)4. To recommend, where appropriate, an order of priority for the implementation of the recommendations of the Committee. (Senate minutes 22 May 1968)5. To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic record. (Senate minutes 16 May 2007)6. To review advancement requirements for academic programs throughout the University, including both new programs and changes to existing programs, and to make recommendations to Senate. (Senate minutes May 15, 2013)	<ul style="list-style-type: none">• Curriculum planning directly influences student workload. What principles are we operating from?• What are the common approaches that can be taken across the institution to integrate considerations of mental health and wellbeing into curriculum design?• What role can the course syllabus, learning management system, Student Service Centre and other learning tools play in communicating accommodations and resources available to students who may experience mental health concerns?	Development of a common syllabus template that includes information about mental health and wellbeing resources and ensures that key information about course deadlines and policies are consistently communicated to students.
			Some of the items that could be included in a standard template are: drop and withdrawal deadlines, the academic concession policy, and exam policies (e.g., final exams are not to be scheduled in the last two weeks of classes).
			Investigate whether there can be a repository of past course syllabi for students to access to help plan their courses and manage workload for the semester when they are registering (with the caveat that course content/syllabi are subject to change year over year).
			Consider the role of and opportunities within the formal first year curriculum in providing content, key messages, and support to address the transition for first year students (in close collaboration with Senate Teaching and Learning Committee).
			Interdisciplinary courses – as noted in the Mental Health Needs Assessment study, interdisciplinary courses were cited as a positive source of interaction for students with their peers. There are two main concerns for students in regards to interdisciplinary courses: (a) finding course offering that are interdisciplinary in nature; and (b) how to allow and encourage more student mobility between faculties. This area for consideration may be valuable to review in partnership with the Senate Flexible Learning Ad Hoc Committee.

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
LIBRARY	<div>1. To advise and assist the Librarian in developing a general program of library services for all the interests of the University; and, more specifically, in:<div><div>a. keeping informed about the library needs of students, instructional and research staffs, and the public, and in keeping the academic and wider community informed about the Library;</div><div>b. responding to the opportunities and challenges presented to the Library by changes in its institutional, technological, and commercial environments;</div><div>c. defining the functions of the Library and of library services within the University and wider community, and promoting a clear vision of the Library's role;</div><div>d. ensuring that the Library maintains its capacity to preserve, manage, and develop its collections;</div><div>e. securing budgets in support of those goals; and</div><div>f. determining the optimal use of Library space and facilities.</div></div></div> <div>2. To report to Senate on matters of policy and practice under discussion by the Committee.</div> <div>3. To make recommendations to the Senate with respect to rules for the management and conduct of the Library (in accordance with the terms of the <i>University Act</i>).</div>	<div><div>• Libraries are the central hub for student learning. In what ways does the Library function in supporting student health during high intensity periods?</div></div>	Strengthen institutional understanding of the needs of graduate and undergraduate students with regards to the Library and study space. Increasing communication about the range of academic support that the Library provides and the role of Library staff in supporting student mental health and wellbeing, especially during high intensity period for students.

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
STUDENT AWARDS	To recommend scholarships, fellowships, bursaries, and prizes to Senate for approval, to report to Senate on matters of policy under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards (Senate minutes, May 1999).	<ul style="list-style-type: none">Awards strategies: do our processes and regulations negatively impact students who may need to take a leave of absence or students required to take reduced course loads for health reasons?	Review policy relating to the sessional average calculation for the determination of scholarship and awards (annual average versus Winter Session only; and the definition of part-time and full-time students).
	Ensuring awards and scholarships provide appropriate provisions for recognizing reduced full time credit load number for students with disabilities or ongoing medical conditions.		
	Students who go on exchange and study in a non-native language can sometimes experience a lowered GPA which may decrease their competitiveness for awards. Is there a way to mitigate this?		

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
TEACHING AND LEARNING	<ol style="list-style-type: none">1. To advise Senate on such matters of teaching and learning as it may consider appropriate, or as may be referred to it from time to time.2. To promote both Senate and university-wide discussion regarding matters of teaching and learning.3. To make recommendations, as appropriate, on matters of teaching and learning.	<ul style="list-style-type: none">• Where can we make university-wide improvements to support student mental health and wellbeing?• What are the gaps in resources and services to support student learning and ease student anxiety and stress?	Identify and recommend modes of assessment and pedagogy that reduce the competitive classroom environment and focus on collaborative initiatives that allow students to make peer connections (for example, group-based midterms, group projects, dropping first-year midterm marks).
			Develop guidelines or principles for personalizing and increasing informal faculty/student interactions (tea time vs. office hours).
			Develop guidelines or principles for student-faculty relationships (especially one-on-one relationships where faculty member has strong influence on student success and outcomes) that promote respectful and positive relationships and dispute resolution mechanisms.
			Stronger guidelines or requirements around effective supervision and consider mandatory training for supervisors. Some leadership from the Senate on setting some standards, requirements, and support resources would be beneficial.
			Recommend best practices for teaching pedagogy that supports all forms of learning (CTLT).
			Review the current grading curve practices utilized by many departments and the appropriateness of current parameters of grading curves (whether they have kept pace with changing demographic and

			<p>entrance averages of students) and the impact of grading curves on heightening competition between students.</p>
			<p>Revisiting discussion on E3s (Enriched Educational Experiences) and their role in supporting student career and professional development. It was noted by a presenter that survey results show that, in general, as involvement in campus activities increases, satisfaction with the university experience (academic, student life, campus, etc.) increases.</p> <p>Integration of E3s into curriculum and exposure to these opportunities, specifically for graduate programs.</p>
			<p>Consider best practices around the composition of final grades. An issue raised in the Mental Health Needs Assessment was the significant academic pressure from final grades determined by only two high stakes evaluations. (Area for consideration in collaboration with Senate Curriculum Committee).</p>
			<p>Consideration of ‘fail-safe’ first round of midterms for all first-year courses.</p>
			<p>Midterm evaluations of teaching pilot project from the AMS helped to support positive relationships and two-way communication in the classroom. Potential to expand the adoption of this approach across campus.</p>
			<p>Review of English language support provided to students.</p>

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
APPEALS ON ACADEMIC STANDING STUDENT APPEALS ON ACADEMIC DISCIPLINE	<u>Appeals on Academic Standing</u> Terms of Reference <ul style="list-style-type: none">2.1 The Committee shall hear and dispose of appeals by students from decisions of Faculties on matters of academic standing, but the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.2.2 Subject to section 2.3 below, the decision of the Committee on an appeal is a final disposition of that appeal. Senate has conferred on the Committee the power of making final decisions pursuant to Section 37(1)(b) of the University Act.2.3 If an issue on an appeal raises, in the opinion of the Committee, an unsettled question of policy or procedure of general importance to the University, the Committee may refer that question to the Senate for a ruling.2.4 The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase "improper or unfair procedures," it shall be construed to include the consideration of information that ought not to have been considered and the failure to consider information that ought properly to have been considered.2.5 An appeal allowed by the Committee shall be by:<ul style="list-style-type: none">(a) reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or(b) quashing of the decision of the Faculty, and the		Develop common set of guidelines and principles for conducting hearings or student conduct reviews and addressing student concerns at the faculty level, recognizing that the university has a responsibility to help students navigate these processes.
			Consider investing in advising offices or referring students to appropriate resources (Ombudsperson, AMS/GSS Advocacy Office etc.) at the time when the issues is first raised to support students navigating these processes (provide information on process, potential outcomes, and resources on campus).
			Include training and information on student mental health and wellbeing in orientation for new committee members serving on appeals committees.
			Consider collaborating with the President’s Advisory Committee on Student Discipline to identify the types of cases coming forward each year.

	<p>sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.</p> <ul style="list-style-type: none">• 2.6 In all cases, other than those falling within paragraph 2.4, the Committee shall dismiss the appeal. A dismissed appeal or a tie vote on the decision upholds the decision being appealed and the case is dismissed.• 2.7 In order to ensure that an appeal is fairly conducted, the Committee may in any particular case waive any of the procedural rules provided for in these regulations, or may make such further ancillary rulings on procedure as it sees fit. The rules need not conform to an adversarial model and inquiry model rules may be applied.• 2.8 Members of the Committee will not discuss the substance of an appeal with any of the parties other than at a hearing.• 2.9 The Committee shall make annual reports to Senate. The report shall state the number of appeals heard, their disposition, and the general nature of the appeals, and shall draw Senate's attention to any other matters of general significance in the University which have arisen out of the Committee's work. <p><u>Student Appeals on Academic Discipline</u> Terms of Reference</p> <p>To hear and determine final appeals by students in matters of academic discipline (Senate minutes May 21, 1975, p. 6397).</p>		

Areas for Collaboration

POTENTIAL UNIVERSITY BODY/UNIT	THEMES AND SPECIFIC AREAS OF INTEREST
Legal Counsel and VP Students Office	Review of academic misconduct policy – issues of both policy and practice.
Legal Counsel	Review of academic accommodation for students with disabilities (<i>already under review</i>).
Provost's Office and CTLT	Integrating considerations of student mental health and wellbeing into Flexible Learning and curriculum/pedagogy changes being facilitated through the Flexible Learning process and funding.
Provost's Office	Inclusion of principles on student mental health and wellbeing into program review terms of reference.
Centre for Student Involvement & Careers	Addressing high levels of stress experiences for 3 rd /4 th year students in preparing for life after graduation.
Centre for Student Involvement & Careers (in partnership with Faculties)	Addressing the stress points in the transition to university for both international and domestic students, including consideration of a potential 'course' or curricular aspects.
CTLT	Professional development for faculty and TAs to learn about student mental health and wellbeing (how to integrate messaging about wellness into curriculum, how to support students in distress etc.).
Board of Governors	Reviewing and revising financial policies and process.
	Potential for incorporation of e-mental health resources into UBC systems/structures – via Walk Along Project (Dr. Krausz).
Faculties	Dropping first year marks from admissions average calculations for UBC Professional Schools/programs.
	Consider the development of a "Back on Track" program similar to the one offered at SFU .



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Provost and Vice President Academic

Walter C. Koerner Library
1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 4948
Fax 604 822 3134

November 5, 2014

MEMORANDUM

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

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

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

Re: Change in Name from the Brain Research Centre to the Djavad Mowafaghian
Centre for Brain Health.

I recommend that Senate approve the name change from the Brain Research Centre (BRC) to the Djavad Mowafaghian Centre for Brain Health. (DMCBH).

As the BRC is an academic unit within the Faculty of Medicine, so will be the DMCBH. The DMCBH brings together experts in the fields of neuroscience, neurology, and psychiatry in a hub for training, research, and clinical care. Brain health remains the focus of all research and activities but the DMCBH allows a greater range of activity and a greater number of researchers. As the BRC and the DMCBH have essentially blended, the continued use of the name "BRC" could be confusing both within UBC and externally.

The Faculty of Medicine and the co-directors of the DMCBH initiated this change. Members of the UBC and external communities were consulted about the proposed change and all were supportive.

The attached documents provide additional information.

Attachments:

1. Background Information on the proposed name change from the BRC to the DMCBH
2. Consultation Letter (email) regarding the proposed name change

Re: Changing the name of the Brain Research Centre to the Djavad Mowafaghian Centre for Brain Health.

Background

The Brain Research Centre (BRC):

The Brain and Spinal Cord Research Centre was established by Senate in 1996. In 2004, the name changed to the Brain Research Centre. The BRC is an academic unit that comprises more than 200 faculty members with multidisciplinary expertise in neuroscience research, representing twenty UBC departments and six faculties. The Centre is a partnership of the UBC Faculty of Medicine and Vancouver Coastal Health Research Institute.

The Djavad Mowafaghian Centre for Brain Health (DMCBH)

The DMCBH is a building that as a facility brings together experts in a hub for training, research, and clinical care. It represents a partnership between the University of British Columbia and Vancouver Coastal Health, and unites both patient clinics and research in the areas of neuroscience, neurology, and psychiatry. It brings together under one roof all the multidisciplinary areas of brain health, including the UBC Hospital Clinic for Alzheimer's Disease and Related Disorders, the Centre for Huntington's Disease, the Mood Disorders Centre, the Movement Disorders Clinic, the Multiple Sclerosis Clinic, and research clinical trials.

Proposal

Change the name of the Brain Research Centre to the Djavad Mowafaghian Centre for Brain Health.

Rationale

The DMCBH builds upon the successes and expertise of the BRC by expanding complimentary programs of research and combining them with advanced patient care. This integrated approach will mark the beginning of a new era of scientific discovery and will accelerate transforming new knowledge into practical solutions that save and lengthen lives and improve quality of life, helping to establish British Columbia as a world leader in brain health. The BRC and the DMCBH have effectively blended and the continued use of the name BRC does and would cause confusion in the UBC and external communities.

Continuation of Activities

The membership and activities of the BRC will continue unchanged after this change. The Neuroscience Graduate program formerly had it's administrative home

in the BRC. This was changed in 2013 and the administrative home of the Neuroscience graduate program is the Faculty of Medicine and is as such unaffected by this change.

The partnership with the Vancouver Coastal Health Research Institute has shifted to the DMCBH and will continue in an expanded and improved way with the proposed change.

Bringing together all the multidisciplinary areas of brain health under one roof is expected to improve research. By bringing together experts from different disciplines and having them work in close proximity with one another, the DMCBH facilitates opportunities for knowledge exchange, professional development, and developing new collaborative approaches to brain research. In this new collaborative space, researchers will be better poised to move research from the bedside to the bench and back again, in order to understand disease and translate research into better patient care and therapies. It also offers an extraordinary milieu for trainees from a broad range of disciplines to come together and focus on fundamental, clinical and translational neuroscience

The DMCBH builds on the success of researchers, clinicians, and students at the BRC who have made many remarkable advances over the years. By enhancing existing strengths in basic, clinical, and translational research and education, the DMCBH is expected to be a world leading institution for brain health.

