

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

Enrolment Services
Senate and Curriculum Services
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
www.senate.ubc.ca

OKANAGAN SENATE

AGENDA

Wednesday 08 April 2009

3:30 P.M. – 5:30 P.M.

Room: LIB 317 | UBC OKANAGAN CAMPUS

- 1. Senate Membership (information) – Mr. Fred Vogt, Acting AVP and Registrar**
 - a. Introduction of Student Senators serving a one-year term beginning April 1, 2009 and ending March 31, 2010 and thereafter until successors are elected (Senate membership list circulated – Item 1a)
 - b. Declaration of Vacancy
One student representative for the Faculty of Education for a one-year term ending March 31, 2010 and thereafter until a successor is elected
 - c. Committee Membership: Call for Nominations for two (2) Student Senators to Serve on the Senate Nominating Committee
- 2. Minutes of the Previous Meeting, 11 March 2009 – Dr. Doug Owram (approval) (circulated – Item 2)**
- 3. Business Arising from the Minutes – Dr. Doug Owram**
 - a. Budget Presentation (information)
- 4. President's Remarks and Related Questions – Prof. Stephen J. Toope**
- 5. Agenda Committee – Mr. Robert Chavarie**
 - a. Senators Participation via videoconference (information)
- 6. Academic Policy Committee – Dr. Jan Cioe**
 - a. The Administrative Organization of Graduate Studies at UBC Okanagan (information) (circulated – Item 6a)

- b. Interim Arrangement for Granting of Graduate Degrees (approval)
(circulated – Item 6b)
 - 7. Curriculum Committee – Mr. Christopher Eaton**
Curriculum Proposals from the Faculties of Applied Science, Arts and Sciences,
and Health and Social Development (approval) (circulated – Item 7)
 - 8. Learning and Research Committee – Dr. Peter Arthur**
 - a. Establishment of the Institute for Healthy Living and Chronic Disease
Prevention (approval) (circulated – Item 8a)
 - 9. Report from the Deputy Vice-Chancellor – Dr. Doug Owram**
 - a. Place and Promise: The UBC Plan (information) (circulated – Item 9a)
 - 10. Other Business**
-

Regrets: Kelly Ross telephone (250) 807-9259 or email kelly.ross@ubc.ca
UBC Senates: www.senate.ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

OKANAGAN STUDENT SENATE MEMBERSHIP

Senate term: 2009/2010

Representatives of the Students At-large

Ms. Carolyn Cody
Mr. Gary Cowan
Mr. Alex Hu
Mr. Steven Joseph
Mr. Jon Kent
Ms. Christina Kuhn

Representative of the Graduate Students

Ms. Jennifer Walker

Representative of the Students of the Faculty of Applied Science

Ms. Rachael L'Orsa

Representative of the Students of the Faculty of Arts and Sciences

Ms. Whitney Rotzien

Representative of the Students of the Faculty of Creative and Critical Studies

Mr. Daniel Vineberg

Representative of the Students of the Faculty of Education

Vacant

Representative of the Students of the Faculty of Health and Social Development

Ms. Stephanie Bertrand

Representative of the Students of the Faculty of Management

Ms. Carolyn Hopkins

April 1, 2009 to March 31, 2010

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OKANAGAN SENATE

MINUTES OF 11 MARCH 2009

Attendance

Present: President S. J. Toope, Mr. F. Vogt (Acting AVP and Registrar), Dr. A. S. Abd-El-Aziz (Provost), Dean T. Aboulnasr, Dr. P. Arthur, Dean R. Belton, Ms. S. Bertrand, Ms. M. Burton, Mr. N. Cadger, Dean R. Campbell, Dr. J. Castricano, Mr. R. Chavarie, Dr. J. Cioe, Ms. C. Cody, Dr. F. de Scally, Mr. C. Devenish, Ms. L. Driscoll, Dr. M. Duran-Cogan, Dr. J. Gustar, Dr. J. Johnson, Dr. D. Keyes, Mr. M. Koovisk, Dean M. Krank, Ms. C. Kuhn, Ms. R. L'Orsa, Dr. R. Lalonde, Mr. G. Lepp, Dr. G. Lovegrove Dr. S. McCoubrey, Acting Dean C. Mathieson, Dr. H. Najjaran, Dr. B. Nilson, Dr. B. O'Connor, Dr. D. Owram (Deputy Vice-Chancellor & Vice-Chair), Dr. G. Pandher, Ms. L. Patterson, Dr. M. Rheault, Dr. C. Robinson, Acting Dean K. Rush, Dr. C. Scarff, Dr. B. Schulz-Cruz, Dean I. Stuart, Ms. S. Syal, Ms. J. Walker, Dr. S. Yannacopoulos, Ms. G. Zilm.

By Invitation: Dr. B. Bauer, Ms. L. Collins (Associate Secretary), Mr. C. Eaton, Ms. M. Kruiswyk, Dr. D. Tannant.

Regrets: Ms. S. Morgan-Silvester (Chancellor), Mr. G. August, Dr. J. Cheng, Mr. M. Dobson, Mr. P. Emerson, Dr. C. Hodge, Dr. A. Joy, Dr. C. Mitton, Ms. T. Palynchuk, Mr. B. Silzer (AVP & Registrar).

Recording Secretary: Ms. K. Ross.

Call to Order

The Chair called the meeting to order.

Minutes of the Previous Meeting, 11 February 2009

Moved: *Dr. Cioe*
Seconded: *Dean Krank*

That the minutes of the Okanagan Senate Meeting of 11 February 2009 be adopted as circulated.

CORRECTIONS

Dean M. Krank was added to the Attendance section, under *Present*. Ms. L. Driscoll was added to the Attendance section, under *Regrets*.

The meeting minutes were approved as amended.

Business Arising from the Minutes

None.

Chair's Remarks and Related Questions**CERTIFICATES OF APPRECIATION FOR SENATORS**

In recognition of their service to the Senate, the President presented certificates of appreciation to all Student Senators.

BUDGET UPDATE

The President announced that overall there had been some positive news in relation to provincial and federal budgetary support. The provincial government had recently promised increased funding for higher education. The investment would include a plan to reconsider how student spaces were funded at UBC Okanagan. The President added that a special fund for infrastructure improvement had recently been created and that special weighting would be given to research success.

The President expressed his gratitude to the province for their support and encouragement to the sector. He noted that the federal government had made some tough decisions on how to allocate their infrastructure funding, which would benefit UBC in the near future.

ADMINISTRATIVE RELATIONSHIPS

The President reported that a small working group chaired by the Deputy Vice-Chancellor had been reflecting on how relationships between the UBC campuses might be improved. He noted that the community would need to contemplate the University in three parts: as a system, as UBC Okanagan and as UBC Vancouver.

ABORIGINAL STRATEGIC PLAN

The President encouraged Senators to review the Aboriginal Strategic Plan. The plan was available on the UBC website at:

http://www.vpacademic.ubc.ca/Aboriginal/ASPREport2_2.pdf.

SUSTAINABILITY

The President was encouraged to report that work continued by the University to engage the UBC community to give prominence to sustainability in the overall UBC Strategic Plan. He invited Senators to engage in opportunities for wide-spread consultations on this matter at both UBC campuses.

Discussion

Dr. Johnson asked a question about discussions between the Sauder School of Business at UBC Vancouver and the Faculty of Management at UBC Okanagan with respect to a potential merger. The Deputy Vice-Chancellor responded that he had been encouraged by the preliminary discussions between Dean Muzyka of the Sauder School, the President and the Provost (Okanagan). He remained hopeful that a mutually agreeable relationship could be determined. The President and Deputy Vice-Chancellor echoed their support for a robust business program at UBC Okanagan.

The President noted in response to a query from Dr. Cioe that the G13 (Group of Thirteen) would strongly advocate at an upcoming meeting in Ottawa for the continued government support of the three research councils (Tri-Council). He summarized that the Tri-Council need was comprised of three parts: people, funding and infrastructure. The G13 would encourage an increase for operating revenue, which would allow professors and their students to work effectively on research projects. The President expressed that the problem of targeted funding by the federal government, without an expansion of the overall support for research, would remain a top advocacy item for the G13.

In response to a question from Dr. Rheault, the President noted that the provincial government had resumed the funding for graduate students in the form of scholarships. The President noted that the Vancouver Senate had recently approved four-year funding packages for Ph.D. students. He indicated that the Okanagan campus could consider a similar item to potentially attract more graduate students. The Deputy Vice-Chancellor added that UBC Okanagan does not receive differential funding for graduate students; therefore support packages for graduate students would be helpful.

From the Board of Governors

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*.

Senate Meeting of December 10, 2008

1. *Curriculum from the Faculty of Applied Science.*
2. *New Awards.*

Senate Meeting of January 14, 2009

1. *Curriculum from the Faculties of Arts and Sciences, Health and Social Development, and the College of Graduate Studies.*
2. *New Award.*

Agenda Committee

ORAL UPDATE ON STUDENT SENATOR REPRESENTATION AT MEETINGS OF THE SENATE

On behalf of the Agenda Committee, the Chair Mr. Chavarie presented an oral update on Student Senator participation at Senate meetings. The Committee agreed that one way to increase Student Senator participation would be for the UBC Okanagan Student Union and the Okanagan Senate Secretariat to coordinate efforts to inform students of Senate responsibilities prior to their candidacy for the positions.

Discussion

Dean Aboulnasr expressed her discontent with a previous Senate decision to allow only the President and Chancellor to participate at meetings of the Senate via videoconference. She suggested that other Okanagan Senators should be able to participate via videoconference, alongside the Chancellor and President, from a location at the Vancouver campus.

Moved: Dean Aboulnasr
Seconded: Dr. Duran-Cogan

That the Senate refer to the Agenda Committee consideration of the inclusion of other Okanagan Senators in meetings of the Senate via videoconference from the President's Office at the UBC Vancouver campus; and

That the Committee report back to the Senate by 08 April 2009 with any necessary recommendations.

The motion to refer was put and carried, 6 abstained, 3 opposed.

Academic Policy Committee

On behalf of the Committee, the Chair Dr. Cioe announced that the *Administrative Organization of Graduate Studies at UBC Okanagan* discussion paper would be available for information following the meeting. Dr. Cioe noted that an extensive consultation schedule had been organized to include two open forums occurring on March 25 & 26, 2009. Dr. Cioe confirmed that a Committee recommendation would be presented at the April 8, 2009 meeting of the Senate.

Curriculum Committee

As a non-member of Senate, Acting Chair Mr. Eaton was granted leave by the Senate to present the report of the Curriculum Committee.

See also, 'Appendix A: Curriculum Summary.'

Moved: Mr. Koovisk
Seconded: Dr. Cioe

That Senate approve the new courses brought forward by the Faculties of Arts and Sciences and Creative and Critical Studies as set out in the attached proposals.

Motion to Divide

Moved: Dr. Cioe
Seconded: Mr. Koovisk

That Senate divide the first-year English prerequisites proposal from the new courses brought forward by the Faculties of Arts and Sciences and Creative and Critical Studies.

Carried.

Discussion on First-Year English Prerequisites

In response to a question from Ms. Patterson, Mr. Eaton noted that the non-credit WRIT 098 and WRIT 099 would be offered without credit through Community and Continuing Studies; these courses would not be listed with credit courses in the University Calendar.

Considering the rationale for the first-year English courses, Dr. Lalonde reiterated that 10 percent of first-year students have a grade from 50-60 percent in Grade 12 English. Considering the ambitious enrolment goals set for UBC Okanagan, he asked whether it would be wise to exclude 10 percent of new students from entering into first-year English courses. Dr. Keyes expressed the hope that the proposed prerequisites would be viewed as a positive opportunity for support rather than as a deterrent for students who struggle with English. Dr. Cioe expressed his support for proposal, which he described as student-centered.

Dr. Lalonde noted that students taking WRIT 098 or WRIT 099 in first year could permanently be out-of-sync in their studies, which could prove burdensome to students. He asked whether the courses could be available prior to the beginning of Term 1. Dr. Keyes confirmed that both WRIT 098 and WRIT 099 courses would be offered annually to students in August. Ms. Zilm added that both courses could perhaps be available twice in the summer. Mr. Chavarie expressed support for the proposal and suggested that both WRIT 098 and WRIT 099 be available to students in September as well as in August.

Mr. Lepp asked whether the proposed prerequisite would be waived for students registered in ENGL 112. Dr. Keyes confirmed that this would not be the case. Dr. Keyes responded to a question from Ms. Bertrand by confirming that 50 percent would constitute a passing grade in both WRIT 098 and WRIT 099.

Ms. L'Orsa asked about the timing and feasibility of students' registering for the prerequisite courses when their final high school grades were not verified by Admissions in late August or early September. Mr. Vogt stated that the Ministry informs students of their final grades in mid-July; the Ministry informs UBC of the student's official grades in late-July or early-August. Ms. L'Orsa expressed that it could be unreasonable to ask

non-domestic students to relocate to the campus to enroll in the prerequisite courses in such a short timeframe. Dr. Duran-Cogan echoed Ms. L’Orsa’s comment by stating that students arriving from abroad would likely incur economic impacts related to additional living and tuition expenses from taking the summer course.

In response to a question from Dean Krank, Dr. Keyes noted that the three-other research-intensive universities in BC currently offer courses similar to WRIT 098 and WRIT 099. He noted that it would be irresponsible for UBC Okanagan to not provide these students with the support required to succeed in their first-year English courses.

Dean Aboulnasr asked why a similar proposal had not been submitted to create prerequisites for Math, Science and other courses. Agreeing with the principle of the proposal, she suggested that perhaps the University minimum should be increased to 70 percent in all high school subjects. Dr. Johnson suggested that those students who fail WRIT 098 or WRIT 099 should be excluded from all first-year courses including English, economics, history, etc. Dr. Keyes stated that he had previously proposed to change the overall admission average to 70 percent at UBC Okanagan; he had however been dissuaded from bringing the proposal forward for Senate approval. He considered the English prerequisite proposal as a useful starting point.

The Deputy Vice-Chancellor cited a correlation between student drop-out rates after first year and high school performance, particularly in English and Math. He shared Dr. Keyes’ opinion that it would be inappropriate to admit students to UBC Okanagan without providing them with the support to be successful in their studies.

In response to a question from Dr. Robinson, Dr. Keyes expressed his opinion that the proposed prerequisites would be a good starting point to support those students who are unprepared for first-year English.

Ms. L’Orsa suggested that APSC 176 should be added to the list of first-year English courses included in the proposal. Dr. Keyes noted that the Faculty of Applied Science had supported the first-year English proposal but had not yet brought forward a proposal related specifically to APSC 176.

The motion to approve new prerequisites for first-year English courses was put and carried, two abstentions.

Dean Aboulnasr suggested that a feasibility study be conducted by the Senate to determine whether the admission average to UBC Okanagan should be increased to 70 percent. There was general agreement that a Committee of Senate should examine the larger issues around minimum standards for admission and the overall effect of the new first-year English prerequisites.

Moved: Dr. Cioe
Seconded: Dr. Keyes

That the Learning and Research Committee be directed to consider the relationship between potential student success, minimum standards for admission to University, and the overall effect of the new first-year English prerequisites and report back to Senate with any necessary recommendations.

The motion to refer was put and carried.

Discussion on Motion to Approve the Remaining Curriculum Proposals

In response to a question from Dr. Rheault, Dean Belton directed Senators to a note listed on page 24 of the B.A. Minor in Visual Arts proposal, which stated that the program may take more than the traditional four years to complete. Dr. Rheault expressed his general opposition to extending the typical length of programs at UBC Okanagan beyond four years. Mr. Cadger verified the significant demand for the B.A. Minor in Visual Arts and expressed the belief that the majority of interested students seem quite prepared to extend their studies by one term in order to complete the proposed 42-credit B.A. Minor in Visual Arts.

In response to a question related to the number of credits proposed for the Minors in Interdisciplinary Performance and Visual Arts, Mr. Eaton indicated that the number of credits proposed is beyond the number of credits required for most minors. The proposed number of credits reflects the immense amount of course and studio work taught in each program. In response to a comment from Dr. Cioe, Dean Belton stated that these proposals are an interim solution to progress students through their first two years of study without restructuring the program.

The motion was put and carried.

Learning and Research Committee

Regalia Colours for Bachelor of Arts in Health Studies, Faculty of Health and Social Development

Dr. Arthur recommended the following regalia colours for the Bachelor of Arts in Health Studies, Faculty of Health and Social Development.

Moved: Dr. Arthur
Seconded: Mr. Koovisk

That regalia colours for the Bachelor of Arts in Health Studies be approved as University blue with a scarlet cord.

Carried.

Number of Teaching Days in Term 1

In response to a referral to the Learning and Research Committee by the Senate, Committee Chair Dr. Arthur stated that the Committee did not recommend any change to

the Academic Year as received by the Senate in February 2009; the 2009/2010 Academic Year included 60 teaching days in Term 1 and 63 teaching days in Term 2.

Vancouver 2010 Winter Olympics and the UBC Okanagan Academic Year

The Committee had circulated a report for approval by the Senate.

Moved: Dr. Arthur
Seconded: Dean Campbell

That the 2009/2010 UBC Okanagan Academic Year be modified to extend the Term 2 mid-term break by one week to span the period from February 15 through February 26, 2010, and

That the last day of the April 2010 examination period be set as April 30, 2010.

Discussion on the Main Motion

The Deputy Vice-Chancellor reminded Senators that this item had been considered by the Senate in February 2008; the motion to extend the Term 2 mid-term break had failed. He stated that approval of the motion could mean increases in student housing and other associated costs. Mr. Chavarie asked for an estimate of what the financial implications. The Deputy Vice-Chancellor noted that in advance of the Senate meeting the AVP Students had indicated that additional costs would be incurred and passed on to students; detailed information about those costs was not yet known.

In response to an additional question from Mr. Chavarie, Ms. Collins referred to page four of the proposal under *Appendix A: Proposal to Extend Mid-term Break in Term 2, 2010 at UBC Okanagan*, for the actual and proposed length of Term 2. She confirmed that the existing Senate policy on Examination Hardships would apply to those students who were scheduled to write three exams in a 24-hour period.

Ms. Driscoll stated that despite being a member of the Senate Learning and Research Committee that she would not support the motion due to the perceived cost implications initially expressed by Mr. Cull, AVP Students at the committee meeting. Dr. de Scally hoped that an analysis had been submitted to substantiate the number of students participating in the Winter Olympics. There was some discussion about the loss of teaching days for Co-op students, the effect on teaching pedagogy with a two-week break, as well as the suggested cost implications that could be incurred by the students. Ms. L'Orsa confirmed that approximately 50 percent of the Engineering students at UBC Okanagan had not been in support of the proposal.

The Provost confirmed that instructors could grant academic concession for students, staff and faculty members participating as athletes or volunteers at the Vancouver 2010 Winter Games through the existing Senate policy on *Academic Concession*. In response to a query from Dr. Johnson, Mr. Eaton briefly summarized the *Academic Concession* policy.

The policy was available on the UBC website at:
<http://www.senate.ubc.ca/okanagan/policies.cfm?ID=9>.

The motion failed.

The Provost moved the following motion.

That Senate direct Faculties to grant academic concession under the existing Senate policy on Academic Concession to those students participating as volunteers or athletes in the Vancouver 2010 Olympic or Paralympic Games.

The motion on academic concession for the Vancouver 2010 Olympic or Paralympic Games was put and carried.

Moved: Dr. Abd-El-Aziz

Seconded: Dr. Cioe

Mr. Lepp asked whether members of the UBC Okanagan community planning to attend events at the Vancouver 2010 Winter Games could also be accommodated under the *UBC Academic Concession Policy*. He moved the following amendment to the motion.

That academic concession be granted to those students, staff and faculty attending the Vancouver 2010 Olympic or Paralympic Games.

Moved: Mr. Lepp

Seconded: Ms. Driscoll

The motion failed.

Dr. Cioe announced that a notice of motion would be forthcoming to a future meeting of the Senate to discontinue the Term 1 November mid-term break.

Admissions and Awards Committee

NEW AWARDS

The Committee had circulated a new award for approval by the Senate.
See also, 'Appendix B: New Awards.'

Moved: Dr. McCoubrey

Seconded: Mr. Koovisk

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.

Discussion

In response to a question from Ms. Walker, Dr. McCoubrey noted that the Aidan Kiernan Scholarship would be available only to undergraduate students. She clarified that awards available to graduate students would be noted in the award description. In response to a question from Dr. Lalonde, Dr. McCoubrey noted that the UBC Okanagan Development Office had determined how sustainability would be operationally defined for the Aidan Kiernan Scholarship.

Ms. L'Orsa asked why a prize has not been made available for the double major in French and Spanish; Dean Belton agreed to review this item.

The motion was put and carried.

ADMISSIONS PROPOSALS

The Committee recommended the following admissions proposals for approval by the Senate.

PSI Calculus Assessment 12: Applicants Following the BC/Yukon Secondary School Curricula

Moved: Dr. McCoubrey
Seconded: Dr. Cioe

That Senate approve the revised calendar entry on PSI Calculus Assessment 12 as an admission requirement for applicants following the BC/Yukon secondary school curricula, effective for entry to the 2009 Winter Session and thereafter.

Carried.

Substitution of Grade 11 Grades for Out-of-Province Secondary School Applicants – Faculty of Arts and Sciences

Moved: Dr. McCoubrey
Seconded: Dr. de Scally

That Senate approve the proposed changes to admission requirements for out-of-province applicants to the Bachelor of Arts and Sciences programs, effective for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).

That Senate delegate to the Senate Admissions and Awards Committee authority to permit any direct entry undergraduate program to admit students under the conditions specified in the report entitled “ Substitution of Grade 11 Grades for Timely Admission Evaluations” for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).

That Enrolment Services contact all faculties with direct entry undergraduate programs to allow their participation in the pilot program as specified in the Senate approved proposal on the Substitution of Grade 11 Grades for Timely Admission Evaluation for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).

Carried.

English Language Admission Standard

Moved: Dr. McCoubrey

Seconded: Ms. Patterson

That Senate approve the proposed changes to the English Language Admission Standard at UBC Okanagan, effective for the 2010 admission year.

Discussion

Dean Krank noted that this policy would apply only to undergraduate studies.

The motion was put and carried.

Go Global – University of Warsaw

Dr. McCoubrey presented for information the University of Warsaw Affiliation Agreement as approved on January 26, 2009 by the UBC Council of Senates.

Report from the University Librarian

Ms. Burton, Library Head at UBC Okanagan, presented the Annual Report of the University Librarian to the Senate (available at http://ww.library.ubc.ca/home/UBC_RS_07-08_fa.pdf).

Ms. Burton shared the following key elements of the Annual Report of the University Librarian.

- Expressed her gratitude to various members of the UBC Okanagan community for the continued development and success of the UBC Okanagan Library.
- Expressed additional gratitude for the patience of students to share resources and limited space during peak hours.
- Acknowledged the Centre for Teaching and Learning's support for independent learning on campus.
- Expressed thanks to various Senators for their efforts during the search for a new UBC Librarian.
- The theme for Okanagan Library has been one of growth with respect to resources, space, collections, etc.
- The UBC Okanagan Library had served over 400,000 students in the past year.

Report from the Deputy Vice-Chancellor

BUDGET PRESENTATION

Due to time constraints, Senators agreed that this item would be postponed until the April 8, 2009 meeting of the Senate. Thereafter, Dr. Johnson moved the following motion.

Moved: Dr. Johnson
Seconded: Dr. Lalonde

That Senate extend their regular meeting on March 11, 2009 to 5:45 p.m. in order to accommodate a budget presentation from the Deputy Vice-Chancellor.

The motion to extend the meeting, failed.

Other Business

None.

Adjournment

There being no further business, the meeting was adjourned at 5:30pm

The following regular meeting was scheduled to be held on Wednesday, April 08, 2009 at 3:30 pm to 5:30 pm in Library 317.

Appendix A: Curriculum Summary

Faculty of Arts and Sciences

1. The following new courses:
 - a. ANTH 473 (3) Endangered Languages
 - b. CHEM 525 (3) Advanced Inorganic Synthesis
 - c. POLI 318 (3) Politics of Mexico and Central America
 - d. POLI 319 (3) Issues in South American Politics

Faculty of Creative and Critical Studies

2. The following new courses:
 - a. ARTH 101 (3) Art and Visual Cultures of the World I
 - b. ARTH 102 (3) Art and Visual Cultures of the World II
 - c. ARTH 202 (3) The Critical Viewer
 - d. ARTH 301 (3) Critical Viewing – Advanced Studies
 - e. ARTH 302 (3) Global Contemporary Art History
 - f. ARTH 380 (3) African Art and Visual Culture
 - g. ARTH 390 (3) Indigenous Art and Visual Culture
 - h. ARTH 450 (3) Performance in Africa
 - i. CULT 270/ENGL 232 (3) Reading Popular Culture
 - j. First-Year English Prerequisites
 - k. Minor in Interdisciplinary Performance
 - l. Minor in Visual Arts
 - m. MUSC 115 (3) Popular Music
 - n. MUSC 324 (3) Sound Art and Experimental Music
 - o. SPAN 150 (3) Cultural Images of Latin America

Appendix B: New Awards

Aidan Kiernan Direct Energy Scholarship in Sustainability and Environmental Sciences: Scholarships totaling \$1,000 have been endowed by Direct Energy Business Services Ltd. in recognition of Aidan Kiernan's leadership in sustainable campus planning and development, for students studying in the areas of sustainability and/or environmental sciences in the Irving K. Barber School of Arts and Sciences or the School of Engineering at The University of British Columbia Okanagan. The awards alternate between the Schools, with the Barber School nominating students in odd-numbered Winter Sessions and the School of Engineering nominating students in even-numbered Winter Sessions. (First awards available for the 2009/10 Winter Session)

Faculty of Creative and Critical Studies Art History Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with an Art History Major. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Faculty of Creative and Critical Studies Creative Writing Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a Creative Writing Major. The award is made on the recommendation of the Faculty. (First award available for the the 2008/09 Winter Session)

Faculty of Creative and Critical Studies Cultural Studies Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a Cultural Studies Major. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Faculty of Creative and Critical Studies English Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a English Major or English Honours Degree. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Faculty of Creative and Critical Studies French Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a French Major. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Faculty of Creative and Critical Studies Spanish Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a Spanish Major. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

Faculty of Creative and Critical Studies Visual Arts Prize: A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating from the Visual Arts Program. The award is made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

The Administrative Organization of Graduate Studies at UBC Okanagan

Discussion Paper
Okanagan Senate Academic Policy Committee
March 3, 2009

Background

The development and delivery of graduate programs were new activities to UBC Okanagan when it opened in 2005, given Okanagan University College's previous focus on undergraduate teaching. As often happened during the planning phase, transition teams took the initiative to imagine doing things differently – where it made sense – at UBC Okanagan. Creating a College of Graduate Studies (CoGS) was seen as the optimal arrangement at the time. The “college” nomenclature evoked a collaborative and interdisciplinary approach to graduate programming while leaving behind any statutory or conceptual complications associated with the “faculty” construct. The current CoGS was established by the Interim Academic Governing Body and the Board of Governors and began operations with the rest of the campus in 2005.

Questions about Division of Responsibility and Authority

While much progress in establishing and offering graduate programs was made in a very short time, some natural conflicts soon arose between the faculties and CoGS. Under s. 40 of the University Act, RSBC 1996, c. 468, a set of powers and duties are assigned to faculties. Because colleges are not defined in the Act, a college has only the powers and duties assigned to it by the University. A faculty may choose to delegate some of its statutory powers to a college, or it may choose to retain those powers itself. Some faculties reached agreement on arrangements for shared responsibility very quickly, while other faculties determined that they preferred to retain some faculty powers. CoGS quickly found itself in an inconsistent and often impractical situation.