Consultation

This proposal, in earlier but substantially similar form, was discussed and considered in the following forums:

- The DMCBH Transitional Leadership Team Meeting – unanimous support
- Graduate Neuroscience program retreat in April 2014 – unanimous support
- Town Hall meeting of the BRC/DMCBH investigators held in June of this year. While no formal vote was held, there was broad support for the idea and no opposition expressed.
- An email was sent to the Deans of the Faculties and the and Heads of Departments with faculty affiliated with the DMCBH with this proposal asking for comments and feedback.
 - All feedback received was supportive. The only concern raised was as an academic unit, there might be intent or even a requirement to hold academic appointments. The concerns were all addressed to the satisfaction of all: that academic appointments would remain as they currently are and would not be moved from departments.
- Vancouver Coastal Health is fully aware and supportive of the proposed change

From: <Sunner>, Swarni <ssunner@brain.ubc.ca>

Date: Thursday, September 25, 2014 at 9:09 AM

To: "Stuart, Gavin" <gavin.stuart@ubc.ca>, "Parlange, Marc (APSC)" <Marc.Parlange@ubc.ca>, scidean <scidean@science.ubc.ca>, "Binsted, Gordon" <gordon.binsted@ubc.ca>, "Frank, Blye" <blye.frank@ubc.ca>, "Averill, Gage" <gage.averill@ubc.ca>, "Coughtrie, Michael" <michael.coughtrie@ubc.ca>, "louise.nasmith@ubc.ca" <louise.nasmith@ubc.ca>, André Ivanov <ivanov@ece.ubc.ca>, "geoffrey.hammond@ubc.ca" <geoffrey.hammond@ubc.ca>, "Preston, Roanne" <Roanne.Preston@ubc.ca>, ZOO Head <head@zoology.ubc.ca>, "william.honer@ubc.ca" <william.honer@ubc.ca>, "Brown, Carolyn" <carolyn.brown@ubc.ca>, "rmrzlijak@cw.bc.ca" <rmrzlijak@cw.bc.ca>, "Meneilly, Grady (vch.ca)" <graydon.meneilly@vch.ca>, "Maberley, David" <david.maberley@ubc.ca>, "Sparks, Robert E" <robert.sparks@ubc.ca>, CS Head <head@cs.ubc.ca>, "Schonert-Reichl, Kimberly" <kimberly.schonert-reichl@ubc.ca>, "catherine.backman@ubc.ca" <catherine.backman@ubc.ca>, "head@psych.ubc.ca" <head@psych.ubc.ca>, "Eddy, Allison (cw.bc.ca)" <allison.eddy@cw.bc.ca>, "Brownsey, Roger" <rogerb@mail.ubc.ca>, "Redekop, Gary" <gary.redekop@ubc.ca>, "Forster, Bruce (vch.ca)" <bruce.forster@vch.ca>, "Christenson, Jim" <jim.christenson@ubc.ca>, "Goldowitz, Daniel (cmmt.ubc.ca)" <dang@cmmt.ubc.ca>, AUDI SASS Director <director@audiospeech.ubc.ca>, James Kronstad <kronstad@msl.ubc.ca>, Chemistry Head <head@chem.ubc.ca>, "McNaghy, Kelly Marshall" <kelly@brc.ubc.ca>, "Allard, Mike" <mike.allard@pathology.ubc.ca>, "Guppy, Neil" <guppy@mail.ubc.ca>, "rmrzlijak@cw.bc.ca" <rmrzlijak@cw.bc.ca>

Cc: "Stoessl, A Jonathan" <jstoessl@mail.ubc.ca>

Subject: <no subject>

Dear Colleagues:

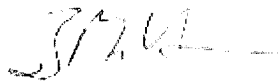
We are writing as part of a consultation on a proposed name change for the Brain Research Centre. As you know, the Djavad Mowafaghian Centre for Brain Health (DMCBH), officially opened last February. The intent is for the Brain Research Centre to be incorporated into the DMCBH. This requires Senate approval. To achieve the end goal, yet keep the governance process as simple and expeditious as possible, the proposal is structured to:

- 1) Change the name of the Brain Research Centre to the Djavad Mowafaghian Centre for Brain Health (DMCBH)
- 2) Formally recognize the DMCBH as an academic unit which includes its current breadth of activities.

This proposal does not affect any of the activities of the BRC or the DMCBH, all of which will continue unchanged. The proposal certainly does not preclude or in any way limit the growth, expansion, and enhancement of the DMCBH in the months and years to come.

Your Faculty, department, centre, or school has one or more faculty members affiliated with the Brain Research Centre and/or the DMCBH. As such, we are reaching out to explore whether you have any concerns or reservations about the proposed name change. We hope to have Senate review this proposal in October so will need your comments, should you have any, by October 6.

Sincerely,



Brian A. MacVicar, PhD, FRSC, FCAHS

Co-director, Djavad Mowafaghian Centre for Brain Health



A. Jon Stoessl, CM, MD, FRCPC, FAAN, FCAHS

Co-Director, Djavad Mowafaghian Centre for Brain Health



University of British Columbia

2014 Annual Report on Enrolment: Vancouver Campus

Dr. David H. Farrar

Provost and Vice-President Academic

UBC Vancouver



Contents

Introduction	3
Admissions	4
Admissions Funnel	5
Domestic Undergraduate Admissions	6
International Undergraduate Admissions.....	7
Broad Based Admissions	7
Enrolment	8
Overall Student Headcount.....	9
Domestic Enrolment	10
International Enrolment	10
Undergraduate Enrolment.....	14
Graduate Enrolment	15
Aboriginal Enrolment.....	17
Actual FTE Compared to Funded Targets	18
Student Retention & Graduate Time to Completion	20
Undergraduate Student Retention	20
Graduate Time to Completion	22
Graduate Student Outcomes	23
Strategic Initiatives.....	24
Enrolment Planning.....	24
Vantage College	25



Introduction

As in previous years, domestic enrolment at the UBC Vancouver remains over provincially funded targets, while international enrolment including Vantage College exceeded targets. The tuition waiver for youth aging out of care was put in place, as well as a number of admission policy changes intended to make admission offers more timely.

The 2014W UBC Vancouver enrolment cycle marked our third year in the use of broad-based admissions criteria in the undergraduate admission decision. This new process resulted in fewer, but more committed domestic applicants who fully complete their applications, while successful recruitment strategies have resulted in increased applicants from the international markets.

Aboriginal student enrolment is a particular focus for the Vancouver campus. The overall aim is to increase aboriginal enrolment and graduation rates through a combination of new student recruitment and increased retention. We are also engaging in further partnerships with Aboriginal communities to remove barriers to admission and identify ways that we can support our Aboriginal students toward degree completion.

The Provost and Deans work in conjunction with staff in Enrolment Services and in Planning and Institutional Research to translate university-wide plans into specific undergraduate enrolment targets using models and forecasts based on current trends and retention rates, and then develop new intake targets to achieve those goals.

But enrolment planning is not just a matter of numbers: it consists of a wide range of decisions and procedures across UBC. Academic plans and government funding decisions determine overall goals and strategies. Long term enrolment objectives are aligned with the University's overall strategic plan (*Place and Promise*) and are developed to support our reputation as a globally-recognized research-intensive university, our strong belief in the value and importance of intercultural understanding, our responsibility to address the needs of qualified underserved populations, and our desire to align enrolment with the resources needed to provide an outstanding education to all of our students.

The UBC Vancouver Annual Enrolment Report provides information on 2014-15 enrolments in programs across the campus. Key enrolment objectives for the Vancouver campus include the following: maintain our intakes of new domestic undergraduate students, grow international student enrolment, and expand the proportion of undergraduate students from other Canadian provinces. We expect that graduate enrolment will remain constant, but do not set targets as graduate admissions are managed at the departmental level.

Admissions

A competitive university like UBC receives applications from more students than can be accommodated. UBC's admission requirements are designed to identify a class of newly-admitted students who are the most likely to succeed and thrive on campus; the admissions process is designed to ensure this happens in a strategic and fair manner. Ultimately the goal is for the university to achieve its enrolment objectives in terms of the composition, the qualities, and the size of the incoming class.

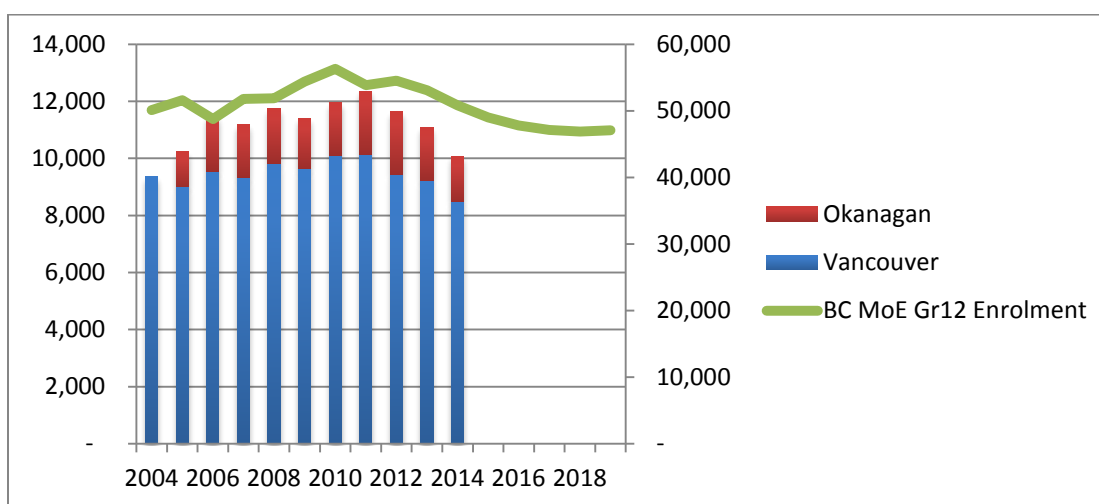
This process of reducing numbers from applicants to registered students is known as the “admissions funnel”. Students apply, complete their application, gain admission, and ultimately register. Each stage of the funnel contains fewer students than the previous stage and requires ongoing analysis and strategic decision-making in order to ensure the best possible enrolment outcomes.

Students may apply to a few programs, ranked in order of choice, from either or both campuses. The following charts are based on undergraduate students whose *first* choice was a program at the Vancouver campus.

In 2014 the new-to-UBC domestic applicant pool is about 5% smaller than in the previous year, while the international applicant pool has grown about 18%. We admitted a higher proportion of completed applicants than last year, and have more new registrants than before (as expected, since we're growing international enrolment). UBC also admits new-to-program students, but as these are existing UBC students who switch programs they are not included in this analysis.

The BC Ministry of Education projects that Grade 12 enrolment will decline for the next several years, bottoming out in 2018 [Figure 1]. Nevertheless, UBC's strong reputation as a highly desirable post-secondary destination will help the institution mitigate any negative effects of demographics upon enrolment.

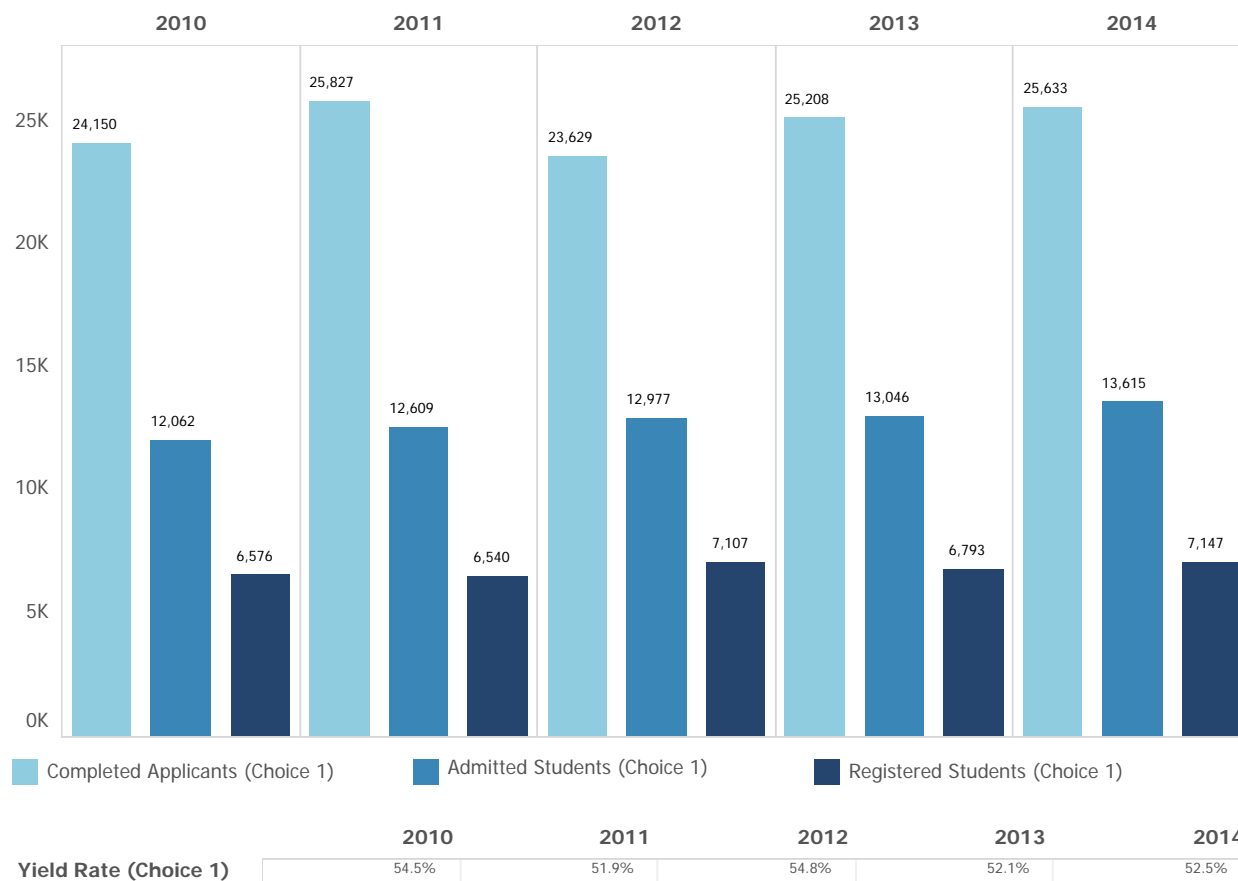
Figure 1 – BC12 Applications to UBC 2004 to 2014 with BC MoE Grade 12 enrolment projections to 2019



Admissions Funnel

The overall Undergraduate admissions funnel displayed below shows all students who applied to a program at UBC's Vancouver campus as their first choice (new to UBC). It indicates the number of completed applicants, admitted students, and subsequent registrations for each session year. The yield rate (percentage of admitted students who registered) has hovered in the low to mid 50% range for first choice students.