It bears noting here that, had UBC Okanagan established a Faculty of Graduate Studies in the first instance, only some of the ambiguity would have been resolved. Rather than asking whether the College ought to have any of the powers of a faculty (because a faculty is automatically granted powers under the Act), the question would have become how to divide those powers between the graduate studies unit and the disciplinary faculties.

CoGS External Review

In late 2007, the Provost established a UBC Okanagan internal task force to review the College of Graduate Studies. Given the difficulty the task force was having coming to a resolution, the Provost initiated an external review of CoGS that was conducted in April 2008. External reviewers were Dr. Mark Dale, then the Dean of Graduate Studies & Research at the University of Alberta, and Dr. Carolyn Watters, Dean of the Faculty of Graduate Studies at Dalhousie University. In the external review report, the reviewers noticed a lack of parallelism between the Vancouver campus (with its Faculty of Graduate Studies) and UBC Okanagan (with its CoGS) and noted that the term “College” had “...a number of

implications that may work against the unit.” The report also identified several sources of tension, including a lack of clarity about the authority and responsibility of the graduate studies unit relative to that of the faculties. It was recommended that UBC Okanagan, through its Senate, unambiguously define (among other things) the authority of the graduate studies unit at UBC Okanagan. Reviewers also recommended that the College be converted to a faculty.

In October 2008, the internal task force was asked to respond to the recommendations proposed by external reviewers. The Provost thereafter forwarded the recommendations of the task force to the Deputy Vice-Chancellor. A majority of the task force supported the recommendation that CoGS be recast as a faculty and recommended that a committee of the Senate guide the transformation of the College. At the time, the Provost envisioned a special or ad hoc committee to undertake this work. After further discussion at the October 8, 2008 meeting of the Senate, it was determined that the Academic Policy Committee was best placed under its terms of reference to accept this task. The Committee was asked to report back to the Senate with its own recommendations prior to the May 2009 meeting of the Senate.

Academic Policy Committee Process

Early in its deliberations, the Academic Policy Committee took the decision to temporarily set aside the question of an appropriate name and unit classification for graduate studies. The Committee was mindful of the fact that both an external review of CoGS and the majority of the UBC Okanagan task force had recommended that the unit be reclassified as a faculty, but decided to approach the issue from a structural perspective.

Accordingly, the Committee decided to develop a list of the functions required throughout the life cycle of graduate programs and student enrolment in those programs and to determine where each function ought to reside at UBC Okanagan. The list of functions has evolved through discussion into the “Areas of Responsibility” table that appears later in this report.

Prime Objectives

Based on the principles articulated in the University’s Academic Plan (see http://web.ubc.ca/okanagan/dvc/_shared/assets/academic-plan956.pdf), the Committee recommends that any administrative structure for graduate programming at UBC Okanagan meet the following objectives:

1. Responds to the needs of students and ensures high quality learning outcomes as a primary driver;
2. Seeks efficiencies and eliminates redundancies;
3. Places areas of responsibility and authority where they are best positioned;
4. Adheres to existing policies and procedures that are UBC system-wide (e.g., Board policies, collective agreements, etc.);
5. Minimizes potential for conflict among various administrative offices across campus; and
6. Is easy to understand and negotiate.

Basic Structure: A Shared Responsibility Model

As the Committee considered the list of functions, a shared responsibility model emerged as opposed to placing exclusive responsibility for the identified functions / tasks with Graduate Studies or existing faculties. This model divided functions into two main categories-- administrative, service, and oversight functions and purely academic, learning, and research functions. Infused throughout are issues of

financial and human resources that are essential for supporting these functions, but these were considered secondary to the extent that no policies or rules are violated. An essential component of the shared responsibility model is that there be mutual accountability where appropriate, and well-defined mechanisms for conflict resolution. The Committee envisioned the two primary function categories as being associated with Graduate Studies and existing faculties, respectively. It was important that neither entity should be allowed to dominate the administrative relationship, but each should have control over its functions as defined within the overall mandate.

In some cases, an area of responsibility will clearly reside in one entity or another, whereas in other areas of responsibility there will need to be clear communication (at a minimum) and effective collaboration to ensure robust outcomes, in keeping with the objectives listed above that derived from Senate's mandate over academic issues.

Recommended Assignment of Areas of Responsibility

GRADUATE STUDIES	FACULTIES
<i>Student Recruitment and Admissions</i>	
<ul style="list-style-type: none"> ▪ Promote Graduate Studies programs for UBC Okanagan ▪ Maintain web page for general information regarding application and admission standards ▪ Receive, screen, sort, and process applications (follow up with missing items; forward materials to programs; maintain files; track progress; remind program advisors of deadlines and deliverables) ▪ Ensure general policies and regulations are adhered to (TOEFL criteria, GPA calculations, transcript interpretation, assessment of credentials, fraud detection) ▪ Manage fee payments ▪ Send letters of decline to non-admitted students (a copy of each letter would be sent to the discipline faculty dean and to the primary supervisor) ▪ Manage appeals/exception requests/extraordinary circumstances (in collaboration with the discipline faculty dean) 	<ul style="list-style-type: none"> ▪ Develop promotional materials for programs ▪ Advertise and market programs ▪ Outreach efforts to attract best students ▪ Review applications and make decisions regarding preferred candidates for admission ▪ Quality assessment, prerequisite assessment, evaluation of referee letters, etc., as well as general due diligence (e.g., phone interviews of foreign candidates to check language skills) ▪ Report back to Graduate Studies regarding decisions (after confirmation from GS, communicate with admitted students) ▪ Maintain contact with admitted students and forward information kits (e.g., "Surviving Grad School")

<i>Student Financial Assistance</i>	
<ul style="list-style-type: none"> ▪ Develop and administer all financial aid instruments (scholarships, fellowships, grants, loans) that are open to all graduate students and are NOT employment related: <ol style="list-style-type: none"> 1. instruction in process 2. vetting of applications for competition 3. creating and managing the selection committees 4. notifying applicants 5. liaison function with UBC Vancouver's Faculty of Graduate Studies <ol style="list-style-type: none"> a. allocation of applicants for UBCO in major competitions b. monitoring UBC-wide opportunities ▪ Liaise and coordinate with programs regarding discipline specific opportunities, especially as regards government requirements/limitations on scholarships ▪ Develop accommodations for students at financial risk 	<ul style="list-style-type: none"> ▪ Endowment development ▪ Develop program-specific guidelines on overall financial packages for students (for competitiveness) ▪ Manage TA/RA opportunities in collaboration with Faculty Dean's Office (maintain strict adherence to work-related guidelines and union regulations, etc.) with reports to GS
<i>Student Progress Within Programs</i>	
<ul style="list-style-type: none"> ▪ Student Orientation, i.e. "Welcome to Grad School" ▪ Workshops (Communication of University processes, etc.) ▪ Maintain files on student milestones (master checklist with supplementary forms and signatures) and appropriate sanctions ▪ Approve and track "leave of absence" requests in collaboration with Programs ▪ Administer withdrawal/dismissal requests ▪ Management of appeals (exemptions from the rules; resolution of conflicts relating to program; grades) ▪ Management of academic misconduct cases of students ▪ Ombudsperson services ▪ Approve committee membership and maintain files on internal and external appointments (and eligibilities) ▪ Convocation audits ▪ Foster and develop Graduate Culture & Community across faculties 	<ul style="list-style-type: none"> ▪ Student Orientation – Welcome to the Program and to the Department/Unit ▪ Workshops (TA training, Research protocols, Getting a Job, Professionalization) ▪ Develop mechanisms to keep track of student progress and to conduct effective advising (e.g., completion of course requirements, meeting critical timelines) ▪ Develop infrastructure to support student research ▪ In collaboration with Faculty Dean's Office, provide adequate office and laboratory space ▪ Initiate withdrawal/dismissal requests ▪ Approve and appoint faculty members to committees following GS regulations ▪ Recommend external examiners to Graduate Studies for approval ▪ Recommend students to the Senate for graduation ▪ Foster and develop Graduate Culture & Community within the faculty

<ul style="list-style-type: none"> ▪ Final approval and uploading of thesis/abstracts into National Archives of Canada ▪ Track and maintain contact with alumni, perhaps through Alumni Relations 	
<p><i>Program Development</i></p>	
<ul style="list-style-type: none"> ▪ Facilitate proposal development ▪ Provide interim proposal review and feedback ▪ Evaluate final program proposals for completeness and adherence to UBC Okanagan regulations and standards ▪ Provide consultation to the Faculty regarding program viability 	<ul style="list-style-type: none"> ▪ Undertake thorough “market” analysis regarding need and viability of the proposed program ▪ Undertake realistic assessment of faculty strengths and overall prospects for delivering a robust graduate experience for students ▪ Consult with Faculty Dean’s Office ▪ Develop a comprehensive proposal including 5-year growth model and realistic budget projections, as well as Education Plan that demonstrates feasibility of graduate program ▪ Coordinate with GS during program development ▪ Secure consultation reports ▪ Forward “final” proposals to Faculty-level Curriculum Committee and to GS for evaluation, feedback, and/or support ▪ Forward approved proposal to Faculty Council and to Dean’s Office for discussion and consideration ▪ Faculty to deliver final proposal to Senate Curriculum Committee ▪ NOTE: for new-to-UBC proposals, there is also a government (AVED) process, which should move in parallel but NOT in advance of internal approvals.
<p><i>Program Administration</i></p>	
<ul style="list-style-type: none"> ▪ Propose Guidelines, Rules, and Regulations that govern Graduate Programs at UBC Okanagan ▪ Develop standardized metrics to track quality and effectiveness of UBC O graduate programs ▪ Develop annual reporting requirements for programs ▪ Maintain data base on student placements after graduation 	<ul style="list-style-type: none"> ▪ Monitor and track effectiveness of various elements of the program ▪ Develop strategies for best learning outcomes, student satisfaction, short time to completion, and retention ▪ Monitor and ensure quality outcomes for every student by conducting student satisfaction surveys and by performing annual assessments of student progress (in conjunction with supervisors)

<ul style="list-style-type: none"> ▪ Coordinate periodic program reviews (e.g., 5 years) in collaboration with the Faculty Deans and the Provost (should involve external review team) ▪ Make recommendations to Senate regarding discontinuance of programs that do not perform to standard ▪ Recommend to Senate requirements and expectations regarding: (1) faculty member participation in graduate education; (2) general make-up of various committees (e.g., supervisory, examination; defence); (3) minimum standards for 'satisfactory student progress'; (4) format of programs (e.g., research vs. course-based); (5) format of comprehensive examinations; (6) format of thesis defences; (7) format of written theses; scheduling and announcing of defences, UBC-wide formatting and standards for thesis ▪ Maintain files of program procedures 	<ul style="list-style-type: none"> ▪ Develop procedures for program delivery including: operational procedures of committees, qualifications of external examiners as well as how they can participate i.e. in person, via telephone; expense reimbursements
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Recommended Unit Classification

As in many previous discussions about graduate studies, the “name” of the unit is not the pivotal issue, but the classification of unit within the academic-administrative organization of the campus and the University. It soon became clear from a functional perspective that there was a need for institutional consistency and fundamental standards and this, of necessity, required the centralization of common activities. At the same time, it was recognized that there would be a variety of different factors shaping graduate programs and practices that emanated from the disciplines within faculties. It was, moreover, recognized that under the *University Act*, those who actually delivered graduate programs were positioned with the faculties of the University.

An Office of Graduate Studies

After having reflected on the various possibilities – faculty, college, school, and office among them – the Committee is of the opinion that an Office of Graduate Studies would both support the achievement of the above-mentioned objectives and reflect the division of responsibilities as imagined in the above table. The Committee recommends that an Office of Graduate Studies be established within the Office of the Provost, UBC Okanagan as part of the Office of Research. While such an office would not have the same relationship with the Senate as would a faculty, Senate would maintain its authority over the academic issues associated with graduate studies. Senate would need to approve the policies applicable to graduate students that fall under Senate jurisdiction.

By clarifying that students and academic programs reside within faculties, the Senate could resolve many of the conflicts generated by jurisdictional overlap. This clarification would not, however, eliminate altogether the possibility of conflict in areas of common interest and shared responsibility. The identification of mechanisms for conflict resolution remains critical for the success of any graduate studies unit. Initially, the Provost would attempt to resolve such conflicts based on the policies approved

by Senate; where a resolution is not attainable through this mechanism, the issue will be directed to the Academic Policy Committee of Senate for ultimate decision by Senate as a whole.

Rationale for recommending an Office of Graduate Studies:

- Faculties have powers and duties as outlined in section 40 of the *University Act*. In the history of UBC Okanagan, limited power has been transferred from the faculties to the College of Graduate Studies. This is not the case in Vancouver where there is a Faculty of Graduate Studies that shares responsibilities with the disciplinary faculties which often results in disagreements over who has responsibility for what. At this point, there are faculties that do not wish to transfer their powers to another agency.
- Faculty members would be appointed to only one faculty rather than having an appointment in two separate faculties, which would be the case if a Faculty of Graduate Studies were established. This could conflict with the spirit of the collective agreement since graduate students are often an integral part of research program;
- The office model ought to reduce conflict by avoiding colliding powers residing in faculties and in Graduate studies, which has occurred at several other universities with the formation of a Faculty of Graduate Studies.
- The external reviewers' recommendation to create a Faculty of Graduate Studies to parallel the structure at UBC Vancouver was not seen as a compelling rationale. It does not resolve the issues how to determine who performs what functions, nor does it articulate a conflict resolution process that ultimately includes Senate.
- Although a number of institutions have a Faculty of Graduate Studies, the Office of Graduate Studies model is also a fairly common arrangement across Canada.