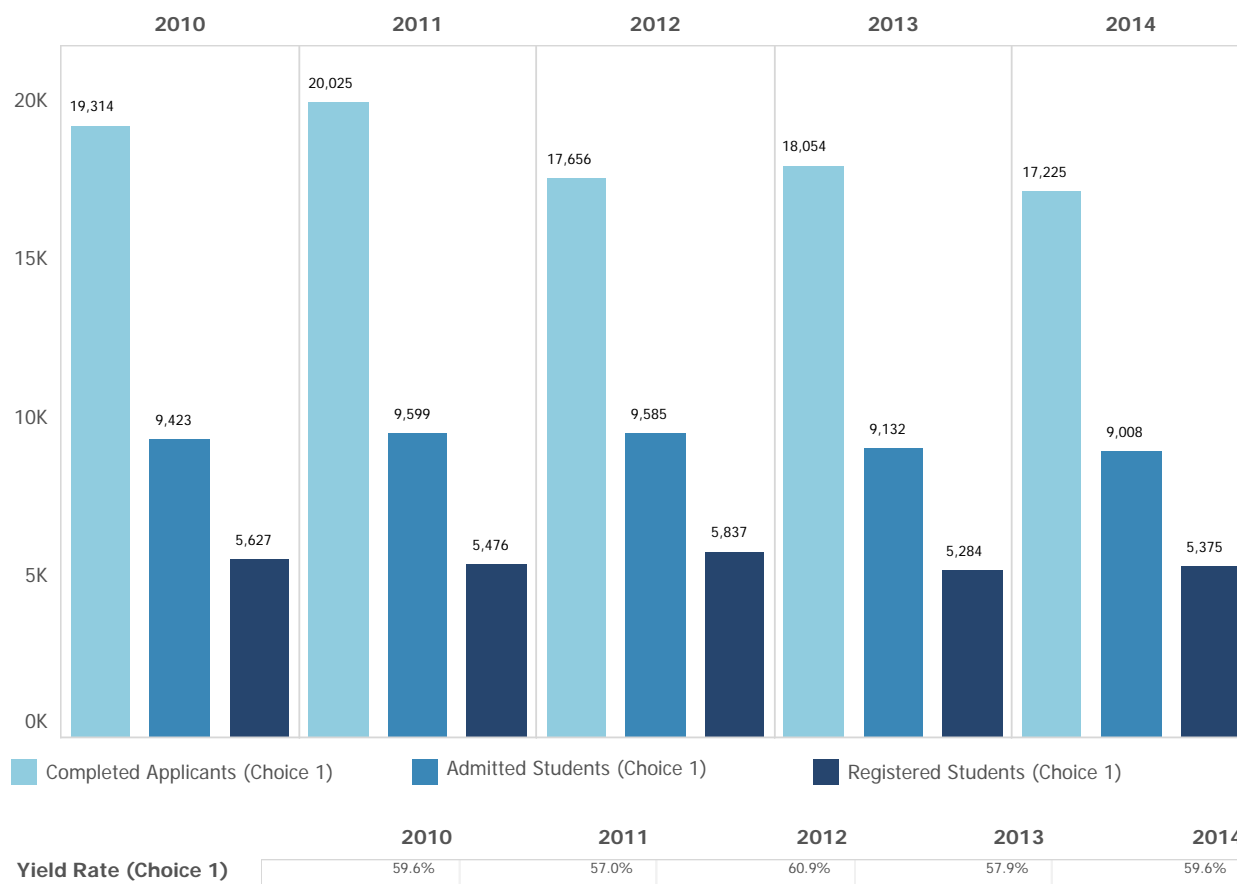
Figure 2 - Overall Admissions Funnel



The domestic undergraduate admissions funnel shows a decrease in the number of applicants over the last 5 years. The introduction of broad-based admissions has contributed to this decrease, since the admissions process is more onerous for applicants, requiring a personal profile in addition to all previously-required documents. Today's applicants, though fewer in number, are more likely to be admitted. Minimum GPAs remain high, and mean admission GPA has not changed since the introduction of broad-based admission. UBC has achieved its goal of attracting a diverse pool of exceptional students.

Domestic Undergraduate Admissions

Figure 3 - Domestic Undergraduate Admissions Funnel



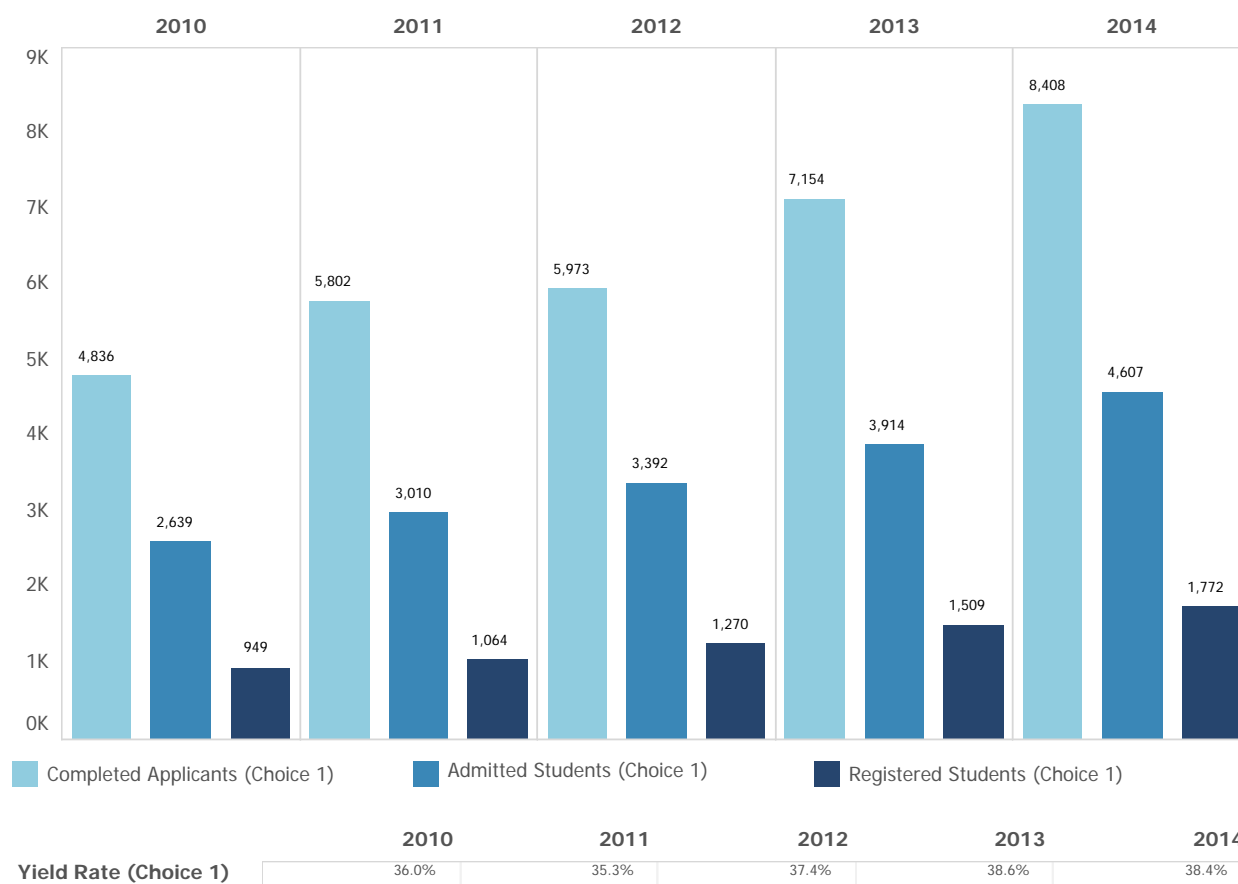
UBC's plan to increase international enrolment has been very successfully accomplished, with increased students at every stage of the funnel. Also encouragingly yield rates have continued to grow, indicating UBC's strength as a global player in the very competitive world market.

We have also seen a trend of increasingly serious applicants—five years ago only 69% of ISI (International Student Initiative) applicants completed their application process, whereas for 2014 84% of applicants completed.

Applicants hail from nearly every corner of the world: from 207 countries in all continents (save Antarctica). Most international applicants are from Asia, especially China which has almost twice as many applicants as all non-Asian countries combined.

International Undergraduate Admissions

Figure 4 - International Undergraduate Admissions Funnel



Broad Based Admissions

The 2014 admission cycle represented the third year where all direct-entry applicants to the UBC Vancouver campus were required to submit a personal profile for consideration in the undergraduate admission decision. Although grades still play a very important role in selecting the incoming class of UBC students, the use of the personal profile allows for a more holistic admissions evaluation. The profile consists of 3-5 short answer questions where applicants identify significant personal or academic experiences, describing what they have learned from their experiences.

Personal profiles are scored by two readers against a faculty-specific rubric. Readers are mostly UBC faculty, staff and alumni. To prevent against bias, profiles are scored via a “blind read”; readers are unaware of the applicant’s identity, where they go to school, what their grades are, and the extent to which the profile score will impact the admission decision. If the readers’ scores differ by too wide a margin, a third read is initiated. In total, 50,742 assessments of applicant personal profiles were conducted to select the 2014 incoming class of UBC students. The applicant’s personal profiles scores

are combined with his/her admission average to determine competitiveness within the applicant pool and to render an admission decision.

The use of Broad-Based Admission criteria serves many purposes. One goal is to widen access to UBC. Although the undergraduate admission process is fundamentally a “zero-sum game” and Broad-Based Admissions does not increase the total number of students who gain admission, it does affect who gets admitted. It is estimated that Broad-Based Admissions affects 15% of the first-year class. In other words, 15% of the Vancouver campus’ 2014 first-year class would not have been admitted in a grades-only admission decision-making model. This is significant as preliminary research suggests that the use of a personal profile in the undergraduate admission process has a positive (albeit small) effect on enrolling students who are more likely to be engaged with their peers and their campus community.

Another goal was to further prepare students for their eventual life in the workplace. Students selected via broad-based admission are more well-rounded, better able to work in groups, and better leaders. These qualities, combined with their academic achievements, make for outstanding graduates.

By evaluating applicants on their accomplishments (both academic and non-academic) and their personal characteristics, UBC sends a positive message to the community about the qualities the institution values in its graduates. UBC’s increased use of broader criteria has been well received by schools on both a local and a national level. Proactive communication efforts from UBC have increased the public’s comfort with a formerly mechanical admission-decision-making process (i.e. based solely upon an academic average) that is now made with an element of subjectivity.

Finally, Broad-Based Admission is beneficial to the student recruitment process. The personal profile provides a wealth of information that can be used to strategically target UBC’s student recruitment resources to help the institution achieve its enrolment goals and enrol the best and the brightest.

Enrolment

Total undergraduate enrolment at UBC Vancouver continues to climb, with most of this growth occurring in the international student population.

Within this report we will be primarily discussing headcount (where each student is counted once), but some measures are better expressed as full-time equivalents, or FTEs, where the number of credits students enroll in determine their FTE (a student taking half the required courses would equal 0.5 FTEs). These FTEs are particularly important when discussing funded targets, which the Provincial Government expresses in terms of FTEs. In terms of enrolment planning, UBC uses historical trends and future projections, as well as qualitative metrics, to project how many students (headcount) will be needed to meet FTE targets in the future.

Overall Student Headcount

Enrolment at the Vancouver campus has grown to 51,447 students, an increase of 3% (1,551 students) over 2013-14 [Table 1]. Undergraduate enrolment grew 3%, while graduate enrolment has remained stable owing to a slight increase in Masters students offsetting a slight decrease in Doctoral students. Female students [Figure 5] account for 55% of the graduate population and 54% of the undergraduate population. 85% of all graduate students, and 68% of all undergraduate students are studying full-time [Figure 6].

Table 1 - Overall Enrolment by Program Type (Headcount)

Student Level	Program Type	2,008	2,009	2,010	2,011	2,012	2,013	2,014
Graduate	Doctoral Degree	3,335	3,469	3,517	3,660	3,727	3,678	3,627
	Masters Degree	5,389	5,783	6,112	6,300	6,299	6,234	6,362
	Non-Degree	7	1	3	3	8	2	1
	Total	8,731	9,253	9,632	9,963	10,034	9,914	9,990
Undergraduate	Diploma & Certificate	2,478	2,469	2,336	2,216	2,172	2,169	2,265
	Non-Degree	2,537	2,670	2,720	2,708	2,458	2,402	2,776
	Post-Baccalaureate Degree	2,594	2,650	2,645	2,553	2,483	2,540	2,566
	Residents	1,056	1,121	1,158	1,202	1,232	1,269	1,326
	Undergraduate Degree	27,783	28,770	28,959	29,643	30,859	31,602	32,524
	Total	36,448	37,680	37,818	38,322	39,204	39,982	41,457
UBCV Total		45,179	46,933	47,450	48,285	49,238	49,896	51,447

Figure 5 - Student Level, by Gender

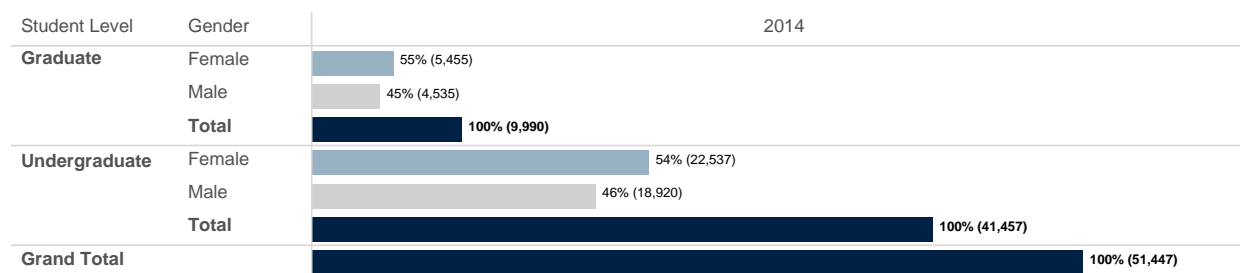
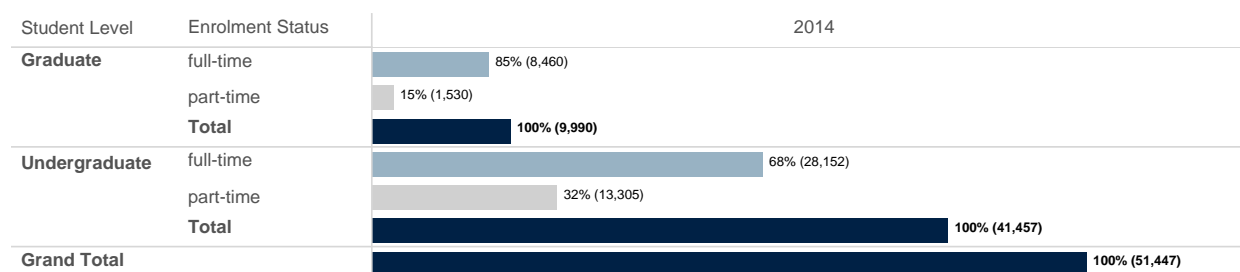