Interdisciplinary Graduate Studies (IGS)

There has been understandable reluctance in the past to locate an interdisciplinary program within a single faculty, as this would at first seem to defeat its purpose. Members felt that interdisciplinarity, however, is rooted in the academic approach to a student's program of study rather than in the administrative organization of the campus. The Committee is also of the opinion that all degree programs, including graduate degree programs, ought to reside within faculties. Since asking more than one faculty to serve as an IGS student's "home" risks confusion and jurisdictional conflicts of exactly the type that generated the entire graduate studies discussion, the Committee recommends that each IGS student be assigned a single academic home in the faculty of the student's primary supervisor. IGS students, like all graduate students would benefit from the centralized support services provided by the Office of Graduate Studies.

Next Steps

The Academic Policy Committee will circulate this discussion paper and conduct consultation in March 2009, with the goal of finalizing its recommendations to Senate in April 2009. The Committee is hopeful that Senate will make its decision on the recommendations not later than May 2009.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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08 April 2009

To: Okanagan Senate

From: Academic Policy Committee

Re: Granting of Graduate Degrees in May 2009 (approval)

Senators may recall that in October 2007 and April 2008, the Senate approved interim arrangements to grant graduate degrees. At the time, it was anticipated that further discussion in 2008 would clarify the respective responsibilities of the College of Graduate Studies and the disciplinary Faculties with respect to adjudicating candidates for graduation and making recommendations thereon to the Senate. The Academic Policy Committee recognizes that while the Review of the College of Graduate Studies has been completed, discussions are still ongoing as to what actions should be taken, if any, as a result of that review. To allow time for those discussions to conclude, the Committee proposes an additional interim arrangement to grant graduate degrees for 2009.

In June 2009, a group of candidates is expected to graduate with the degrees of Doctor of Philosophy, Master of Applied Science, Master of Arts in Education, Master of Arts, Master of Fine Arts, and Master of Science in Interdisciplinary Graduate Studies, Master of Education, Master of Science, Master of Nursing, and Master of Social Work.

The Committee therefore recommends that as the Faculties of Arts and Sciences, Creative and Critical Studies, Education, and Health and Social Development have each delegated to the College of Graduate Studies the responsibility of recommending candidates to the Senate for the granting of their respective graduate degrees at its May 2009 meeting; the name of the College shall appear as the recommending body on corresponding degree parchments and the Dean of the College shall sign such parchments in addition to the Chancellor, President and Registrar. The Master of Applied Science shall not be affected by this proposal.

In approving this recommendation the Committee submits that the above arrangement is not to be construed to set a practice or precedent for future matters in this regard so as to

allow the Senate latitude in determining the future organization of graduate education at UBC Okanagan.

Motion: *That the Senate approve the interim arrangement set out in this report.*

Respectfully submitted,
Dr. Jan Cioe
Chair, Academic Policy Committee

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michelle.kruiswyk@ubc.ca

8 April 2009

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: March Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the Faculties, and encloses those proposals it deems ready for approval.

As such, the following is recommended to Senate:

Motion: *That Senate approve the new and revised courses and programs brought forward by the Faculties of Applied Science, Arts and Sciences, and Health and Social Development as set out in the attached proposals.*

Respectfully submitted,
Mr. Christopher Eaton
Acting Chair, Curriculum Committee


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michelle.kruiswyk@ubc.ca
8 April 2009

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: March Curriculum Proposals

Attached please find the following for your consideration:

Faculty of Applied Science

1. The following new courses:
 - a. APSC 246 (3) System Dynamics
 - b. APSC 248 (3) Engineering Analysis III

Faculty of Arts and Sciences

1. Revisions to the following courses:
 - a. BIOC 304 (3) Molecular Biochemistry I
 - b. BIOL 311 (3) Biochemistry I
 - c. BIOL 366 (3) Molecular Genetics
 - d. BIOC 493 (3) Biotechnology Laboratory I
 - e. BIOL 493 (3) Biotechnology Laboratory I
 - f. BIOL 363 (3) Integrative Development
2. The following new courses:
 - g. BIOC 393 (3) Biochemistry Laboratory
 - h. BIOL 393 (3) Biochemistry Laboratory
 - i. BIOL 202 (3) Data Management and Analysis
 - j. ECON 355 (3) International Trade
 - k. ECON 356 (3) International Finance
 - l. INDG 309 (3) Indigenous Perspectives on Health
3. The following new programs:
 - m. B.Sc. Major and Honours in Zoology

Faculty of Health and Social Development

1. Revisions to the following programs:
 - a. Suspension of Admission to the Health Studies Program
 - b. Discontinuation of the Health and Sustainability Program Stream of the Health Studies Program



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Engineering Department/Unit: N/A Faculty/School Approval Date: 11/02/09 Effective Session: 2009W</p>	<p>Date: February 11, 2009 Contact Person: Dwayne Tannant Phone: 250.807.8067 Email: dwayne.tannant@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APSC 246 (3) System Dynamics Linear time invariant system, impulse response function, operator, convolution, system characterization, complex numbers, solution of linear ordinary differential equations, Laplace transform and its applications, transfer function, frequency response, matrix diagonalization, solution to system of linear differential equations. [3-0-1] <i>Prerequisite:</i> All of APSC 173, APSC 178, APSC 180, APSC 181.</p> <p>APSC 248 (3) Engineering Analysis III Multivariable functions, Lagrange multipliers; line integrals, surface integrals, volume integrals; divergence, curl, gradient; divergence and Stoke's theorems; engineering applications of vector field theory. Fourier series and transform; solutions to partial differential equations. [3-0-1] <i>Prerequisite:</i> All of APSC 173, APSC 178.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>APSC 250 (6) Dynamic Systems Analysis Multivariable calculus, ordinary differential equations, matrices, step and impulse response, application to mechanical systems and electric circuits, phasors. [5-0-2] <i>Prerequisite:</i> All of APSC 171, APSC 173, APSC 174.</p> <p>Type of Action: Discontinue APSC 250 and replace it with two new courses, APSC 246 and APSC 248.</p> <p>Rationale: Two new 3-credit courses, APSC 246 and APSC 248, are being proposed together to replace APSC 250, which was offered as a 6-credit course. APSC 250 will no longer be offered.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit: Unit 2: Biology and Unit 3: Chemistry Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: January 15, 2009 Contact Person: Joyce Boon Phone: 250.807.9545 Email: joyce.boon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOC 304 (3) Molecular Biochemistry I Principles of thermodynamics and reaction kinetics in biochemistry. Acid/base biochemistry. An introduction to structural techniques, e.g., X-ray crystallography. Structure and function of lipids, amino acids, proteins, carbohydrates, nucleotides, and nucleic acids. Enzyme kinetics. Recombinant DNA technology. [3-0-0] <i>Prerequisite:</i> All of BIOL 200, CHEM 204 and one of CHEM 201, CHEM 210.</p> <p>BIOL 311 (3) Biochemistry I Protein, carbohydrate and lipid structure and metabolism. Energy production via glycolysis, oxidative phosphorylation, and photosynthesis. OUC equivalent: BIOL 311. Credit will not be granted for BIOL 311 for students with credit for BIOC 304 or BIOC 305. [3-0-0] <i>Prerequisite:</i> CHEM 204 and one of BIOL 200, BIOL 228.</p> <p>BIOL 366 (3) Molecular Genetics Stresses the principles of molecular biology techniques and their relevance to the study of all areas of biology. Gene expression, gene regulation, and development genetics. OUC equivalent: BIOL 366. [3-0-0] <i>Prerequisite:</i> BIOL 365.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>BIOC 304 (3) Molecular Biochemistry I Principles of thermodynamics and reaction kinetics in biochemistry. Acid/base biochemistry. An introduction to structural techniques, e.g., X-ray crystallography. Structure and function of lipids, amino acids, proteins, carbohydrates, nucleotides, and nucleic acids. Enzyme kinetics. Recombinant DNA technology. [3-2*-0] <i>Prerequisite:</i> All of BIOL 200, CHEM 204 and one of CHEM 201, CHEM 210.</p> <p>BIOL 311 (3) Biochemistry I Protein, carbohydrate and lipid structure and metabolism. Energy production via glycolysis, oxidative phosphorylation, and photosynthesis. Laboratory component demonstrates techniques used in classical and molecular biochemistry and aspects of applied immunology. OUC equivalent: BIOL 311. Credit will not be granted for BIOL 311 for students with credit for BIOC 304 or BIOC 305. [3-4*-0] <i>Prerequisite:</i> CHEM 204 and one of BIOL 200, BIOL 228.</p> <p>BIOL 366 (3) Molecular Genetics Stresses the principles of molecular biology techniques and their relevance to the study of all areas of biology. Gene expression, gene regulation, and development genetics. The laboratory component will demonstrate current techniques in molecular genetics. OUC equivalent: BIOL 366. [3-4*-0] <i>Prerequisite:</i> BIOL 365.</p>



Type of Action: Remove the lab from these courses, and make a free-standing 3-credit laboratory course.

Rationale: There are 3 major reasons for making this change:

- 1) The increasing number of students in Biology and Biochemistry are causing problems for scheduling the number of lab sections now required. Since Biology 311 is required for all Biology majors, and both BIOC 304 and BIOL 366 are required for all Biochemistry majors, we are presently offering 6 lab sections; this might increase to 8 shortly. With this proposal, while the students would still take the courses, the requirement for the lab would be limited to students who are majoring in Molecular, Cellular, and Developmental Biology; Microbiology; and Biochemistry.
- 2) Students transferring in from other post-secondary institutions rarely have a lab component to courses that are equivalent in lecture content. By making the lab a separate course, transfer credit will be more straightforward.
- 3) Students majoring in Chemistry need a Biochemistry course, but their schedules have so many labs already, that it is unreasonable to expect them to schedule yet another one. By removing the lab, we remove the need for Chemistry to put on another Biochemistry course.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit: Biology and Physical Geography Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: January 14, 2009 Contact Person: M. Forrest and J. Boon Phone: 250.807.9560 and 250.807.9545 Email: mary.forrest@ubc.ca, joyce.boon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOC 493 (3) Biotechnology Laboratory I Current methods in biotechnology will be demonstrated, including the use of biotechnological techniques and tools in such areas as molecular biology, microbiology, and biochemistry. [0-6*-0; 0-6*-0] <i>Prerequisite:</i> BIOL 366. <i>Equivalency:</i> BIOL 493.</p> <p>BIOL 493 (3) Biotechnology Laboratory I Current methods in biotechnology will be demonstrated, including the use of biotechnological techniques and tools in such areas as molecular biology, microbiology, and biochemistry. [0-6*-0; 0-6*-0] <i>Prerequisite:</i> BIOL 366. <i>Equivalency:</i> BIOC 493.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>BIOC 493 (3) Biotechnology Laboratory I Current methods in biotechnology will be demonstrated via modules presented by faculty in their areas of specialization, including biotechnological techniques and tools in such areas as molecular biology, microbiology, biochemistry, immunology, and pharmacology. [2-4-0] <i>Prerequisite:</i> BIOL 366. <i>Equivalency:</i> BIOL 493.</p> <p>BIOL 493 (3) Biotechnology Laboratory I Current methods in biotechnology will be demonstrated via modules presented by faculty in their areas of specialization including biotechnological techniques and tools in such areas as molecular biology, microbiology, biochemistry, immunology, and pharmacology. [2-4-0] <i>Prerequisite:</i> BIOL 366. <i>Equivalency:</i> BIOC 493.</p> <p>BIOC 495 (3) Biotechnology Laboratory II Continuation of BIOC 493. [2-4-0] Prerequisite: BIOC 493. Equivalency: BIOL 495.</p> <p>BIOL 495 (3) Biotechnology Laboratory II Continuation of BIOL 493. [2-4-0] Prerequisite: BIOL 493. Equivalency: BIOC 495.</p>



Type of Action: Discontinue BIOC 495 and BIOL 495. Change from offering sections every week to offering sections in alternating weeks. Combine content from BIOL/BIOC 493 and BIOL/BIOC 495 into one 3-credit, full-year course.

Rationale: BIOL/BIOC 493 and BIOL/BIOC 495 are required courses for the Majors in Biochemistry, Microbiology, and Molecular Cell and Development. These programs are very popular and enrollment is increasing each year. We will need to increase to four lab sections next year and there is no lab space available, or freedom within program timetables, to do so. Moving to alternate week labs will allow us to run four lab sections every two weeks.

The decrease in 3 credits caused by this change will be compensated for by the addition of 3 credits in the proposed changes in the BIOL 311/BIOL 366 / BIOC 304 labs (see attached).