Figure 6 - Student Level, by Enrolment Status

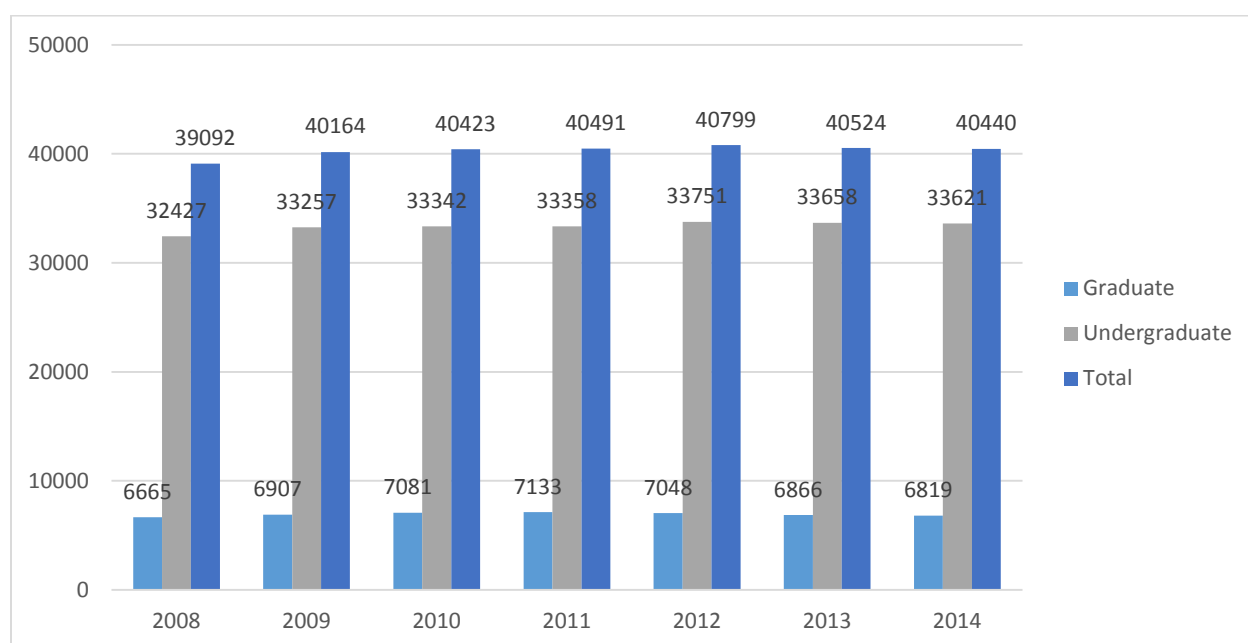


Most Vancouver students are domestic, but the proportion of international students has increased to 21% of total.

Domestic Enrolment

Domestic students are Canadian citizens, permanent residents, or refugees. In 2014W, there are 40,440 domestic students registered at Vancouver [Figure 7]. Of these, 33,621 (83%) are undergraduate. Domestic enrolment for both undergraduates and graduates has declined very slightly since 2013, essentially remaining constant as planned.

Figure 7 - Domestic Student Enrolment-UBCV



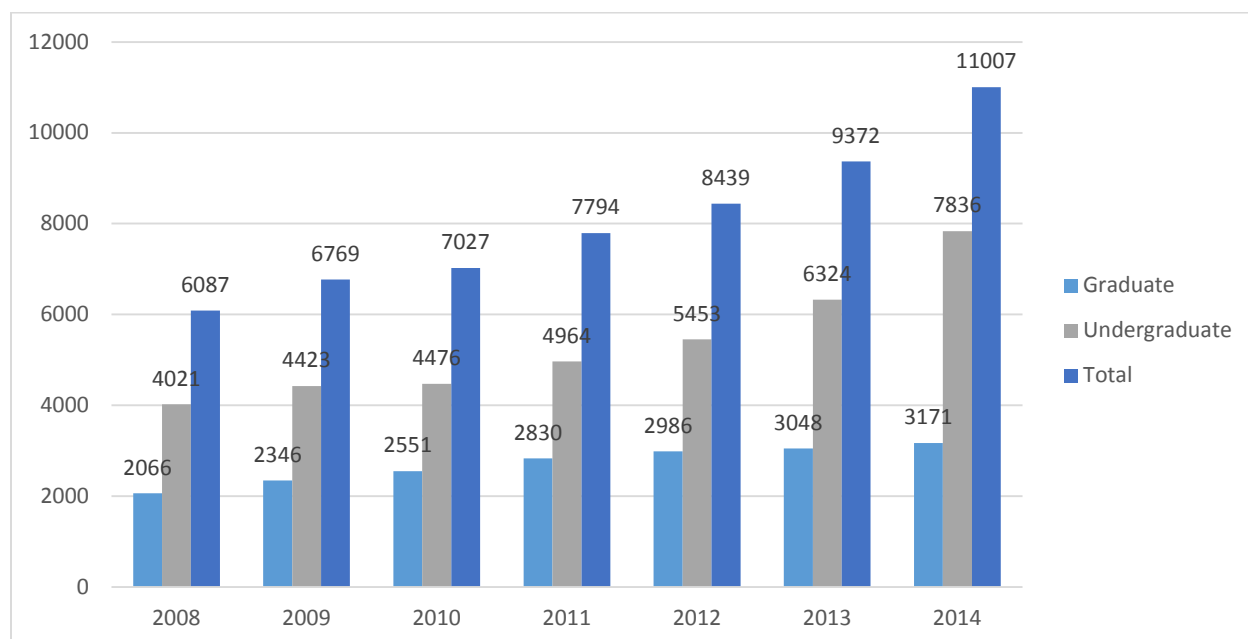
International Enrolment

International students consist of students requiring a visa in order to attend UBC (student visa, work permit, minister's permit, or diplomatic visa), and fall in two main categories: ISI (international student initiative) who are typically degree-seeking or unclassified and are charged an international rate, or exchange students, who are not assessed fees.

In 2014W there are 11,007 international students registered at Vancouver representing 21% of the total Vancouver enrolment [Figure 8]. While in absolute numbers more international students are undergraduate (there are 7,836 of them), the *ratio* of international students to domestic is higher for graduate students than undergraduates: they make up 32% of graduate students, but only 19% of undergraduate.

Recruitment strategies for the Vancouver campus (which focus on direct entry programs¹) continue to be extremely successful showing a 24% increase in undergraduate international FTEs for 2014. This increase comes at a time when competition for international students continues to grow both nationally and internationally. We only see a slight increase (4%) for graduate programs, yielding an overall increase of 22% for both student levels.

Figure 8 - International Student Enrolment-UBCV



UBC students come from all over the world [Figure 9]. In winter 2014 32% of the international students carried Chinese citizenship, followed by students from the United States (11%) [Table 2]. The mix of students from different countries has changed over the last 5 years: Chinese citizens represent a much larger share of the International student population than they did 5 years ago.

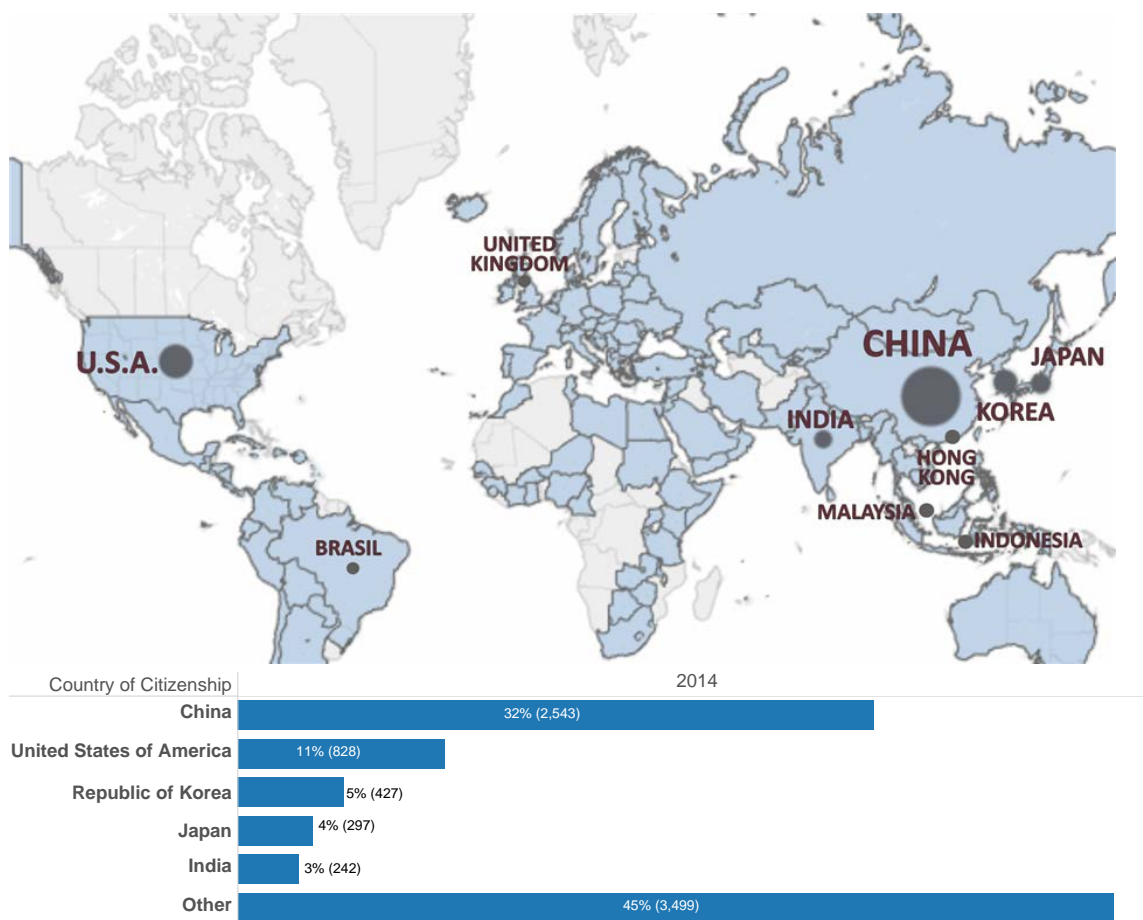
The growth of Chinese student enrolments is not limited to UBC and can also be seen across North America, as China is the number one sending country for students attending universities in the U.S., and is also true for many of our Canadian peer institutions. UBC has fared comparatively well with students carrying US citizenship: Decreases in students with US citizenship have been common among our Canadian peers as well, with some institutions reporting 20% declines. Decreases in students from Korea and Japan can be partially explained by demographic declines among the 18-22 year old population in those countries.

¹ Direct-entry refers to programs where students are able to start at UBC directly from secondary school without any post-secondary education. The majority of first year students do come to UBC directly from a high school but there are also many students who transfer into first year at UBC from another post-secondary institution.

Table 2 - International Undergraduate Enrolment by Country of Citizenship

Country of Citizenship	2009		2014	
China	781	18%	2,543	32%
United States of America	831	19%	828	11%
Republic of Korea	473	11%	427	5%
Japan	250	6%	297	4%
India	100	2%	242	3%
China, Hong Kong SAR	137	3%	229	3%
United Kingdom of Great Britain and Northern Ireland	122	3%	227	3%
Malaysia	110	2%	188	2%
Indonesia	126	3%	183	2%
Mexico	168	4%	112	1%
Other	1,325	30%	2,560	33%
Grand Total	4,423	100%	7,836	100%

Figure 9 - International Undergraduate Enrolment by Country of Citizenship

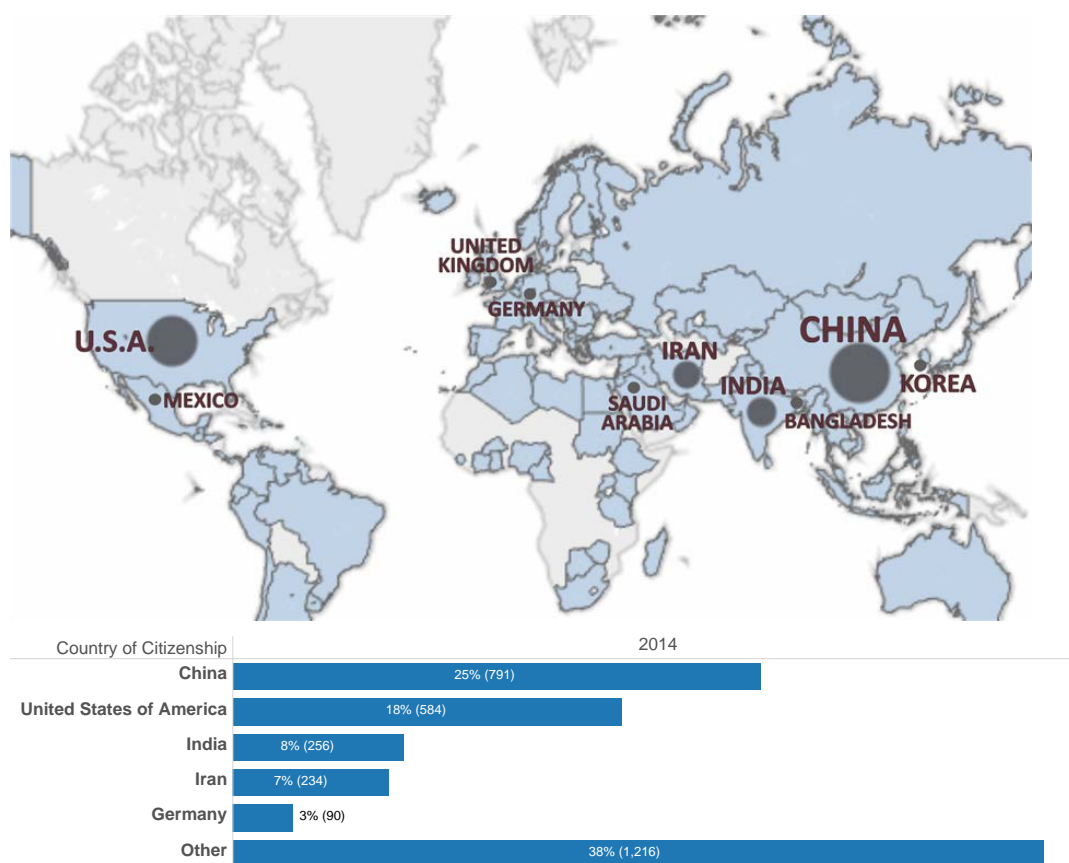


At the graduate level, international students from China represent 25% of the total international graduate student body, an increase of 5 percentage points compared to 2009, while we have a lower percentage of students (18%) from the United States than 5 years ago (22%) [Table 3].

Table 3 - International Graduate Enrolment by Country of Citizenship

Country of Citizenship	2009		2014	
China	464	20%	791	25%
United States of America	521	22%	584	18%
India	143	6%	256	8%
Iran	237	10%	234	7%
Germany	66	3%	90	3%
Mexico	84	4%	82	3%
United Kingdom	54	2%	80	3%
Saudi Arabia	36	2%	70	2%
Republic of Korea	58	2%	50	2%
Japan	53	2%	26	1%
Other	630	27%	908	29%
Grand Total	2,346	100.00%	3,171	100.00%

Figure 10 - International Graduate Enrolment by Country of Citizenship



Undergraduate Enrolment

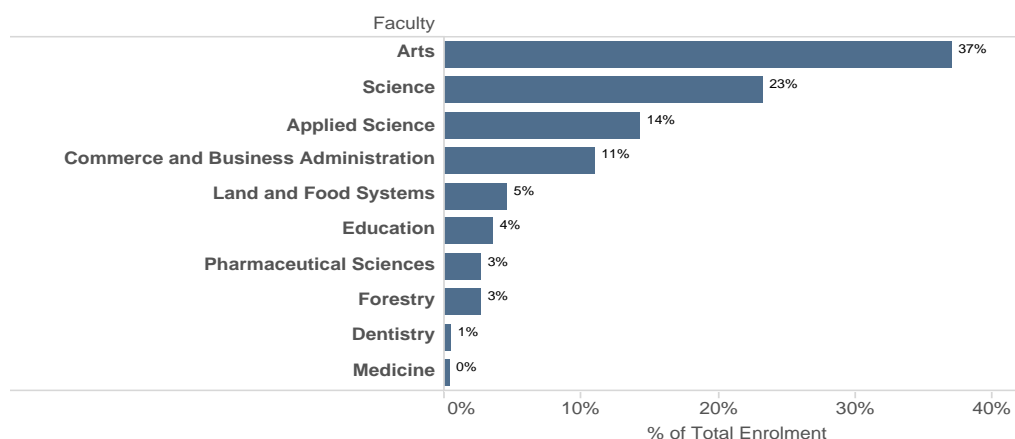
There were 41,457 Undergraduate students at the Vancouver campus [Table 4], representing 81% of the campus total enrolment. 68% of all undergraduate students are studying full-time [Figure 5]. At the Undergraduate level, UBC offers a mix of programs including Baccalaureate and Post-Baccalaureate Degrees, Diplomas and Certificates, Residencies, and Non-Degree programs.

Table 4 - Undergraduate Programs, by Type

Faculty	Diploma & Certificate	Non-Degree	Post-Baccalaureate Degree	Residents	Undergraduate (Baccalaureate) Degree	UBCV Total
Applied Science					4636	4636
Arts	43				12061	12104
Commerce and Business Administration	1720				3586	5306
Dentistry			212	6	171	389
Education	482		629		1165	2276
Forestry					879	879
Land and Food Systems					1477	1477
Law			558			558
Medicine	19		1167	1284	113	2583
No Faculty		2776				2776
Pharmaceutical Sciences				36	882	918
Science	1				7554	7555
Grand Total	2265	2776	2566	1326	32524	41457

Within the undergraduate population, the Faculties of Arts (37%), Science (23%), and Applied Science (14%) serve the largest proportion of Undergraduate (Baccalaureate) Degree seeking students [Figure 11].

Figure 11 - UBCV Domestic Funded and Actual FTE



Graduate Enrolment

There were 9,990 Graduate students at the Vancouver campus, representing 19% of the campus total enrolment [Figure 12]. 36% of graduate students are enrolled in a doctoral program [Figure 13].

Figure 12 - UBCV 2014W Headcount Enrolment

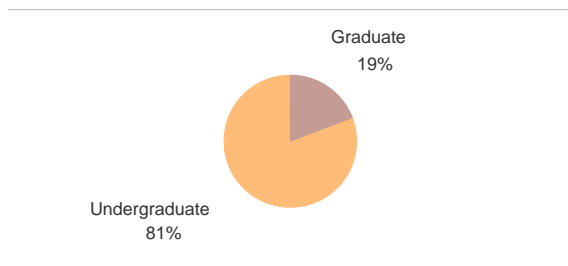
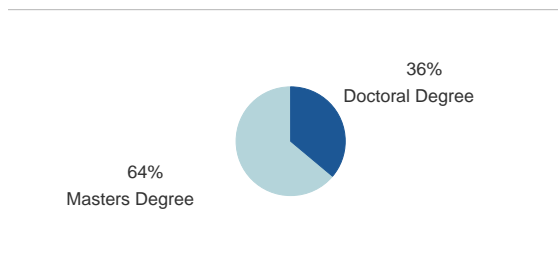


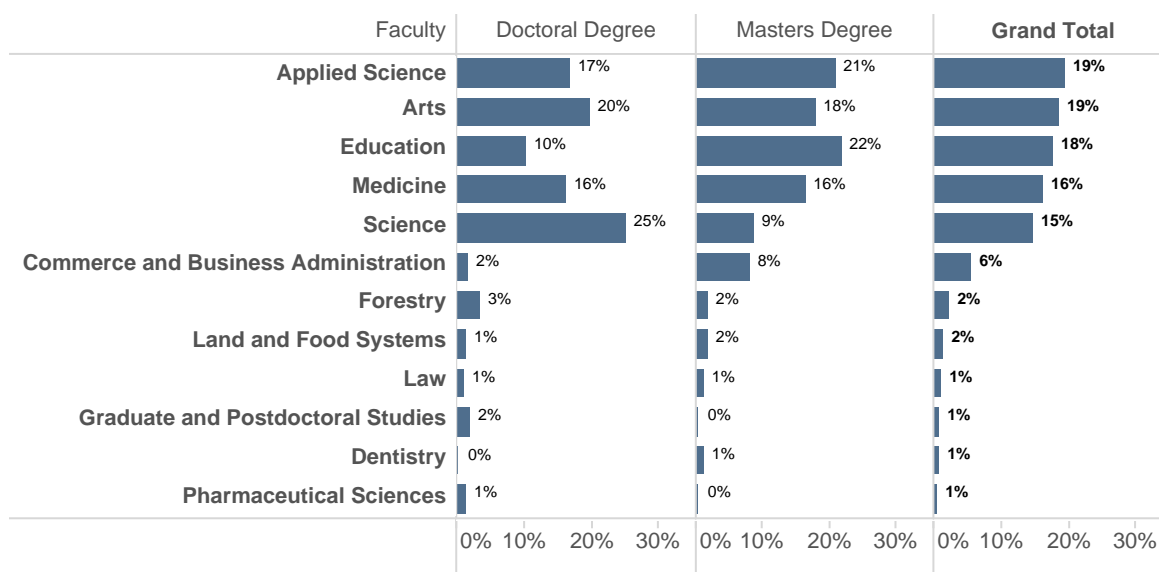
Figure 13 - UBCV 2014W Graduate Enrolment



85% of all graduate students are studying full-time, slightly less (1.5%) than were full time in the previous year [Figure 5].

Almost 90% of graduate students are clustered in five faculties: Arts, Applied Science, Education, Medicine, and Science [Figure 14].

Figure 14 - UBCV 2014W Graduate Students by Program and Faculty (Nov 1st)



Most graduate students (64%) are enrolled in masters degrees, while 36% are enrolled in doctoral degrees [Table 5]. Within the masters degrees, 27% of students are enrolled in course based Masters degrees, 33% research based masters degrees, and 41% are thesis optional masters degrees [Table 6]. The mix of these types of programs within each faculty varies: Graduate Studies, Science, Pharmacy, and Forestry have the highest proportion of doctoral students, while Commerce has the highest ratio of non-thesis students.

Table 5 - Graduate Students by Program Type

Faculty	Doctoral Degree	Masters Degree	
Applied Science	31%	69%	100%
Arts	39%	61%	100%
Commerce and Business Administration	11%	89%	100%
Dentistry	13%	87%	100%
Education	21%	79%	100%
Forestry	54%	46%	100%
Graduate and Postdoctoral Studies	82%	18%	100%
Land and Food Systems	31%	69%	100%
Law	40%	60%	100%
Medicine	36%	64%	100%
Pharmaceutical Sciences	70%	30%	100%
Science	62%	38%	100%
Grand Total	36%	64%	100%

Table 6 - Masters Students by Degree Type

Faculty	Masters Degree			UBCV Total
	Course Based	Research	Thesis Optional	
Applied Science	30%	34%	35%	100%
Arts	6%	45%	48%	100%
Commerce and Business Administration	96%	4%		100%
Dentistry		25%	75%	100%
Education	29%	20%	51%	100%
Forestry	19%		81%	100%
Graduate and Postdoctoral Studies		100%		100%
Land and Food Systems	38%	55%		100%
Law	60%	40%		100%
Medicine	22%	33%	45%	100%
Pharmaceutical Sciences		100%		100%
Science		55%	45%	100%
Grand Total	27%	33%	41%	100%

Aboriginal Enrolment

The expansion of educational opportunities for Aboriginal people is one of the key objectives in the UBC Plan, *Place and Promise*. Among many other goals it includes initiatives regarding the recruitment and admission of aboriginal students. Detailed information can be found at:

<http://strategicplan.ubc.ca/the-plan/aboriginal-engagement/>

In order to report on Aboriginal students, we must be able to identify them. Fortunately there are several sources of information. Students can self-identify as aboriginal on student surveys, upon admission to the university and on the Student Information System (SIS). Also, every year since 2008 the Ministry of Advanced Education Student Transition Project (STP) produces data which merges undergraduate enrolment records at B.C. post-secondary institutions to B.C. high school records. By combining data from all these sources, we can get a minimum measure of aboriginal student participation rates at UBC. According to these datasets, there are 951 aboriginal students (67 of which are pursuing a doctoral degree, while 143 are pursuing a masters degree) registered at UBC-V in 2014, representing 2% of the total degree-seeking student population [Table 7]. Aboriginal student participation at both the graduate and undergraduate level remains constant at 2% since 2009.

Table 7 - Aboriginal Student Enrolment at UBCV (includes international students)

Student Level	Aboriginal Status	Program Type	2009	2010	2011	2012	2013	2014
Graduate	Aboriginal	Doctoral Degree	60	65	66	64	65	67
		Masters Degree	91	106	125	135	145	143
		Total	151	171	191	199	210	210
	Non-Aboriginal	Doctoral Degree	3,409	3,452	3,594	3,663	3,613	3,560
		Masters Degree	5,692	6,006	6,175	6,164	6,089	6,219
		Non-Degree	1	3	3	8	2	1
	Total	9,102	9,461	9,772	9,835	9,704	9,780	
Total Population		9,253	9,632	9,963	10,034	9,914	9,990	
Undergraduate	Aboriginal	Diploma & Certificate	18	19	19	21	24	15
		Non-Degree	33	65	65	43	29	22
		Post-Baccalaureate Degree	132	150	150	158	148	145
		Residents	7	12	6	11	14	16
		Undergraduate Degree	418	459	500	527	539	543
	Total	608	705	740	760	754	741	
	Non-Aboriginal	Diploma & Certificate	2,451	2,317	2,197	2,151	2,145	2,250
		Non-Degree	2,637	2,655	2,643	2,415	2,373	2,754
		Post-Baccalaureate Degree	2,518	2,495	2,403	2,325	2,392	2,421
		Residents	1,114	1,146	1,196	1,221	1,255	1,310
		Undergraduate Degree	28,352	28,500	29,143	30,332	31,063	31,981
		Total	37,072	37,113	37,582	38,444	39,228	40,716
Total Population		37,680	37,818	38,322	39,204	39,982	41,457	
UBCV Total		46,933	47,450	48,285	49,238	49,896	51,447	

The number of Aboriginal students graduating with a degree from UBC has increased from 117 students in 2008 to 196 students in 2013. Of those who graduated in 2013, 20% graduated with a graduate degree [Table 8].

Table 8 - Degrees Awarded (Aboriginal Students)

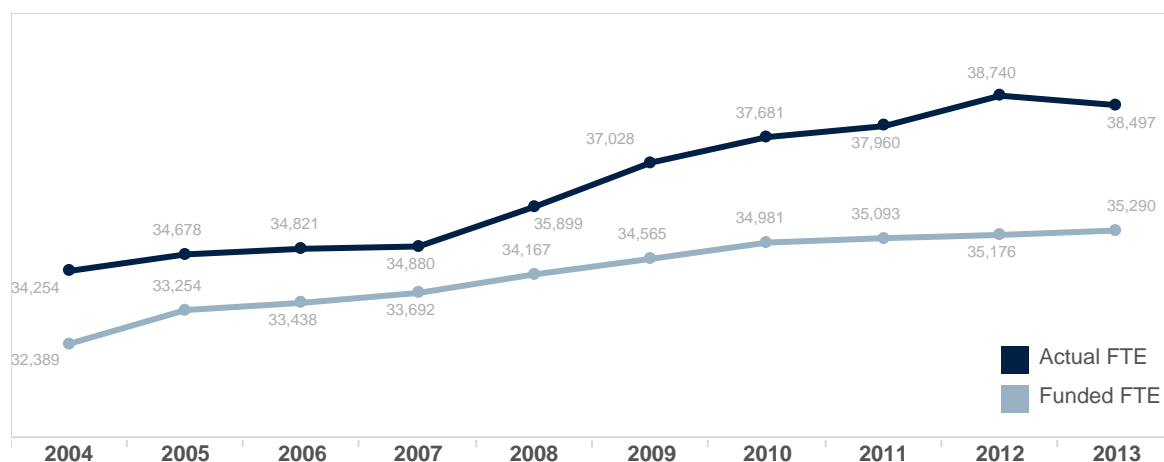
Degree Type	2008	2009	2010	2011	2012	2013
Graduate Degree	25	32	22	31	57	39
% Graduate Degrees Awarded	21%	20%	18%	19%	29%	20%
Post-Baccalaureate Degree	26	40	33	37	47	65
Undergraduate Degree	66	86	65	96	91	92
Total Degrees awarded	117	158	120	164	195	196

Actual FTE Compared to Funded Targets

BC's Ministry of Advanced Education provides funding to UBC, and in return sets enrolment expectations or "targets." These targets are for domestic students, exchange students, and graduate students; there are both specific targets for individual programs (mostly in Health, e.g. the Physiotherapy program, or the Bachelor of Science in Nursing) and overall targets for undergraduate and graduate students. The targets are expressed as Full-Time Equivalent students (FTEs), where the number of credits taken is divided by the normal full-time load expected of each student.