The biotechnology labs are currently taught by various faculty members in “module” format. These are very prep intensive modules and as the number of sections increase it will become too onerous for faculty to present modules over and above the rest of their teaching workload. The course will instead be taught by one faculty member with graduate student TA assistance. When available, guest presenters may demonstrate additional techniques that can no longer be performed by students due to the increased numbers in the course.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit: Biology and Physical Geography Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: January 5, 2009 Contact Person: William Bates Phone: 250.807.9550 Email: william.bates@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOL 363 (3) Integrative Development Introduction to epigenetic development. Explores temperature, gravity, biomechanics, nutrition, symbionts, predators, toxins and behaviour regulate developmental processes to produce phenotypic diversity in a wide variety of organisms. OUC equivalent: BIOL 363. [3-0-0] <i>Prerequisite:</i> BIOL 263.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>BIOL 363 (3) Developmental Biology II Investigates current research and methodologies in developmental biology. Students will study the development of major systems of organisms in all kingdoms and be introduced to developmental genetics. OUC equivalent: BIOL 363. [3-0-0] <i>Prerequisite:</i> BIOL 263.</p> <p>Type of Action: New course title and new calendar entry for this existing course.</p> <p>Rationale: The proposed changes for this existing course would represent the actual course content.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit: Unit 2: Biology and Unit 3: Chemistry Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: January 24, 2009 Contact Person: Joyce Boon Phone: 250.807.9545 Email: joyce.boon@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>BIOC 393 (3) Biochemistry Laboratory Topics include protein separation, enzyme kinetics, ELISA, DNA Ligation and Transformation, PCR, RFLP analysis, Agarose gel electrophoresis, STR and VNTR analysis, and gene regulation. [0-4*-0; 0-4*-0] Prerequisite: One of BIOL 200, BIOL 228 and CHEM 204. Corequisite: BIOC 304 and BIOL 366. Equivalency: BIOL 393.</p> <p>BIOL 393 (3) Biochemistry Laboratory Topics include protein separation, enzyme kinetics, ELISA, DNA Ligation and Transformation, PCR, RFLP analysis, Agarose gel electrophoresis, STR and VNTR analysis, and gene regulation. [0-4*-0; 0-4*-0] Prerequisite: One of BIOL 200, BIOL 228 and CHEM 204. Corequisite: BIOL 311 and BIOL 366. Equivalency: BIOC 393.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New lab courses. Remove the labs from BIOC 304/BIOL 311 and BIOL 366 and combine them to make a separate 3-credit lab course for Biochemistry majors, Microbiology majors, and Molecular, Cellular, and Developmental Biology (MCD) majors.</p> <p>Rationale: This change is being proposed for several reasons:</p>



1. Problems with articulation with other institutions. At present, we find that the majority of students who transfer to UBC Okanagan and who have taken a Biochemistry course, do not have a lab with the course. We can't give them transfer credit for that course because it is not equivalent. If the lecture material is equivalent, we exempt them from BIOL 311, but that is not an ideal solution if they want to major in Micro or MCD because then they miss the lab experience and have more difficulty with the lab that accompanies BIOL 366. In addition, most other institutions have a free-standing 3-credit lab course at third year in similar programs.
2. Cost of supplies for increasing numbers of students. As student numbers increase, the cost of running the labs is of course going up. Biochemistry labs are not inexpensive, and while they don't generally cost more than other labs, it would be difficult to reduce costs without sacrificing quality.
3. Lab space requirements. We now have 6 sections of the fall semester lab and 4 of the winter semester lab. The biochemistry lab can't easily accommodate more lab sections, and it is getting harder to find places in the timetable to fit in a 4-hour lab.
4. Faculty and staff resources. Without this change, we will need more faculty and technical help if the number of students continues to increase. We would like to move to having graduate student TA's for



the course, which would help in staffing, but there are not infinite numbers of graduate students available with that expertise.

5. Giving Chemistry Majors a Biochemistry course without a lab. This change will also benefit Chemistry majors who will need a Biochemistry course to complete their chemistry degree when the degree program is changed to meet accreditation requirements. To ask these students to take yet another course with a lab, in a program that is already very lab intensive, is a problem. If the lab is separated from the lecture, then the students could take a one-semester biochemistry course that would not have a lab but which would satisfy the biochemistry requirement.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 2 Faculty Approval Date: February 3, 2009 Effective Session: 2009W</p>	<p>Date: April 30, 2008 Contact Person: Jason Pither Phone: 250.807.9629 Email: jason.pither@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOL 202 (3) Data Management and Analysis Introduction to statistics, with emphasis on the application of commonly applied parametric and non-parametric statistical methods in the biological sciences. Use of computer software to manage data, conduct statistical analyses, and report findings in publishable formats. Credit will not be granted for both BIOL 202 and BIOL 304. [3-2-0]</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>BIOL 304 (3) Biometrics Introduction to statistical procedures for biological research. Estimation, hypothesis testing, goodness to fit, analysis of variance, and regression. The lab introduces computers and their use in graphical and statistical analysis. OUC equivalent: BIOL 300. [3-2-0] Prerequisite: All of MATH 100, MATH 101 and third-year standing.</p> <p>Type of Action: Discontinue BIOL 304 and replace with new course, BIOL 202.</p> <p>Rationale: Many third- and fourth-year courses in Biology require that students be familiar with introductory statistics, yet many students do not take BIOL304 until it is too late. The proposed change should help to address this problem. The MATH prerequisites can be dropped because they are not necessary for students to learn how to apply statistics effectively (thanks in part to statistical software). Also, this kind of introductory stats course is offered in first year at many universities, hence the dropping of the third-year standing requirement. The name of the BIOL 304 course should be changed; “biometrics” has a new primary meaning in this post-9/11 era (identification through biological measurements such as fingerprints).</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 6 Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: February 13, 2009 Contact Person: Peter Wylie Phone: 250.807.9341 Email: peter.wylie@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ECON 355 (3) International Trade The determinants of trade patterns, trade policy, tariff and non-tariff barriers to trade, political economy of protectionism, bilateral and multilateral trade disputes, trade liberalization, trade and development. Credit may be obtained for only one of ECON 355 and ECON 357. [3-0-0] Prerequisite: All of ECON 101, ECON 102.</p> <p>ECON 356 (3) International Finance Exchange rate policy regimes; international financial organizations; the interaction between monetary policy and exchange rate regimes; financial crises. Credit will be granted for only one of ECON 356 and the former ECON 345 (6); and only one of ECON 356 and ECON 357. [3-0-0] Prerequisite: All of ECON 101, ECON 102.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>ECON 357 (3) International Economics Introduction to international trade and finance, emphasis on international economic policy, determinants of trade and balance of payments. Selected policy issues (may vary) include tariff/non-tariff barriers to trade, bilateral/multilateral trade disputes, trade liberalization, trade and development, capital mobility, political economy of protection, exchange rate policy. OUC equivalent: ECON 355. [3-0-0] Prerequisite: All of ECON 101, ECON 102.</p> <p>Type of Action: Discontinue ECON 357 and create two new 3-credit courses, ECON 355 and ECON 356.</p> <p>Rationale: When upper-level courses were first offered at Okanagan College (later Okanagan University College) they were existing UBC courses: one of these was ECON 357: International Economics.</p> <p>In a major curriculum revision in 2003, the Department of Economics at UBC</p>



Vancouver rearranged the content of the course into ECON 355: International Trade, and ECON 356: International Finance.

The first 6-week content of the ECON 357 International Economics course was expanded into 12-weeks of content in International Trade (ECON 355). The last 6-weeks of ECON 357 was amalgamated with content from ECON 345 to create a new 3-credit course, ECON 356: International Finance.

The rationale for this proposal is to implement the 2003 UBC curriculum change here at UBC Okanagan. These new 3-credit courses for UBC Okanagan (ECON 355 and 356) exist at UBC Vancouver so we wish to introduce the same courses here with the same course numbers, descriptions and prerequisites.

It is the norm in economics programs that international economics is taught in two 3-credit courses: International Trade (microeconomics) and International Finance (monetary- macroeconomics) and so this proposal allows the economics program at UBC Okanagan to conform to this norm.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: CCGS Faculty Approval Date: March 3, 2009 Effective Session: 2009W</p>	<p>Date: January 26, 2009 Contact Person: Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INDG 309 (3) Indigenous Perspectives on Health</p> <p>Introduction to current thinking about Indigenous peoples' health, and especially Indigenous peoples' perspectives on health and contemporary health systems. Includes a critical examination of concepts of health within the context of ongoing processes of colonization. [3-0-0]</p> <p>Prerequisite: Third-year standing.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: Reflects a growing interest and urgency around Indigenous Health issues. Complements other courses by focusing on Indigenous perspectives on health and health systems. The centrality of Indigenous perspectives distinguishes the course from those offered in other units.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Department: Unit 2, Biology Faculty Approval Date: February 25, '09 Effective Session: 2009W</p>	<p>Date: October 17, 2008 Contact Person: Dr. Scott D. Reid Phone: 250.807.8761 Email: scott.reid@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Science Programs</u></p> <ul style="list-style-type: none"> Program Overview > Admission Requirements > Degree Requirements > Program Requirements > Co-operative Education Program > Agroecology > Biochemistry > Biology > Chemistry > Computer Science (B.Sc.) > Earth and Environmental Sciences > Ecology and Evolutionary Biology > Economics (B.Sc.) > Environmental Chemistry > Freshwater Science > Mathematical Sciences > Mathematics (B.Sc.) > Microbiology > Molecular, Cell, and Developmental Biology > Physics and Astronomy > Psychology (B.Sc.) > Zoology > General Science B.Sc. > 	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/poof/edit/index.cfm?tree=18,282,858,0</p> <p>Present Calendar Entry:</p> <p><u>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Science Programs</u></p> <ul style="list-style-type: none"> Program Overview > Admission Requirements > Degree Requirements > Program Requirements > Co-operative Education Program > Agroecology > Biochemistry > Biology > Chemistry > Computer Science (B.Sc.) > Earth and Environmental Sciences > Ecology and Evolutionary Biology > Economics (B.Sc.) > Environmental Chemistry > Freshwater Science > Mathematical Sciences > Mathematics (B.Sc.) > Microbiology > Molecular, Cell, and Developmental Biology > Physics and Astronomy > Psychology (B.Sc.) > General Science B.Sc. >

**ZOOLOGY****Major in Zoology**

Graduates will obtain a solid grounding in a broad range of topics dealing with animal biology (physiology, ecology, developmental biology). This program emphasizes a comparative approach and provides students with a variety of practical experience and skills in laboratory and field work, computers, and communication. This program prepares students for graduate school and professional programs.

Requirements for the B.Sc. Major in Zoology:

First and Second Year

BIOL 116, 125	6
MATH 100, 101	6
CHEM 111, 113; or CHEM 121, 123	6
PHYS 112, 122; or PHYS 102, 111	6
One of ENGL 112, 113	3
One of ENGL 150, 151, 153	3

BIOL 200	3
BIOL 202	3
BIOL 203	3
BIOL 204	3
BIOL 205	3
BIOL 263	3
CHEM 203, 204	6
Arts electives	6

Third and Fourth Year

BIOL 308	3
BIOL 311	3
BIOL 354	3
BIOL 356	3
BIOL 364	3
BIOL 365	3

Zoology program electives: 24
 24 credits of the following courses:
 BIOL 250, 306¹, 307, 319, 357, 363, 401, 417,
 420², 422, 459, 460, 461¹, 467, PHYS 305

Arts electives 6

Upper-level non-Biology Science 6

Upper-level electives 6

Total Credits: 120

¹ Offered in alternate years. Students must take care in planning their course selections.

² Course must be approved as appropriate by the Zoology Program Advisory Committee.

**Honours in Zoology**

With the inclusion of a required research project, the student who completes this program will have demonstrated their ability for competent independent work. This experience is designed to prepare students for graduate school.

The course requirements are the same as in the Major in Zoology, except that students must complete 6 credits of BIOL 440 in the Zoology elective component of the program, and the project must be appropriate for the Zoology degree.

ADMISSION REQUIREMENTS

- Fourth-year standing;
- a minimum grade average of 75% over all courses completed; and
- enrolment in BIOL 440 with a research project and research supervisor approved by the Head.

GRADUATION REQUIREMENTS

- completion of the course requirements for the Major in Zoology;
- a 75% overall grade average; and
- BIOL 440 (6 credits), with a minimum grade of 75%. A written thesis is required, with a public presentation in the form of a poster session or a seminar.

Type of Action: New B.Sc. Major and Honours Program in Zoology.

Rationale: At a time when UBC Okanagan is particularly interested in attracting and maintaining excellent students, this programming option will increase the likelihood of bringing in and retaining the best students. Informal surveys of current and graduating Biology Majors have indicated that they would have been interested in a Major in Zoology, or Honours in Zoology had it been available. Due to student interest in a program in Animal Biology, we have structured a Majors/Honours program in Zoology, which can offer students a broad comparative examination of animal biology with emphasis in the areas of physiology, morphology, developmental biology, and ecology.

While most Biology departments at undergraduate and research intensive universities currently offer Majors/Honours in Animal Biology or Zoology, UBC Okanagan does not. As a consequence, students interested in Animal Biology who would attend UBC Okanagan now go to other institutions, or to our sister campus in Vancouver for their Major in Animal Biology program. The Honours option will give students interested in pursuit of



graduate studies in Animal Biology an advantage. Having already completed an undergraduate research project to demonstrate their competency for research, they will be more competitive for graduate school acceptance and for competitive funding.

This program will advance the Irving K. Barber School of Arts and Sciences mandate to increase undergraduate participation in research. It will encourage undergraduates to take advantage of both internal and external research funding opportunities. Currently, Integrated Animal Biology is the highest funded of NSERC's Research Grant Selection Committees in the area of Life Sciences. This attests to the value that the Canadian government places on the training of highly qualified personnel in the area of Animal Biology/Zoology.

The recent addition of new faculty with expertise in comparative animal physiology, molecular biology, and teaching competencies in both Invertebrate and Vertebrate zoology, in conjunction with an existing suite of courses in physiology, ecology, and developmental biology make this the opportune time to expand our undergraduate major offerings in Biology to include a Major/Honours in Zoology.

While increasing costs and continually dwindling budgets often constrain program development, we have successfully structured what we believe to be a competitive and novel Majors/Honours in Zoology that will not impose financial constraints on the existing Unit 2 budget. This will be achieved through careful course and degree planning and the allocation of existing course offerings.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Health and Social Development Department: Health Studies Faculty Approval Date: March 6, 2009 Effective Session: 2009W</p>	<p>Date: February 26, 2009 Contact Person: Acting Dean Kathy Rush Phone: 250.807.9902 Email: kathy.rush@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Faculties, Schools, and Colleges</u> Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Introduction</p> <p>Note: this program will not accept applications for admission for 2009/10. Applications for admission are expected to be considered for 2010/11. For more information, please contact the Faculty of Health and Social Development.</p> <p>[14341] Health Studies is an exciting new interdisciplinary degree focused on the emerging fields of health services research and evidence-based health and social policy. The program offers an in-depth examination of the nature and scope of health and health care issues facing Canadian society, and analytic tools to formulate innovative and sustainable solutions. Curricular themes include determinants of health, health promotion, health policy, and sustainability at the global, national, and local levels.</p> <p>[14342] The program develops knowledge and skills related to health care management, health services research, and enhancing the foundations of a healthy society. Health Studies at UBC Okanagan promotes a practice-relevant approach that draws heavily on social and health sciences.</p> <p>[14343] The B.A.H.S. is a 120-credit degree program, with third- and fourth-year</p>	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,286,1012,1234</p> <p>Present Calendar Entry:</p> <p><u>Faculties, Schools, and Colleges</u> Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Introduction</p> <p>[14341] Health Studies is an exciting new interdisciplinary degree focused on the emerging fields of health services research and evidence-based health and social policy. The program offers an in-depth examination of the nature and scope of health and health care issues facing Canadian society, and analytic tools to formulate innovative and sustainable solutions. Curricular themes include determinants of health, health promotion, health policy, and sustainability at the global, national, and local levels.</p> <p>[14342] The program develops knowledge and skills related to health care management, health services research, and enhancing the foundations of a healthy society. Health Studies at UBC Okanagan promotes a practice-relevant approach that draws heavily on social and health sciences.</p> <p>[14343] The B.A.H.S. is a 120-credit degree program, with third- and fourth-year</p>



concentrations in Health Policy and Evaluation and Health and Sustainability.