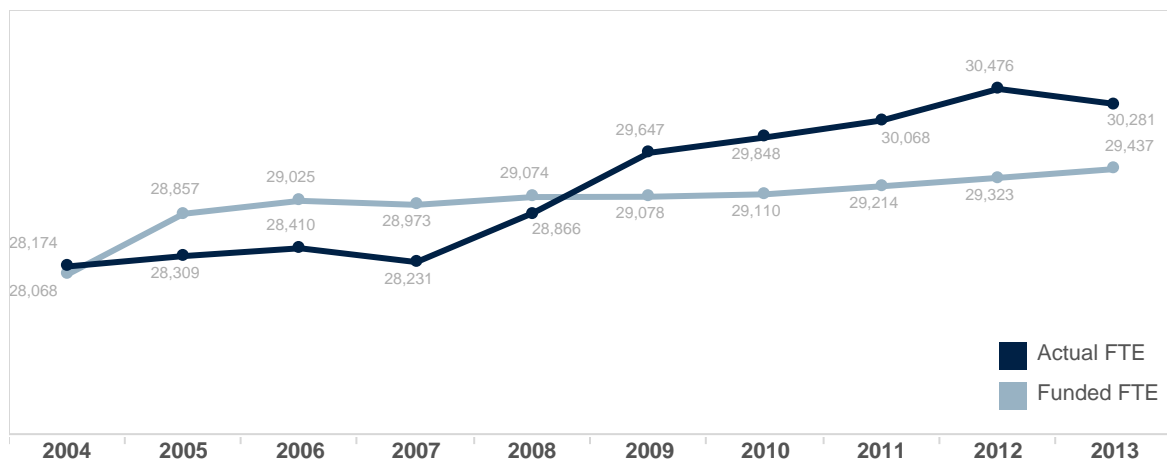
Total enrolment at UBC Vancouver has consistently been above the Ministry funded targets [Figure 15]. At the close of our most recent year, 2013, we exceeded targets by 3,207 FTEs. This wide gap is mainly attributable to graduate enrolment, which is substantially higher than graduate targets.

Figure 15 - UBCV Domestic Funded and Actual FTE



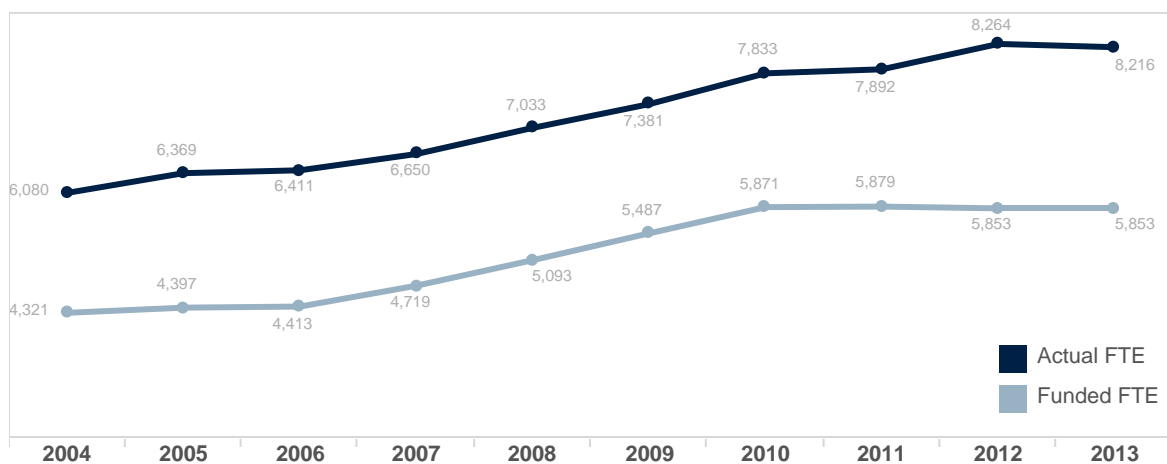
Undergraduate FTE enrolment is 844 FTE above the Ministry target [Figure 16]. The graph shows UBC did not meet its undergraduate target from 2005 through 2008—but at the time this was an intentional strategy: to hold undergraduate enrolment constant to 2003's numbers, and apply any increases in funded enrolment to graduate student enrolment instead.

Figure 16 - UBCV Domestic Undergraduate Funded and Actual FTE



The results of this strategy can be seen below [Figure 17]: graduate FTEs have grown from 1,759 FTE above target, to 2,363 FTE above target. These large numbers of graduate students help to strengthen UBC's position as a world-renowned research-intensive university, and there are no plans to decrease enrolment to hit closer to target.

Figure 17 - UBCV Domestic Graduate Funded and Actual FTE



Student Retention & Graduate Time to Completion

Undergraduate Student Retention

Undergraduate retention is defined as the percentage of first time, first year, full-time, degree-seeking students who register in the following year. This definition is based on the standards of the international Consortium for Student Retention Data Exchange, so that UBC's results can be compared to peer institutions across Canada and the world. For this report, students who transfer to a new degree program are considered to be retained so long as they remain on campus.

Retention rates at UBC Vancouver are high for most programs [Figure 18 / Table 9].

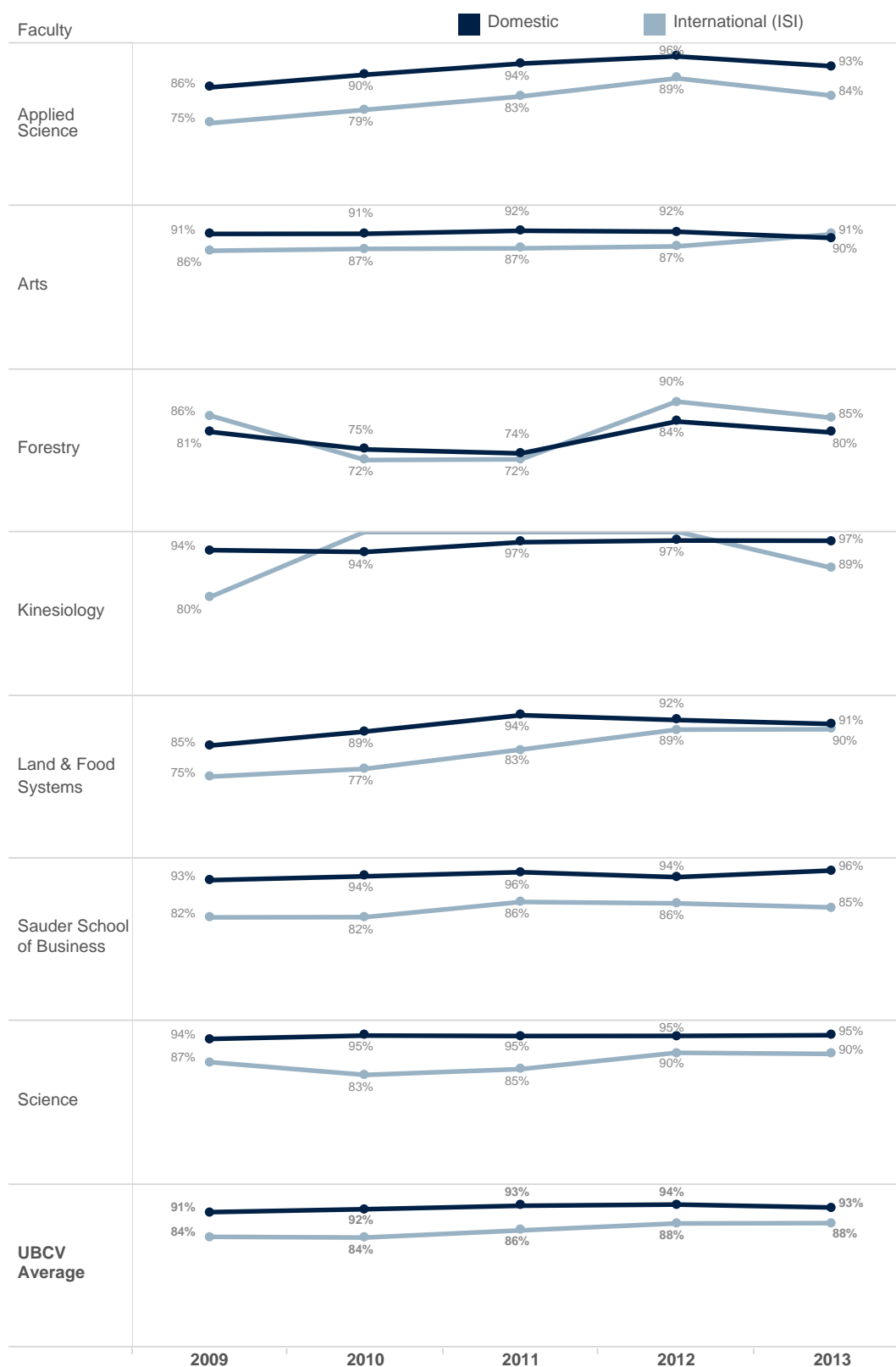
UBC's efforts to support a growing number of students from diverse backgrounds, such as enhancements to orientation, transition and student support programs, as well as guaranteed housing for first year students have resulted in improved retention rates for international students: from 84% to 88% in the last 5 years.

In this time, UBC has narrowed the gap between domestic and international retention rates. Because international students are typically more mobile, raising the rate to nearly 90% has been a good outcome. There will always be some students who are not retained: the majority of attrition is attributable to students who unfortunately did not succeed academically, who were either required to withdraw, or put on academic probation. Almost all of the students who qualify for promotion are retained at UBC Vancouver.

Table 9 - UBCV Retention Rate (Year 1 to 2)

	2009		2010		2011		2012		2013	
Faculty	Domestic	Int'l (ISI)	Domestic	Int'l (ISI)	Domestic	Int'l (ISI)	Domestic	Int'l (ISI)	Domestic	Int'l (ISI)
APSC	86%	75%	90%	79%	94%	83%	96%	89%	93%	84%
ARTS	91%	86%	91%	87%	92%	87%	92%	87%	90%	91%
FRST	81%	86%	75%	72%	74%	72%	84%	90%	80%	85%
KIN	94%	80%	94%	100%	97%	100%	97%	100%	97%	89%
LFS	85%	75%	89%	77%	94%	83%	92%	89%	91%	90%
COMM	93%	82%	94%	82%	96%	86%	94%	86%	96%	85%
SCIE	94%	87%	95%	83%	95%	85%	95%	90%	95%	90%
UBCV	91%	84%	92%	84%	93%	86%	94%	88%	93%	88%

Figure 18 - UBCV Retention Rate (Year 1 to 2)



Graduate Time to Completion

Academic progression in the graduate studies realm is generally measured using the following outcomes: have they completed their degree, withdrawn, transferred programs, or are they still registered in their original program. For research-based programs, both completion times and rates of completion may be important indicators of quality (of both program and student). Disciplinary differences of completion times and rates at UBC reflect trends observed world-wide, with recent UBC values for doctoral programs ranging from (for Engineering) 5.1 years to completion and ultimate completion rates of 69%, to (for the Humanities) 6 years to completion and a completion rate of 65%. [Table 10 & 11, Figure 19 & 20]. Relative to Canadian universities, UBC has one of the highest PhD completion rates, but has somewhat longer than average PhD completion times.

The following tables and graphs represent 6 year outcome data for masters degrees (2004-07 cohorts), and 9 year outcome data for doctoral degrees (2001-04 cohorts).

Table 10 - Masters Time to Completion (2004-2007 Intake Cohorts)

Degree Level	Program Type	Graduation Rate	Average Years Graduation	# Graduating	Total
Masters	Research Intensive	87.3%	2.58	1,867	2,139
	Thesis Optional	92.9%	2.29	2,969	3,197
	Course Based	87.5%	2.11	915	1,046

Table 11 - Doctoral Time to Completion (2001-2004 Intake Cohorts)

Degree Level	Program Type	CIP	Graduation Rate	Average Years Graduation	# Graduating	Total
Doctoral	PhD/DMA		74.90%	5.54	1,152	1,539
		Education	75.57%	5.48	133	176
		Engineering	69.46%	5.12	116	167
		Health Sciences	80.74%	5.41	197	244
		Humanities	65.00%	6.01	117	180
		Sciences	81.63%	5.49	400	490
		Social Sciences	70.00%	5.81	168	240

Graduate Student Outcomes

Figure 19 - Masters (Research Intensive) Student Outcomes (2004-2007 Intake Cohorts)

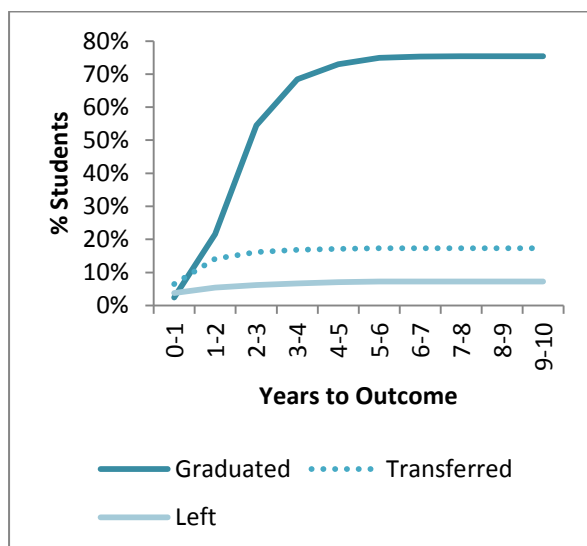
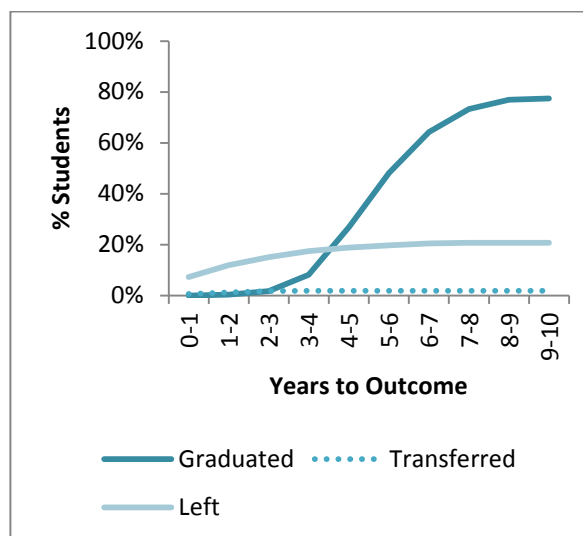


Figure 20 - PhD Student Outcomes (2001 to 2004 Intake Cohorts)



In addition to being potentially reflective of sub-optimal systemic attributes of programs or environment, long doctoral completion times have negative impacts in a number of areas: they are costly to both students and the institution, they reduce students' lifetime contribution to the workforce, and they potentially discourage students from considering doctoral education. These issues are doubly relevant for those disciplines which commonly require completion of a masters degree prior to the PhD, and/or long postdoctoral fellowship times. Doctoral time to completion has improved slightly in the previous year (for example, it is now 5.1 years in Engineering versus 5.3 one year ago; in Humanities, it is now 6.0, versus 6.3 one year ago).