[14344] UBC Okanagan’s B.A.H.S. program emphasizes interdisciplinary and interprofessional approaches to the study of health-related social and organizational phenomena. Students will participate in case-studies and inquiry-based learning, individual and group activities, and community projects. The curriculum includes core, concentration, and elective courses, giving students common foundational knowledge as well as the opportunity to complement their choice of specialization with courses of personal interest.

[14345] Graduates will find local, national, and international work within health, social service, and government organizations; pursue graduate studies; or enter health professions.

Proposed Calendar Entry:

Faculties, Schools, and Colleges

Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Admission Requirements

Note: this program will not accept applications for admission for 2009/10. Applications for admission are expected to be considered for 2010/11. For more information, please contact the Faculty of Health and Social Development.

[14346] Application for admission to the B.A.H.S. must be made through Enrolment Services. Due to enrolment limitations, the academic standing required for admission may be higher than the published University minimum, and not every qualified applicant will be offered admission.

[14347] **Admission from Secondary School**

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[14345] Graduates will find local, national, and international work within health, social service, and government organizations; pursue graduate studies; or enter health professions.

Draft Calendar URL:

http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,286,1012,1235

Present Calendar Entry:

Faculties, Schools, and Colleges

Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Admission Requirements

[14346] Application for admission to the B.A.H.S. must be made through Enrolment Services. Due to enrolment limitations, the academic standing required for admission may be higher than the published University minimum, and not every qualified applicant will be offered admission.

[14347] **Admission from Secondary School**



[14348] Procedures, policies, and admission requirements to UBC Okanagan and the Health Studies program are specified in "Admission to UBC Okanagan." Applicants must present successful completion of Principles of Mathematics 11 or the equivalent.

[14349] Admission from Post-Secondary Institutions

[14350] Transfer students who have completed transferable coursework at another accredited post-secondary institution will be considered for admission. The minimum academic standing to qualify for admission to the University as a transfer student is successful completion of 24 transferable credits. A minimum grade point average (GPA) of 2.0 (on a 4.0 scale) is required to be considered for admission, although a higher competitive average may be required. Academic standing is based on the average on all college or university courses attempted, including failures and repeated courses. In the case of applicants with more than 30 credits of prior study, the admission average is calculated on the basis of the most recently completed 30 credits.

[14351] Transfer applicants should present transfer credit in mathematics. If an applicant is not able to fulfill this requirement at the post-secondary level, it must be fulfilled at the high school level. Students with unsatisfactory standing or who have been required to withdraw from another post-secondary institution will not be considered for admission.

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Proposed Calendar Entry:

Admission to UBC Okanagan

Homepage > Admission to UBC Okanagan > Application and Document Deadlines

[15031] For other important University dates, see [Dates and Deadlines](#).

[15028] These deadlines are the latest dates on which an application or document will be

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Draft Calendar URL:

<http://okanagan.students.ubc.ca/calendar/poof/edit/index.cfm?tree=18,286,1012,1234>

Present Calendar Entry:

Admission to UBC Okanagan

Homepage > Admission to UBC Okanagan > Application and Document Deadlines

[15031] For other important University dates, see [Dates and Deadlines](#).

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accepted. Processing of applications does begin before these dates and, in some cases, programs may be filled by well-qualified students before the document deadlines. If a deadline falls on the weekend, it will be extended to the next working day.

[15029] Generally, undergraduate applications are due February 28 and the document deadline is June 30, unless otherwise noted.

[15030] The following information applies to both domestic and international students. For Non-Degree Studies (Visitor, Unclassified, Concurrent), the application deadline is June 30; document deadline is July 15. The deadline to submit interim transcripts for post-secondary transfer students is February 28.

Program	Credentia	Faculty/Sc	Applica	Docum
	tial	hool	tion	ent
			Deadlin	Deadli
			e	ne
Applied Science (Engineering)	B.A. Sc.	Applied Science	Feb 28	Jun 30
Arts	B.A.	Arts and Sciences	Feb 28	Jun 30
Education	B.Ed	Education	Feb 28	Jun 5
Fine Arts ¹	B.F.A	Creative and Critical Studies	Feb 28	Jun 30
Health Studies ²	B.A. H.S.	Health and Social Development	Feb 28	Jun 30
Human Kinetics	B.H.K.	Health and Social Development	Feb 28	Jun 30
Management	B.Mgt.	Management	Feb 28	Jun 30
Nursing	B.S.N.	Nursing	Feb 28	Jun 30
Pre-Pharmacy	N/A	Arts and Sciences	Feb 28	Jun 30
Science	B.Sc	Arts and Sciences	Feb 28	Jun 30
Social Work ³	B.S.W.	Social Work	Feb 28	Jun 30

¹ A portfolio is required and is due on March 31.

² **Not accepting applications for admission for 2009/10.**

³ A supplemental application is required and is due on February 28.

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	tial	hool	tion	ent
			Deadlin	Deadli
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Pre-Pharmacy	N/A	Arts and Sciences	Feb 28	Jun 30
Science	B.Sc	Arts and Sciences	Feb 28	Jun 30
Social Work ²	B.S.W.	Social Work	Feb 28	Jun 30

¹ A portfolio is required and is due on March 31.

²-A supplemental application is required and is due on February 28.

**Draft Calendar URL:**<http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=2,22,68,0>**Present Calendar Entry (with proposed changes noted):****Admission to UBC Okanagan**

[Homepage](#) > [Admission to UBC Okanagan](#) > [Applicants Following the BC/Yukon High School Curriculum](#) > [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#)

[334] This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.

Program	Degree	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but Not Included in the Calculation of the Average
Agroecology ¹	B.Sc. (Agroecology)	Arts and Sciences	English 12 or English 12 First Peoples; Principles of Mathematics 12; One of Biology 12, Chemistry 12, Geology 12, or Physics 12; One other approved examinable Grade 12 course	Two of: Biology 11, Chemistry 11, or Physics 11
Arts	B.A.	Arts and Sciences	English 12 or English 12 First Peoples; Three other approved provincially examinable Grade 12 courses	
Engineering	B.A.Sc.	Applied Science/Engineering	English 12 or English 12 First Peoples; Chemistry 12; Principles of Mathematics 12; Physics 12	Chemistry 11; Physics 11; Principles of Mathematics 11
Fine Arts	B.F.A.	Creative and Critical Studies	English 12 or English 12 First Peoples; Three other provincially examinable courses; Portfolio	
Health Studies ²	B.A.H.S.	Health and Social Development	English 12 or English 12 First Peoples; Three other approved provincially examinable courses	Principles of Mathematics 11
Human Kinetics	B.H.K.	Health and Social Development	English 12 or English 12 First Peoples; One of: Principles of Mathematics 12, Biology 12, Chemistry 12, Geology 12, or Physics 12; Two other approved provincially examinable	Principles of Mathematics 11; One of: Biology 11, Chemistry 11, or Physics 11



			Grade 12 courses	
Management	B.Mgt.	Management	English 12 or English 12 First Peoples; Principles of Mathematics 12; Two other provincially examinable courses	Principles of Mathematics 11
Nursing	B.S.N.	Health and Social Development/Nursing	English 12 or English 12 First Peoples; Biology 12; Two other approved examinable Grade 12 courses	Chemistry 11; Principles of Mathematics 11
Pre-Pharmacy	N/A	Arts and Sciences	English 12 or English 12 First Peoples; Principles of Mathematics 12 (min. 67%); Two other provincially examinable courses including at least one of: Biology 12, Chemistry 12, Geology 12, or Physics 12	Chemistry 11; Physics 11; Principles of Mathematics 11
Science	B.Sc.	Arts and Sciences	English 12 or English 12 First Peoples; Principles of Mathematics 12 (min. 67%); Two other examinable Grade 12 courses including at least one of: Biology 12, Chemistry 12, Geology 12, Geography 12, or Physics 12	Chemistry 11

¹ This program is currently under review and is not admitting students for 2009/10. For more information, please contact the Faculty of Arts and Sciences.

² **This program is currently under review and is not admitting students for 2009/10. For more information, please contact the Faculty of Health and Social Development.**

Type of Action: Suspend admission to the Bachelor of Arts in Health Studies Program while the program is under review.

Rationale: A number of factors have contributed to the decision to put admission of Health Studies students on hold for a temporary period. These include:

- i) Need for a re-evaluation of program demand;
- ii) Need to realign program with realities of the marketplace;
- iii) Lack of resources.

Currently an extensive review of the program is being undertaken and the outcome of this review will provide future direction for program planning. There is a plan in place to accommodate all existing students in the program.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Health and Social Development Department: Health Studies Faculty Approval Date: March 17, 2009 Effective Session: 2009W</p>	<p>Date: March 17, 2009 Contact Person: Alan Davidson Phone: 250.807.9969 Email: alan.davidson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Introduction</u></p> <p>[14341] Health Studies is an exciting new interdisciplinary degree focused on the emerging fields of health services research and evidence-based health and social policy. The program offers an in-depth examination of the nature and scope of health and health care issues facing Canadian society, and analytic tools to formulate innovative and sustainable solutions. Curricular themes include determinants of health, health promotion, health policy, and sustainability at the global, national, and local levels.</p> <p>[14342] The program develops knowledge and skills related to health care management, health services research, and enhancing the foundations of a healthy society. Health Studies at UBC Okanagan promotes a practice-relevant approach that draws heavily on social and health sciences.</p> <p>[14343] The <u>B.A.H.S.</u> is a 120-credit degree program, with a third- and fourth-year concentration in Health Policy and Evaluation.</p> <p>[14344] UBC Okanagan’s B.A.H.S. program emphasizes interdisciplinary and interprofessional approaches to the study of health-related social and organizational phenomena. Students will participate in case-studies and inquiry-based learning, individual and group activities, and community projects.</p>	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/poof/edit/index.cfm?tree=18,286,1012,1234</p> <p>Present Calendar Entry:</p> <p><u>Homepage > Faculties, Schools, and Colleges > Faculty of Health and Social Development > Bachelor of Arts in Health Studies Program > Introduction</u></p> <p>[14341] Health Studies is an exciting new interdisciplinary degree focused on the emerging fields of health services research and evidence-based health and social policy. The program offers an in-depth examination of the nature and scope of health and health care issues facing Canadian society, and analytic tools to formulate innovative and sustainable solutions. Curricular themes include determinants of health, health promotion, health policy, and sustainability at the global, national, and local levels.</p> <p>[14342] The program develops knowledge and skills related to health care management, health services research, and enhancing the foundations of a healthy society. Health Studies at UBC Okanagan promotes a practice-relevant approach that draws heavily on social and health sciences.</p> <p>[14343] The <u>B.A.H.S.</u> is a 120-credit degree program, with third- and fourth-year concentrations in Health Policy and Evaluation and Health and Sustainability.</p> <p>[14344] UBC Okanagan’s B.A.H.S. program emphasizes interdisciplinary and interprofessional approaches to the study of health-related social and organizational phenomena. Students will participate in case-studies and inquiry-based learning, individual and group activities, and community projects.</p>



The curriculum includes core, concentration, and elective courses, giving students common foundational knowledge as well as the opportunity to complement their choice of specialization with courses of personal interest.

[14345] Graduates will find local, national, and international work within health, social service, and government organizations; pursue graduate studies; or enter health professions.

Proposed Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [Faculty of Health and Social Development](#) > [Bachelor of Arts in Health Studies Program](#) > Degree Requirements

[14354] The B.A.H.S. is a 120-credit undergraduate degree. In addition to the general academic policies and regulations set out in "Policies and Regulations," students must complete the following degree requirements:

...

[14357] In completing the above, all Health Studies students must complete the following core courses and one of two program streams:

Core Courses	
HMKN 100	Healthy Lifestyles (3 credits)
HEAL 100	Introduction to Health Studies (3 credits)
HEAL 200	Determinants of Health (3 credits)
HEAL 201	Canadian Health Care System (3 credits)
HEAL 213	Health and Social Policy in Canada (3 credits)
HEAL 300	Methods of Data Analysis (3 credits)
HEAL 301	Health Research Methods (3 credits)
HEAL 303	Health Program Evaluation (3 credits)

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Draft Calendar URL:

http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,286,1012,1236

Present Calendar Entry:

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HEAL 401	Health Leadership and Effecting Change (3 credits)
HEAL 450	Health Studies Practicum (3 credits)

[14360] Health Policy and Evaluation Program Stream

[14358] Students concentrating in the Health Policy and Evaluation program stream must, in addition to the core courses, also complete:

HEAL 302	Health Policy and Politics (3 credits)
HEAL 313	Health Economics (3 credits)
HEAL 404	Sustainability and Health Care Reform (3 credits)

[14359] Health Policy and Evaluation students must also complete a minimum of 6 credits from the following list of courses:

HEAL 307	Global Health Trends and Local Impacts (3 credits)
HEAL 308	Health Law (3 credits)
HEAL 403	Public Health, Ethics, and Human Rights (3 credits)
HEAL 495	Topics in Health Studies (3 credits)

HEAL 401	Health Leadership and Effecting Change (3 credits)
HEAL 450	Health Studies Practicum (3 credits)

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[14361] Health and Sustainability Program Stream

[14362] ~~Students concentrating in the Health and Sustainability program stream must, in addition to the core courses, also complete:~~

HEAL 304	Healthy and Sustainable Communities (3 credits)
HEAL 307	Global Health Trends and Local Impacts (3 credits)
HEAL 400	Reducing Health Disparities Among Vulnerable Populations (3 credits)

[14363] ~~Health and Sustainability students must also complete a minimum of 6 credits from the following list of courses:~~



<p>[14364] Minors</p> <p>[14365] Students completing the B.A.H.S. may also complete a Minor in Arts (e.g., Women's studies, Indigenous studies, Psychology, Sociology, etc.) or Science (e.g., Biology, Chemistry). A Minor in Aging, Health, and Society is also available.</p> <p>...</p>	<p>HEAL 305 Healthy Aging (3 credits)</p> <p>HEAL 306 Indigenous Peoples and Health (3 credits)</p> <p>HEAL 403 Public Health, Ethics, and Human Rights (3 credits)</p> <p>HEAL 495 Topics in Health Studies (3 credits)</p> <p>[14364] Minors</p> <p>[14365] Students completing the B.A.H.S. may also complete a Minor in Arts (e.g., Women's studies, Indigenous studies, Psychology, Sociology, etc.) or Science (e.g., Biology, Chemistry). A Minor in Aging, Health, and Society is also available.</p> <p>...</p> <p>Type of Action: Discontinue the Health and Sustainability Program Stream.</p> <p>Rationale: This stream has never been offered and it is unlikely that it will be in the future. We would like to discontinue the stream.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

Enrolment Services
Senate and Curriculum Services

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08 April 2009

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Establishment of the Institute for Healthy Living and Chronic Disease Prevention (approval)

The Senate Learning and Research Committee is pleased to recommend to Senate the approval of the Institute for Healthy Living and Chronic Disease Prevention, effective May 1, 2009.

That Senate approve the establishment of the Institute for Healthy Living and Chronic Disease Prevention, effective May 1, 2009.

Rationale:

The Centre for Healthy Living and Chronic Disease Prevention had been established in May 2008, as an innovative, interdisciplinary research centre that promised to place UBC Okanagan in the forefront of community-based health. The formation of the Centre was timely and relevant to current local, national and international needs, coherent with the UBC Okanagan Strategic Research Plan, UBC Okanagan Plan and UBC's Aboriginal Strategic Plan.

The intent of the proposal submitted to the Learning and Research Committee was for the Centre for Healthy Living and Chronic Disease Prevention to become the Institute for Healthy Living and Chronic Disease Prevention at UBC Okanagan. Positioning the research enterprise as an Institute would be necessary to support the interdisciplinary, cross faculty involvement needed to achieve its longer term research goals.

The proposal to establish the Institute for Healthy Living and Chronic Disease Prevention has been reviewed by the Associate Vice-President, Academic & Research.

The detailed background is contained in the attached proposal, dated March 6, 2009. The Okanagan Senate *Policy on Research Institutes* is attached as Appendix A.

Respectfully Submitted,
Dr. Peter Arthur
Chair, Learning and Research Committee



March 6, 2009

A PROPOSAL TO THE UBC OKANAGAN (UBCO) SENATE

FOR ESTABLISHMENT OF

THE INSTITUTE FOR HEALTHY LIVING AND CHRONIC DISEASE PREVENTION
... Partners in research for better health

**A PROPOSAL TO THE UBC OKANAGAN (UBCO) SENATE FOR ESTABLISHMENT OF
THE INSTITUTE FOR HEALTHY LIVING AND CHRONIC DISEASE PREVENTION**

EXECUTIVE SUMMARY

The Centre for Healthy Living and Chronic Disease Prevention, officially launched in May 2008, is an innovative, interdisciplinary research centre that will place UBCO in the forefront of community-based health promoting research through advancing research methods, building research capacity and fostering the use of knowledge in ways that will benefit individuals, families and communities and reduce the burden of chronic disease.

The formation of the Centre was timely and relevant to current local, national and international needs, coherent with the UBCO Strategic Research Plan, UBCO Academic Plan and UBC's Aboriginal Strategic Plan.

The recent participation by a number of UBCO faculty members and community representatives in a strategic planning process, their excitement about the potential for new research opportunities, and the energy, creativity and spirit of collaboration demonstrated by those who took part, is a testament to the high level of interest in and commitment to this new research enterprise. Under the strong and able leadership of the Director, Dr. Joan Bottorff, the Centre already has a number of active programs of research related to its mandate.

This proposal outlines a plan for the Centre for Healthy Living and Chronic Disease Prevention to become an Institute for Healthy Living and Chronic Disease Prevention at UBCO. Specifically, it outlines key elements of the strategic plan for the Institute, the context and rationale, potential partnerships and community resources, membership, a proposed governance and administrative structure, funding, existing resources, space, plans for ongoing review and evaluation and anticipated future needs. This proposal also provides the rationale for the need to establish an Institute to support this research enterprise. A business plan for the first three years of operation is appended.

INTRODUCTION

The Centre for Healthy Living and Chronic Disease Prevention was officially launched in May 2008. Since that time the Director of Centre, Dr. Joan Bottorff, has consulted with a number of individuals and organizations to obtain their input toward the development of this new research enterprise at the University of British Columbia Okanagan (see Appendix A). Through a participatory strategic planning process, in December 2008, that included representatives from a number of faculties within UBCO as well as from the Interior Health (IH) (refer to Appendix B for list of individuals who participated in the Strategic Planning Process), the mission, vision, core values and strategic directions for establishing an Institute were developed.

The intent of this proposal outlines a plan for the Centre for Healthy Living and Chronic Disease Prevention to become an Institute for Healthy Living and Chronic Disease Prevention at UBCO.

The proposal outlines key elements of the strategic plan for the Institute, the context and rationale for the Institute, potential partnerships and community resources, membership, a proposed governance and administrative structure, funding, existing resources, space, plans for ongoing review and evaluation and anticipated future needs.

Positioning this research enterprise as an Institute is necessary to support the interdisciplinary, cross faculty involvement needed to achieve its research goals. In addition, the type of health research to be undertaken under the auspices of the Institute, especially because it involves community partnerships and knowledge translation, requires sustained activity and commitment over a long period of time. Further, the research foci of the Institute mandate the development of multiple projects and theme-based programs of research. In summary, establishment of an Institute infrastructure at UBCO is needed to support this research enterprise.

MISSION

The mission of the Institute for Healthy Living and Chronic Disease Prevention is to create and use new knowledge to enhance healthy living and chronic disease prevention through the development of interdisciplinary and community-based collaborations.

VISION STATEMENT

The Institute for Healthy Living and Chronic Disease Prevention is an innovative and collaborative research centre that places UBCO in the forefront of community-based health promoting research through advancing research methods, building research capacity and fostering the use of knowledge in ways that benefit individuals, families and communities and reduce the burden of chronic disease.

A shared vision of the Institute developed by the group is attached in Appendix C.

CORE VALUES

Values are the standards or principles that guide an organization and describe what it stands for. The core values for the Institute are:

- **Excellence** - in community-based health promoting research, knowledge transfer and exchange.
- **Innovation** – designing and conducting cutting-edge research and its application.
- **Partnership and Collaboration** – meaningful engagement through all phases of the research process with a wide range of stakeholders. This fosters relevant research that makes a difference in people’s lives.
- **Accounting for Diversity** – acknowledging that differences related to: sex, gender, sexual orientation, race, ethnicity, culture, and socio-economic status, matter when it comes to health, and these complex interactive factors need to be integrated into health research
- **Equity** – committed to conducting research that will enhance equitable access to health for all.
- **Inclusiveness** – engaging those who have a stake in issues or problems that influence healthy living and that this is important for finding effective solutions and for using new knowledge
- **Commitment to Learning** – respecting a wide range of expertise and experiences that can inform the production of knowledge and its use; providing research training opportunities and building capacity to use research findings.
- **“Walking our Talk”** – modelling healthy living in how and where we work.

STRATEGIC DIRECTIONS

The six strategic directions for the Institute are:

- I – Building Core Teams to address Identified Priority Areas**
- II - Providing Research Training Opportunities**
- III - Securing Funding for Infrastructure and Research**
- IV - Developing Partnerships and Engaging a Broad Range of Stakeholders**
- V - Translating Research into Action; and**
- VI - Building our Profile and Increasing our Visibility.**

These strategic directions will guide the development of the Institute over the next three years and will be reviewed on an annual basis.

CONTEXT AND RATIONALE

Relevance to local, national and international needs/issues

Chronic diseases such as cancer, diabetes and cardiovascular disease are a major cause of death and disability in Canada and worldwide. Many chronic diseases are preventable and the international evidence shows that an integrated approach to preventing chronic disease is most effective. This includes:

- a) Engaging partners within the health sector, as well as other sectors (such as environment, housing, and justice) that impact on health; optimizing health gains requires a coordinated intersectoral and interjurisdictional effort, as well as horizontal linkages with other sectors that have a role in addressing the underlying determinants of health [Framework for a Provincial Chronic Disease Prevention Initiative, BC Ministry of Health Planning, 2003].
- b) Recognizing and addressing the relationship between social conditions and health behavior since the most promising avenues for effective prevention focus on understanding the influence of social context (e.g., gender, class, diversity, stigma) and its contribution to collective lifestyles, and using this knowledge to tailor policies and programs to enable healthful living.
- c) Addressing the set of common risk factors (such as smoking, poor diet, lack of exercise and stress) for major chronic diseases simultaneously through approaches that promote and support healthy living (such as creating environments that support healthy choices and empowering individuals and communities to make healthy choices)

To illustrate the importance of an integrated approach, a program that enables people to stop smoking, begin exercising regularly and begin eating well and puts in place policies that enable them to make healthy choices, provides protection against a number of chronic diseases, not just one.

An Institute focusing on preventing chronic diseases and promoting healthy lifestyle choices is greatly needed locally as data from Interior Health (IH, January 2008) indicate that during 2007:

- “Diseases of the circulatory system were the leading cause of death among Interior Health residents and accounted for 33.4% of the total deaths of IH residents ... and malignant neoplasms accounted for 28.2% of total deaths ...
- Interior Health residents have higher rates of self-reported smoking (and) heavy drinkingthan BC (overall) ...
- Interior Health has the highest proportion of residents aged 65 and older and the second highest proportion of those aged 75 and older in comparison with all BC Health Authorities.”

In addition, in a study conducted by Reid, Evans et al. (Conspicuous consumption: Characterizing high users of physician services in one Canadian province. *J Health Serv Res Policy* 2003; 8 (4), 215-224) almost half of high users of health care in B.C. were found to be 60 years of age and

over. Of these high users of physician services, many suffered from a combination of chronic physical and mental health conditions. In addition, the Aboriginal population throughout British Columbia, including the Okanagan, have high and increasing rates of chronic illness (e.g., diabetes).

British Columbia is the only Canadian province that has a Ministry of Healthy Living and Sport. This new Ministry, along with the province's ActNow BC initiative, reflects the strong provincial government commitment to health promotion, a position that is closely aligned with the Institute's research priorities. The Institute's research priorities are also in line with current directions in Canada and in other countries around the world to develop an integrated approach to addressing chronic disease prevention. The goal will be to balance research needed to address health promotion and prevention in relation to individual diseases (e.g., cancer), with research to develop integrated health promotion efforts, where it is appropriate, to achieve greater impact. For this reason, interdisciplinary research collaborations and partnerships with health service providers, policy makers, and community stakeholders are extremely important and will be fostered.

Coherence with UBCO Strategic Research Plan

The mission, vision and values of the Institute for Healthy Living and Chronic Disease Prevention are closely aligned with the new UBCO Research Plan (2009-2014). The UBCO Strategic Research Plan emphasizes the importance of interdisciplinarity, partnerships and excellence in research, as does the Institute's strategic plan. "Creating opportunities for Social Interaction and Research Exchange and Collaboration," one of the six Action Areas for attention identified in the UBCO Strategic Research Plan, is what the Institute for Healthy Living and Chronic Disease Prevention is all about. "Health, Culture and Diversity," one of the Areas of Research Priority in the UBCO Strategic Research Plan, is reflected in many aspects of the Institute's orientation such as "interdisciplinary collaboration... the promotion of health, the prevention of disparities arising from economic, social and cultural factors" (p. 4).

Coherence with UBCO Academic Plan

The Institute exemplifies in particular two of the imperatives of the UBCO Academic Plan (2005), "An Integrated Research Community" and "A Locally Responsive, Globally Conscious Community," in its research and ways of working. It aims to provide "outstanding student experiences and achievements" (one of the Pathways identified in the Academic Plan), in particular through its Research for Action on Community Health (REACH) health research training project that will enable students (undergraduate and graduate students, and post doctoral fellows) to work in partnership with communities and be mentored by seasoned researchers and practitioners. Through this program, strong partnerships will be formed at the community level with the aim of not only building the capacity of community members to do research but also to respond to local needs and potentially to contribute to global issues.

The Institute has the potential to attract international students which links with the "Internationalization" Pathway of the Academic Plan. The Institute and its members strive for excellence in all aspects of their work that concurs with building "A Community of Excellence"

and includes “capitalizing on the strength of research as a teaching and learning tool” (UBC Academic Plan, p. 8).

Coherence with UBC’s Aboriginal Strategic Plan

The Institute’s focus on partnerships and community-based research is coherent with the UBC Aboriginal Strategic Plan (Draft October 22, 2008) that emphasizes the importance of engaging in collaborative research with Aboriginal communities and finding “ways to support research that respects and benefits Aboriginal communities” (p. 10). Initial discussions have already occurred between Centre researchers and members of Aboriginal communities regarding potential future research collaborations.