UBC is approaching the issue of doctoral completion times in a number of different ways, including a renewed focus on funding and supervision, support for students writing their dissertations, increased attention to and dissemination of data, and ongoing and planned conversations about program structure. In an effort to be as transparent as possible about these issues to prospective students, the Faculty of Graduate and Postdoctoral Studies now posts online the completion rates and times for all its graduate programs.

For Masters students [Table 12], about 16% of students choose to transfer into a new program within 2-3 years of starting, while 6% choose to leave. Comparatively, very few PhD students transfer to another program (1-2%), while 15% leave entirely after 2-3 years.

Table 12 - Masters (Research Intensive) Student Outcomes (2004-2007 Intake Cohorts)

Years to Outcome	Graduated		Transferred		Left		Grand Total
0-1	59	2%	162	6%	95	4%	316
1-2	539	22%	353	14%	135	5%	1027
2-3	1360	55%	402	16%	154	6%	1916
3-4	1708	68%	421	17%	167	7%	2296
4-5	1821	73%	427	17%	177	7%	2425
5-6	1869	75%	432	17%	182	7%	2483
6-7	1879	75%	432	17%	182	7%	2493
7-8	1881	75%	432	17%	182	7%	2495
8-9	1881	75%	432	17%	182	7%	2495
9-10	1881	75%	432	17%	182	7%	2495

Table 13 - PhD Student Outcomes (2001 to 2004 Intake Cohorts)

Years to Outcome	Graduated		Transferred		Left		Grand Total
0-1	0	0%	9	1%	107	7%	116
1-2	4	0%	17	1%	176	12%	197
2-3	25	2%	25	2%	221	15%	271
3-4	120	8%	27	2%	257	17%	404
4-5	396	27%	27	2%	278	19%	701
5-6	710	48%	27	2%	290	20%	1027
6-7	947	64%	27	2%	301	20%	1275
7-8	1081	73%	27	2%	305	21%	1413
8-9	1133	77%	27	2%	305	21%	1465
9-10	1142	77%	27	2%	305	21%	1474

Strategic Initiatives

Enrolment Planning

Enrolment targets for the next five years reflect the long-term enrolment strategy developed by Deans and Associate Deans in conjunction with the Provost's Office. Current plans are to gradually decrease domestic undergraduate enrolment to be closer to (but still above) government funded targets. Intake targets for undergraduate ISI students are expected to increase, but are still under consideration and will be submitted to the Senate Admissions Committee for approval once agreement is reached. We expect that overall graduate enrolment will remain relatively constant.

Efforts have begun to coordinate enrolment planning processes across campuses. A key component of this coordination effort is the creation of real-time dashboards that report on admissions and enrolment across both campuses and their respective degree programs. Further, a review of the effectiveness of the holistic (broad based) admission process is underway.

Vantage College

“Vantage One” offered by UBC Vantage College is an innovative 11 month program that accepts academically strong students who would not otherwise be admissible due to their language skills. The program combines first year courses, from Arts or Science, with academic English courses and a project course that integrates material across the disciplines. The goals of the program include providing an exceptional 1st year experience and being a center for innovation and excellence in pedagogy, curriculum, intercultural understanding, and student experience.

In 2014, UBC welcomed our first cohort of students for Vantage College: 85 students have commenced the Vantage One Bachelor of Arts, while 103 students have entered the Vantage One Bachelor of Science program. Successful students will enter year 2 of the BA and BSc programs respectively in September 2015 and plans to expand Vantage One at UBC Vancouver to include Engineering are underway.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine
Dean's Office
317 - 2194 Health Sciences Mall
Vancouver, BC Canada V6T 1Z3

Phone 604 822 2421
Fax 604 822 6061
www.med.ubc.ca

>> sent via email

September 30, 2014

Mr. Christopher Eaton
Associate Registrar & Director
Office of the Senate
Brock Hall 2016 – 1874 East Mall
University of British Columbia

Dear Mr. Eaton,

I am writing to request approval from Senate for the proposed "Policy on Partner Appointments" from the Faculty of Medicine. This change has the support of the Faculty of Medicine executive and was approved at our Faculty Executive Committee meeting on September 16, 2014, subject to the ratification of Full Faculty.

Partner appointments are academic appointments in the Faculty of Medicine which allow the Health Authorities and Health Profession Corporations, as defined in Section 43 of the Health Professions Act, to invest in and support physicians and other health professionals to participate in research and medical training activities of the Faculty of Medicine. These appointments will provide opportunities for recruitment and support of individuals who will foster the translation of research and learning into improved health for individuals and communities in British Columbia and elsewhere.

The previous version of "Policy on Partner Appointments" was approved by the Faculty Executive Committee in December 2009, but did not go to Senate. After working through a number of these appointments over the last five years, we are amending the policy to provide more clarity on the terms and conditions for the appointment and promotion of partner appointees. We are also seeking formal UBC endorsement of the policy by Senate.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Gavin", written over a blue line.

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

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

POLICY ON PARTNER APPOINTMENTS

- I. Introduction
- II. Description of Partner Appointments
 - a. Definition of Partner Appointments
 - b. Rights & Privileges
- III. Governance
- IV. Terms of Appointment, Titles and Ranks
- V. Criteria for Appointment, Reappointment and Promotion of Partner Appointments
- VI. Leave of Absence
- VII. Termination of Appointment

I. INTRODUCTION

The University of British Columbia (“UBC”) through its Faculty of Medicine (“FOM”) is responsible for innovative educational and research programs in the areas of health and life sciences through an integrated and province-wide delivery model. Partner appointments are academic appointments in the FOM which allow the Health Authorities and Health Profession Corporations as defined in section 43 of the Health Professions Act to invest in and support physicians and other health professionals, engaged to provide direct or indirect patient care, to participate in the research and medical training activities of the FOM. These appointments will provide opportunities for recruitment and support of individuals who will foster the translation of research and learning into improved health for individuals and communities in British Columbia and elsewhere.

The Policy on Partner Appointments sets out the terms and conditions for the appointment and promotion of these appointees. Individuals who hold Partner Faculty Appointments will not be employed by, or receive any compensation from UBC, but will be employed by third parties who wish to invest in and support UBC research and teaching activities (“Partner Institutions”).

Physicians or other health professionals who hold faculty appointments at another university are not eligible for a Partner appointment at UBC concurrent with an appointment at their home university.

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF MEDICINE

II. DESCRIPTION OF PARTNER APPOINTMENTS

A. Definition of Partner Appointments

Partner Appointments are academic appointments made at the rank of Assistant Professor (Partner), Associate Professor (Partner) and Professor (Partner) to physicians, health professionals, and researchers with qualifications, experience and reputation equivalent to individuals in the tenure track professorial ranks. Partner appointees are expected to maintain an active research and scholarly program, to participate fully and with distinction in undergraduate, graduate and postgraduate education, and to contribute service within the University and community.

Partner Appointees receive no salary or benefits from the University. A physician or health professional seeking a Partner Appointment must be sponsored by a Partner Institution and must meet all requirements for appointment set out in this Policy. The decision whether to grant a Partner appointment will be made by UBC.

B. Rights & Privileges

Partner appointees are members of the Faculty of Medicine and of the Department or School in which they are appointed. As members of the University's teaching staff, Partner appointees are eligible to teach courses or supervise students and may be eligible to teach graduate students and graduate programs in accordance with the policies of the Faculty of Graduate and Postdoctoral Studies.

Partner Appointees will have access to UBC Library, will hold voting rights for departmental and school elections and FOM elections and at Full Faculty Meetings. Partner Appointees who are invited to participate on a departmental or Faculty standing committee will be eligible to vote on that committee. If participating on a Department Appointment and Promotion Committee, voting rights are applicable to Partner Appointments only.

Partner Appointees will be eligible to hold research grants administered through UBC, as well as, apply for honorifics following the guidelines set out in [Policy 47: Chair, Professorship and Distinguished Scholar Honorifics](#). Partner appointees may apply for external salary awards (if eligible based on criteria set out by the funding agency, and if the salary award is not required to be administered through UBC).

Partner appointees may hold certain administrative appointments which will be subject to the approval of the partner institution.

Partner appointees may apply for tenure track or grant tenure track appointments in response to a UBC recruitment process.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

III. GOVERNANCE

The appointment, reappointment and promotion procedures for Partner Appointments will be governed by the following:

- a) The appointment is subject to the approval of the Board of Governors in accordance with [UBC Policy 25: Board of Governors Appointments](#) and [UBC Policy 42: Faculty Term Appointments Without Review](#). The appointment is non-salaried and non-tenured and may be terminated by the University with a minimum of 30 days' written notice.
- b) The appointment is granted subject to the Faculty of Medicine Policy on Partner Appointments and all applicable UBC and FOM policies, including Policy #85 (Scholarly Integrity), #87 (Research), and #88 (Patents and Licensing) as amended from time to time.
- c) The appointment must have the support of a UBC Department Head or School Director and is subject to sponsorship and continued support of the Partner Institution as outlined in the Sponsorship Letter. If a Partner Institution withdraws support for the Partner appointee the appointment will be terminated by the University providing a minimum 30 days' written notice in accordance with Section 1.7 of Policy 42.
- d) A Partner appointee's academic duties and responsibilities will be assigned by, carried out under the direction of, and subject to evaluation by, the UBC Department Head or School Director. UBC will consult with the Partner Institution regarding the appointee's duties and assignment of academic duties will be discussed with the appointee and will be communicated to the Partner Institution. UBC may, in its discretion, change the Partner appointee's duties and responsibilities following consultation with the Partner Institution.
- e) A Partner appointee's performance will be reviewed annually by the Department Head/School Director to ensure the appointee is meeting goals and standards required to maintain the current rank or to be promoted.
- f) Appointments, reappointments and promotions for Partner appointments will be made in accordance with the procedures for appointments and promotions set out in the Procedures section to this policy.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

IV. TERMS OF APPOINTMENT, TITLES & RANKS

- a) The term of every appointment, and the termination date, shall be clearly stated on the appointment notice received by the appointee.
- b) For the purposes of calculating years of service, all appointments shall be deemed to have commenced on July 1 of the calendar year in which the appointment began.
- c) These appointments carry no implication of automatic renewal but imply that the appointment will be considered for further appointment. They are to be reviewed before the expiration of the specified term in accordance with the criteria and procedures outlined below.
- d) Partner appointees and external communications by the University, including requests for letters of reference or recommendations for appointment or promotion must use the designation, “Assistant Professor (Partner)”, “Associate Professor (Partner)” or “Professor (Partner)”.

Partner appointees will hold one of the following ranks:

A. Assistant Professor (Partner)

- a) Appointment and reappointment at the rank of Assistant Professor (Partner) requires completion of academic qualifications and evidence of ability in teaching and scholarly and/or professional activity. Evidence will normally be required to demonstrate that the candidate is involved in scholarly and/or professional activity, is a successful teacher, and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential to meet these criteria. The evidence may include the opinion of scholars familiar with the candidate’s work and capability.
- b) Initial appointments at this rank are normally for a term of three years, ending on June 30th. Re-appointment is not automatic but will be for a term of three years. If an additional period of re-appointment is granted, it will be for additional two years, for a total of eight years.
- c) If an Assistant Professor (Partner) is not promoted within seven years of initial appointment the appointee will be provided with written notice of at least 30 days’ of the termination of the Partner Appointment. In exceptional cases, if an Assistant Professor (Partner) does not meet the criteria for promotion, but has maintained a high standard of performance in meeting the criteria of teaching, scholarly activity and service and shows promise of continuing to do so, reappointment at Assistant Professor (Partner) rank may be granted for

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

an additional three years after which a promotion and reappointment review will be required.

B. Associate Professor (Partner)

- a) Appointment at, or promotion to, the rank of Associate Professor (Partner) requires evidence of successful teaching and of scholarly activity beyond that expected of an Assistant Professor. The candidate for appointment or promotion will be judged on teaching, on sustained and productive scholarly and professional activity, on demonstrated ability to direct graduate students, and on participation in the affairs of the Department and the University.
- b) Initial appointments at this rank are normally for a term of up to five years. Re-appointment at the rank of Associate Professor is not automatic but re-appointment of up to ten years may be granted to individuals who have maintained a high standard of performance in meeting the criteria for teaching, scholarly and professional activity and service and who show promise of continuing to do so. Subsequent re-appointment will be subject to the appointee continuing to maintain the high standard of performance required of the rank of Associate Professor.

C. Professor (Partner)

- a) Appointment at, or promotion to, the rank of Professor (Partner) is reserved for those candidates whose contributions in scholarly activity, teaching and service are considered outstanding.
- b) Candidates for appointment at, or promotion to, this rank will have met appropriate standards of excellence and have wide recognition in their field of interest. Candidates will have shown high quality in teaching and sustained and productive scholarly activity, will have attained distinction in their discipline, and will have participated significantly in academic and professional affairs. Reappointment for up to ten years at a time may be granted subject to the appointee continuing to maintain the high standard of performance required at the rank of Professor. Promotion to this rank is not automatic or based on years of service and some Associate Professors will not attain this rank.

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF MEDICINE

A summary of Partner Faculty appointments, reappointments and promotions are set out below:

Partner Appointment Rank	Initial Appointment	Reappointment	Promotion Review Schedule
Assistant Professor	3 years or less	3 years & then 2 years. 3 years after year 8.	5 th year & 7 th year & then every 3 years
Associate Professor	5 years or less	Up to 10 years at a time	5 th year & then every 3 years
Professor	10 years or less	Up to 10 years at a time	n/a

D. Emeritus (Partner)

- a) Individuals holding Partner appointments may be eligible for emeritus status at the time of retirement/resignation from active University service if they are recommended by their Department/School and the Dean of the Faculty of Medicine. Partner appointees will be considered for emeritus status pursuant to the following criteria set out in [Senate Policy V-250: Emeritus Status](#):
- i. A Minimum of 15 years of continuous service as a member of the UBC teaching staff; and,
 - ii. Hold the rank of Associate Professor (Partner), or Professor (Partner); and,
 - iii. Demonstrate service that is strongly identified with the University and deemed worthy of continuing recognition.

V. **CRITERIA FOR APPOINTMENT, REAPPOINTMENT & PROMOTION**

Decisions on appointment, reappointment or promotion are made by the President on behalf of the Board of Governors, and will be made primarily on the performance of teaching and scholarly activity. Service to the academic profession, to the University and to the community will be taken into account but will not compensate for deficiencies in teaching and/or scholarly activity.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

A. Teaching

Teaching includes all methods by which students derive educational benefit, including, but not limited to, lectures, seminars, tutorials, presentations, and supervision. An individual's entire teaching contribution shall be assessed. Evaluation of teaching will be based on effectiveness as indicated by expertise in the subject matter, preparedness, presentation, accessibility to students, and influence on intellectual development of the students. Methods of teaching evaluation may vary, and formal evaluation may be sought by the University.

B. Scholarly Activity

Scholarly activity means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity. Evidence of scholarly activity will vary, but generally published work is the primary evidence. In professional or clinical studies, evidence of scholarly activity may include research on, or creation of, significant applications of fundamental theory or significant forms and applications of professional or clinical practice. Judgment of scholarly activity is based mainly on the quality and significance of an individual's contribution.

C. Service to the University and the Community

This includes service performed for the benefit of the University, and for professional organizations and the community at large. Such service might include administrative or supervisory work, service on committees and university bodies, continuing education activity including professional education, special work with professional, technical, scholarly or other organizations or with scholarly publications not falling within the definition of scholarly activity, membership on or service to governmental or public councils and boards, and other forms of academic, professional and public service.

A decision whether to renew the appointment will take into account whether the Partner appointee is consistently meeting the standards expected of the rank of the appointment and whether the Partner appointee is fulfilling the academic duties and responsibilities assigned by the UBC Department Head or School Director in consultation with the Partner Institution and as discussed with the appointee.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

VI. LEAVE OF ABSENCE

Partner appointees are eligible for a leave of absence (LOA) from academic responsibilities as set out below:

1. A Partner appointee requiring extended medical, maternity or parental leave of absence will need to be granted leave from the Partner Institution.
2. A Partner appointee should notify the Department Head/School Director in writing with advance notice where possible.
3. In some cases, with the approval of the Partner Institution, a Partner appointee may continue to fulfill his or her academic duties during the leave of absence from the Partner Institution.
4. In certain circumstances a Partner appointee, with the written support of the Partner Institution, may be granted a leave of absence from academic duties by the University notwithstanding that the Partner is not on leave from the Partner Institution.
5. Reappointment and promotion schedules may be extended by one year for Partner appointees who have been granted a maternity, parental or adoption leave by the Partner Institution. Extensions may also be granted for Partner appointees whose employment/engagement with the Partner Institution has been interrupted by short or long term disability leaves.

VII. TERMINATION OF APPOINTMENT

- a) A Partner appointment may be terminated at any time by the University giving at least 30 days' written notice in accordance with Policy #42.
- b) A Partner appointment may be terminated at the written request of the Partner Institution with reasonable notice to ensure appropriate transition plans for academic responsibilities. The University will then provide the Partner Appointee at least 30 days' written notice in accordance with Policy #42.
- c) An individual who no longer wishes to hold a Partner appointment will give notice to the UBC Department Head or School Director by March 15, in any year of the term of the appointment. Except with the agreement of the University, the appointee will continue to meet all assigned responsibilities until June 30th.
- d) If the Partner appointee is not recommended for re-appointment, the candidate will receive a minimum of 30 days written notice that their appointment with the University will be terminated upon written receipt of the decision not to extend the appointment.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

PROCEDURES:
PARTNER APPOINTMENTS IN THE FACULTY OF MEDICINE

I. Procedures for Appointment, Reappointment and Promotion

A. General Provisions:

- a) Each Department/School will use their Departmental Faculty Appointment and Promotion Committee to deliberate and make recommendations on the appointment, reappointment and promotion of Partner Faculty. The committee will be chaired by the Department Head/School Director who will not have a vote. Those members eligible to vote on appointments must be of a rank equal to or higher than that of the candidate. Those eligible to vote on reappointment and promotion must be of a higher rank than that of the candidate except for Professors (Partner) where the rank must be equal.

B. Recruitment

- a) Candidates for Partner appointments must be sponsored by a Partner Institution. In some cases the Partner Institution and the Department or School may engage in a joint recruitment process. In all cases the decision to grant a Partner appointment rests solely with UBC. Please refer to the [FOM Faculty Recruitment](#) website for information on recruiting for Partner appointments including a sample offer letter, a Partner Institution Sponsorship Letter template, and the Faculty of Medicine Policy on Partner Appointments. Partner appointments require a departmental vote and positive recommendation to the Dean. Departments and Schools are encouraged to work closely with the Partner Institution to allow for an effective and efficient appointment process. This process will be used for all Partner appointments even if the candidate currently holds a Clinical Faculty appointment.

C. Appointment

Please visit the FOM Faculty Appointments website for information about processing a Partner appointment including a checklist for new appointments and a sample faculty appointment form.

- a) All Partner appointments are granted by the President subject to such terms as established by the Faculty of Medicine. Partner appointments will be appointed to the Department/School most closely aligned with their area of training and practice.
- b) Requests for appointment will be in writing to the Department Head/School Director and must include a letter from the Partner Institution confirming the Partner Institution's sponsorship and support for the appointment and commitments regarding

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF MEDICINE

the terms of the appointment (e.g. appropriate time to meet the requirements for reappointment and promotion, acknowledging the University's policies and procedures with respect to intellectual property, conflict of interest) (*see the FOM Partner Institution Sponsorship Letter Template*).

Departmental Consultation: Letters of Reference

- c) Letters of appraisal from external referees on the quality and significance of the scholarly (including professional and/or creative) achievements of the candidate shall be obtained. For initial appointment at the rank of Assistant Professor (Partner) three letters of reference will be obtained. The three letters of reference do not necessarily need to be arms-length but cannot be from a co-author. For initial appointment at the rank of Associate Professor (Partner) or Professor (Partner), four arms-length letters of reference will be obtained, of which two from the recruitment process may be used.

Departmental Consultation

- d) The Department Head or School Director will consult formally, at standing committees of eligible members of the department or school, in order to ascertain their views and obtain a recommendation regarding appointment.
- e) In the case of initial appointment, those of a rank equal to or higher than the rank at which the appointment is to be made are eligible to be consulted.
- f) Consultation will include consideration of all relevant information, including any information provided by the candidate and arms-length external referees. Only material that has been obtained following recognized procedures will be considered.
- g) The recommendation of the standing committee will be that of the majority.
- h) The Department/School will prepare a Partner appointment form and include the necessary supporting documentation (*see FOM Appointment Checklist*) and forward to the FOM Dean's Office for the Dean's approval.

Review by the Dean

Departmental Recommendations

- i) The Head must forward a recommendation to the Dean in all cases except when the Head's recommendation is negative for any new appointments.
- j) The Head will forward to the Dean:
 - a) The Head's recommendation and rationale;
 - b) The departmental recommendation, a record of the vote, and the full report of the departmental committee;
 - c) Letters of appraisal from referees; and,

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

d) Information submitted by the candidate.

Dean's Review

- k) The Dean will review the recommendation received from the Head to ensure proper procedures have been followed, all relevant material has been considered and that the recommendations are consistent with the evidence presented. In the case of initial appointment at the rank of Assistant Professor, the Dean's recommendation will be forwarded for the approval of the Provost and Vice-President, Academic. In cases of appointment at the rank of Associate Professor (Partner) or Professor (Partner), the Dean will consult with the advisory committee that reviews all faculty appointments. The Dean, after considering the advice of the advisory committee, may refer the case back to the Head and standing committee for further consideration, or the Dean may make a recommendation to the President.
- l) The Dean will forward his or her recommendation to the President together with the recommendation of the Head.

President's Review and Informing the Candidate

- m) The President will inform the candidate in writing of the President's decision through a Board of Governors' notice of appointment, which will be available to the candidate through UBC's Faculty and Staff Self-Service.

D. Reappointment & Promotion

Meeting with the Head

- a) No later than June 30th of the academic year preceding the year in which a faculty member may be considered for re-appointment, the Head shall meet with the faculty member. It is the responsibility of the faculty member to provide an up-to-date curriculum vitae and other relevant information for the review of the Head, prior to the meeting.
- b) The purpose of the meeting is to identify any potential difficulties with the candidature, to assist the candidate with any concerns, and to discuss:
 - a. The timing of the next review;
 - b. The criteria and expectations of the next review, including how teaching, scholarly activity and service will be assessed;
 - c. The candidates record including their successes, any potential difficulties and how concerns may be addressed; and,
 - d. Where relevant, the information and documents required for the review to proceed.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

- c) At the conclusion of each of these meetings the matters discussed must be recorded in a memorandum prepared by the Head and agreed to by the candidate. Although the candidate and the Head must agree on what was discussed, they may or may not agree on the evaluations or advice provided.

Candidates' File for Reappointment and Promotion

d) Initial file

It is the responsibility of the candidate to provide the file that is to be reviewed no later than September 15, unless otherwise agreed by the Head.

e) Supplementing Files

The candidate of the University has the right, up to the stage of the President's decision (in the case of promotion reviews) and the Dean's decision (in the case of re-appointment considerations) to supplement the file by the addition of new, unsolicited information.

Letters of Reference

- f) Letters of Reference will be only obtained for appointment and promotion consideration. For promotion consideration, referees must be external to the University and the Partner Institution and will be asked to speak to the quality and significance of the scholarly and/or professional achievements of the candidate. The Head will solicit at least four references, two of whom will be taken from a list provided by the candidate. Before selecting prospective referees, the Head will consult with the departmental standing committee about the referees.

Departmental Consultation: Committees

- g) The Department Head or School Director will consult formally, at standing committees of eligible members of the department or school, in order to ascertain their views and obtain a recommendation regarding reappointment at the rank of Assistant Professor (Partner), or promotion to Associate Professor (Partner) or Professor (Partner). For reappointment at the rank of Associate Professor (Partner) and Professor (Partner), the Department Head can forward his/her recommendation directly to the Dean. Should the Department Head have concerns, they can consult the department standing committee to seek their recommendation.
- h) Faculty members eligible to be consulted are those higher in rank than the candidate, except that in the case of re-appointment of a Professor those holding the rank of Professor are eligible to be consulted. Partner appointees may be asked to participate in a Department Appointment and Promotion Committee, and in doing so would have the ability to vote on new appointments, promotions and re-appointments of partner appointees.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

- i) Consultation will include consideration of all relevant information, including any information provided by the candidate and arms-length external referees. Only material that has been obtained following recognized procedures will be considered.
- j) When serious concerns about the candidacy arise in the departmental standing committee, the Head will inform the candidate of those concerns and provide the candidate a meaningful opportunity to respond. In the case of promotion consideration, the candidate will be provided with a summary of the referees' opinions by a member of the committee, in such a way that the identities of the referees are not disclosed.
- k) The recommendation of the standing committee will be that of the majority.
- l) When an Assistant Professor (Partner) is set to be considered for reappointment during the year that they are being considered for promotion, two votes will take place at the Committee level. The Committee will vote on promotion and make a separate vote on re-appointment.

Departmental Recommendations

- m) Once a recommendation has been made, the Head will forward to the Dean:
 - a) The Head's recommendation and rationale;
 - b) The departmental recommendation, a record of the vote, and the full report of the departmental committee;
 - c) Letters of appraisal from external referees (in the case of promotion consideration)
 - d) Information submitted by the candidate
- n) The Head will inform the candidate in writing of the recommendations being forwarded to the Dean. If the recommendation of the Head or committee is negative, the Head will provide detailed and specific reasons in writing, including identification of the ways in which the candidate is deemed to have failed to satisfy the applicable criteria. Where the Head's recommendation is different from that of the committee, the Head will also provide the rationale for the Head's recommendation. The candidate will be invited to make a timely response, which will be added to the file.

Review by the Dean

- o) The Dean will review the recommendation received from the Head to ensure proper procedures have been followed, all relevant material has been considered and that the recommendations are consistent with the evidence presented. In promotion reviews, the Dean will consult with the advisory committee that reviews all faculty appointments. The Dean, after considering the advice of the advisory committee, may refer the case

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

back to the Head and standing committee for further consideration, or the Dean may make a recommendation to the President.

- p) The Dean will forward his or her recommendation to the President together with the recommendation of the Head. The Dean will inform the candidate of the Dean's recommendation at the time the recommendation is being forwarded to the President. If the recommendation of the Dean is negative or differs from the recommendation of the Head or standing committee, the Dean will provide detailed and specific reasons in writing to the candidate including identification of those ways in which the candidate has not met the applicable criteria. The candidate will be given thirty days to appeal the decision (*see Section E: Reconsideration of Recommendation Regarding Reappointment and Promotion*). If the candidate chooses not to appeal the decision, the Dean's recommendation will be forwarded to the President.

President's Review & Informing the Candidate

- q) The President will inform the candidate in writing of the President's decision through a Board of Governors' notice of reappointment or promotion, which will be available to the candidate through UBC's Faculty and Staff Self-Service.

E. Reconsideration of Recommendations Regarding Reappointment and Promotion

- a) In the event that reappointment or promotion is not recommended, a partner appointee can seek reconsideration of the decision.
- b) A request for reconsideration of the Dean's recommendation regarding reappointment and/or promotion must be made in writing within 30 days of notification of the Dean's initial recommendation.
- c) When reconsideration is requested, a FOM Partner Appointment Committee ("PAC") will be convened to review the case.
- d) The PAC will be composed of six faculty members holding the rank of Professor. The group will be made up of equal representation of Partner appointees and GFT faculty. The PAC members will select a Chair.
- e) The PAC's recommendations to the Dean will be determined by majority vote. The recommendations will be forwarded in writing to the Dean and to the Partner appointee.
- f) The Dean will consider the PAC's recommendation and will advise the Partner appointee in writing of the outcome of the reconsideration of the Dean's original

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF MEDICINE

recommendation. The Dean's decision on reconsideration is final. The Dean will forward his final recommendation to the President.