SCOPE

The Research Institute for Healthy Living and Chronic Disease Prevention* is focused on finding ways to promote healthful living and to prevent diseases such as diabetes, cancer, and cardiovascular disease.

Specifically, the Institute’s research and education activities will focus on:

- Promoting health by addressing the social, cultural, and/or environmental determinants of health behaviour (e.g., physical activity, maintaining healthy weights, healthy eating) and well-being.
- Preventing chronic disease through focused and integrated action to address risk factors (e.g., smoking).

Research priorities for the Institute will be identified in 2009 and will guide its future development. Research to prevent individual diseases, such as cancer, and to promote health among those who are already living with chronic disease, will be balanced with research to develop integrated health promotion efforts, where appropriate, to achieve greater impact. The process for determining research priorities will be guided by the Advisory Committee, and led by the Director.

** For more detailed definitions of healthy living, chronic disease, prevention, health promotion and the determinants of health refer to Appendix D.*

PARTNERSHIPS AND COMMUNITY RESOURCES

No formal partnerships have been negotiated to date. However, multiple opportunities for partnerships exist with government, non-governmental organizations, community groups, private foundations and business. Representatives from Interior Health participated in the Institute’s strategic planning process and have indicated an interest in becoming a formal partner.

RESEARCH ASSOCIATES, TRAINEES AND MEMBERS

The Institute will be broadly inclusive and include Research Associates, Trainees and Members from a variety of UBCO faculties and the community. The main requirement for Research Associates (RAs) is active participation (e.g., engaging in active research related to the Institute's research mandate, applying for grants under the auspices of the Institute, attending Institute seminars, events, and meetings, serving on committees, etc.). All RAs will be asked to submit an annual summary of past and planned future activities related to the Institute. RAs of the Institute who are faculty members will retain their full-time appointments in their home academic units. RAs will be determined through expressions of interest to the Director. Applications for new RAs will be considered on the basis of research, scholarly activity, and productivity in areas related to the Institute's research mandate.

Trainees (e.g., undergraduate, graduate and postdoctoral students) will be invited to be associated with the Institute.

Interested individuals will be encouraged to become members of the Institute (e.g., UBCO staff, representatives of community groups, NGOs, health providers, etc.). Members will be included on a mailing list and also be notified of opportunities to be involved in research activities, workshops, seminars, etc.

A beginning list of individuals who have expressed interest in the activities of the Institute or have professional/research interests that align with the mandate of the Institute are included in Appendix F.

GOVERNANCE AND ADMINISTRATIVE STRUCTURE

It is important to create a governance and administrative structure that will enable the Institute to establish itself quickly, put in place policies and procedures for operations, fulfill its mission and integrate a core of researchers, community collaborators, and trainees into an interdisciplinary research enterprise. The proposed structure will be refined to suit the operations and needs of the Institute as the strategic and operational plans unfold and will be reviewed every 5 years.

The administrative and governance structure outlined in this section, is intended to enable the Institute to work as efficiently as possible based on its needs, resources and identified priorities.

Director

The Director, appointed by and reporting to the Provost, will hold a senior academic appointment. The responsibilities include: day-to-day administration of the Institute, including budgetary matters, supervision of Institute staff, oversight of Institute resources and infrastructure, liaison and collaboration with Institute RAs, members, trainees and affiliated partners, facilitating programs and functions to support research activities and research training, publicizing activities of the Institute to internal and external communities, supporting and

coordinating research activities of principal investigators and community partners working within the Institute, ensuring regular external evaluations of Institute activities and producing an annual report.

As the Institute is established the following positions will be created:

Research-Community Coordinators

Two full time Research-Community Coordinators are required to facilitate the development of research teams, assist with grant preparation, assist with knowledge translation activities, work with visiting scholars, organize research seminars, and support communication with those involved in the Institute. In addition, the coordinators will facilitate networking with various communities, liaise with IH research facilitators and community-based researchers, support the involvement of community members on research teams, and assist with increasing awareness of Institute activities in the community.

Communications Officer

The Communications Officer will provide leadership in Institute communications and support knowledge translation (KT) activities through a variety of public information and outreach services including reports, promotional and other communications materials, and working with various media (video, web-based technology, computer desktop publishing, etc.). The Communications Officer will be responsible for maintaining the website.

Statistician

Statistical consultation will be provided to research teams associated with the Institute. This will be a part-time position, the number of hours required will depend on the demand for this service.

Administration/Finance Officer

A full time Admin/Finance Officer is needed for activities such as to: provide administrative and financial support to the Institute Director (including monitoring of financial resources), and assist with member communications.

Transcriptionist/Secretary

A transcriptionist will be paid from operating grants to transcribe qualitative interviews for research teams and provide secretarial assistance to research teams.

Advisory Committee

Initially, an Advisory Committee will assist the Director to develop the Institute. The Advisory Committee will be a small group chaired by the Institute Director with a minimum of two appointed external members (e.g., from Interior Health, NGOs, other experts) and three UBCO representatives (two appointed, one elected). The roles and responsibilities of the AC will be to:

- Provide advice to the Director regarding policies and procedures
- Contribute to setting strategic directions for the Institute
- Review and contribute to the annual report

- Contribute to planning, identifying indicators of success for the Institute and assist in tracking the Institute's progress toward identified goals/success criteria (development and implementation of an evaluation plan)
- Contribute to evaluation and assessment of ongoing needs of the Institute.

Members of the Advisory Committee will also chair ad hoc working groups that involve external advisors and representatives of the university.

The Advisory Committee will meet quarterly and at the call of the Chair. Appointment procedures will be developed as the Institute evolves and terms of appointment to the Steering Committee will be staggered.

FUNDING

Currently, the Office of the Provost funds the Centre's basic operations (including a staff position, operational funding, and honorarium for the Director) and provides office space. The main sources of funding for the Institute will be through external funding agencies (e.g., CIHR, MSFHR, SSHRC, NSERC, CFI) and from donations and contributions from individuals, NGOs and corporations. A fundraising campaign is currently being developed with the assistance of the UBCO Development Office.

A business plan for the Institute that includes budget projections for three years (2009-2012) is attached in Appendix G. The Institute plans to hire additional staff as funding becomes available.

EXISTING RESOURCES

The Centre already has a number of active programs of research related to its mandate. In addition to a number of operating grants, we have taken advantage of opportunities for infrastructure funding. Examples include:

Current Infrastructure Grants

- A CIHR team grant of \$999,609 that was recently awarded to Bottorff (Nominated PI), Robinson, and Krank along with collaborators Hill (IH), Budgen (UBCO), Nelems (Thoracic Program) and others in Vancouver. This team grant provides 5 years of funding to develop a program of research in gender and tobacco.
- A BC Child and Youth Health Research Network grant of \$40,000 was awarded to Bottorff to hire a Research Liaison Officer to support the development of research teams focusing on Child/Youth health issues.

Current Operating Grants

- Operating grants (from CIHR, MSF, SSHRC, etc.) are currently held by the Director as well as faculty with research interests in line with those of the Institute.

Grants under Development/Review

- A Letter of Intent (LOI) for a CIHR team grant in “Activity and Aging” is currently under review. The application is led by Jones (Nominated PI), and includes UBCO faculty (e.g., Binsted, Jakobi, Bottorff) and community-based team members.
- A CIHR strategic Research Training Program in Community Based Research in the amount of \$1.8 million is currently under review (Nominated PI – Frankish with UBCO lead Bottorff. Co-applicants include UBCO faculty (Evans, Berg, Bottorff, Krank, Hole, Chau, and Taylor). Community members in the Okanagan have also partnered on this application (Downie, Kubic, Baas, Gawliuk). The proposal is for a new BC-based, research training program: *Research Enabling Action on Community Health: REACH*. The focus is on training researchers and decision makers in research/evaluation skills centred on public health interventions, reducing inequities, and engaging all sectors of society in improving the health of Canadians. The program will financially support academic learners (graduate students, postdocs) and community learners through fellowships. Results of the competition are expected in April 2009.
- In addition, UBCO faculty members have new operating grant proposals under review at CIHR, SSHRC, and with other funders on topics related to the mandate of the Institute.

SPACE

Currently there are two offices allocated to the Centre, one for the Director and another that is housing five occupied work stations. For the 2009-10 fiscal year, three additional offices are required to accommodate the Admin/Finance Assistant, a Research-Community Coordinator and staff for new projects. In addition, a meeting room is required that will accommodate 8 to 10 chairs/people.

ONGOING REVIEW AND EVALUATION

An external review and evaluation is planned for the Institute every 5 years. The reviews/evaluations will assess success and productivity related to indicators previously defined by the Institute. Results of these reviews/evaluations will be fed into future strategic and operational plans.

FUTURE NEEDS

There are a number of future anticipated needs of the Institute including:

- an ongoing operating budget to support staff, infrastructure, partnership building activities, for technical support (e.g., statistical consultation) and equipment
- additional space to house the Institute staff and research teams both at the university and in the community as research programs grow.

CONCLUSION

We are excited about establishing a new Institute, and the energy, creativity and spirit of collaboration demonstrated by those who participated in our recent strategic planning process. We believe being an Institute of the UBCO will enhance and support the ongoing growth and development of our unique research enterprise and also contribute toward placing UBCO in the forefront of community-based health promoting research. We look forward to working toward our vision with individuals and organizations in ways that will truly benefit many individuals, families and communities in the pursuit of healthy living and chronic disease prevention.

Appendix A: Consultations and Activities

1. Consultations June – September 2008

- a. Interior Health –
 - i. Mr. Tom Fulton, Chief of Professional Practice, Nursing and Quality Improvement
 - ii. Dr. Anne-Marie Broemeling, Director, Research and Evaluation
 - iii. Dr. Paul Hasselback, MOH, Okanagan Health Service Area
 - iv. Dr. Andrew Larder, Chief Medical Health Officer
 - v. Mr. Eric Kowalsky, Manager, Chronic Disease Prevention and Community Action, Population Health
 - vi. Clifford Daly, Assistant Director, Health Protection
- b. BC Cancer Agency for the Southern Interior
 - i. Sandra Broughton, Regional Director
 - ii. Lynne Baillie, Research Scientist, BCCA Prevention Program
- c. BC Healthy Living Alliance Secretariat
 - i. Mary Collins, Director
- d. BC Ministry of Healthy Living and Sport
 - i. Grant Main, Deputy Minister
 - ii. Andrew Hazelwood, Assistant Deputy Minister
 - iii. Laurie Woodland, Executive Director, Chronic Disease/Injury Prevention and Built Environment
- e. Individual meetings with steering committee members (internal and external)
- f. Consulted with various individuals at the National Collaborating Centres for Public Health Knowledge Translation Summer Institute in August 2008 in Kelowna
- g. Dr. Chris Spooner, ND, Vernon
- h. Mr. Loren Friesen, IQuest
- i. UBC Development Office
- j. Centre for Population Health Promotion Research, Dr. Jim Frankish, UBCV

2. Funding-related Activities

- a. UBCO Development Office – Centre to be profiled in materials (forthcoming)
- b. Centre obtained one Summer Research Internship funded by BC Child and Youth Health Research Network (summer 2008)
- c. CIHR Emerging Team Grant on Tobacco and Gender – submitted May 2008; Funding announced November 2008 (\$999,609 awarded, Bottorff – Nominated PI)
- d. CIHR Emerging Team Grant on Activity and Aging (Jones, PI) – activities to support team development and LOI submitted in fall 2008
- e. BC Child Youth Health Research Network - \$40K for Research Liaison Officer to support the formation of research teams and grant proposals (Jan- Sept 2009)

- f. CIHR Strategic Research Training proposal in community-based health research – collaboration with PI, Dr. Jim Frankish (UBCV) and faculty mentors at UBCO and in Vancouver (in review, \$1.8M)
- g. Other grants in preparation – consultation provided on grant applications, team development, etc.

3. Other Activities to Profile Centre

- a. Centre profiled in media coverage in Capital News, and in media releases related to breast cancer and smoking on-line survey in July/August 2008
- b. BC Healthy Choices in Pregnancy (HCIP) launch of 4 new resources (Sept 11) – J. Bottorff participated in this event to present one of the resources (Couples and Smoking resource booklet); live stream video presentation will be available on HCIP website.
- c. Café Scientific (funded by CIHR) on the topic of Women and Tobacco, November 6th, 2008 (co-sponsored by Centre) – J. Bottorff and K. Sullivan (PhD student) from UBCO participated in the panel
- d. UBCO Research Office – UBCO Research publication profiles research at the Centre.

APPENDIX B: LIST OF PARTICIPANTS IN STRATEGIC PLANNING PROCESS

Gordon Binsted - Assistant Professor, Human Kinetics

Lianne Bilodeau – Manager, Workplace Health and Sustainability, Human Resources

Joan Bottorff, Director, Centre for Healthy Living and Chronic Disease Prevention

Claire Budgen – Director, Health and Counselling, Health and Wellness Centres and Associate Professor Emeritus Nursing

John Burton, Instructor, Faculty of Management

Jennifer Carkner – Research Officer, Health and Ethics, Research Services Office

Shirley Chau - Assistant Professor, School of Social Work

Tom Fulton - Adjunct Professor, Health Studies and Leader of Professional Practice and Chief Nursing Officer, Interior Health Authority

Linda Hatt – Associate Dean, Curriculum and Student Affairs, Irving K. Barber School of Arts and Sciences

Rachelle Hole, Assistant Professor, School of Social Work

Jennifer Jakobi, Assistant Professor, Human Kinetics

Gareth Jones – Assistant Professor, Human Kinetics

Eric Kowalski – Manager, Chronic Disease Prevention and Community Action, Interior Health Authority

Barb Pesut – Assistant Professor, School of Nursing

Carole Robinson – Acting Associate Dean, Faculty of Health and Social Development

Ed Taylor – Director, School of Social Work

Pam Thompson – Facilitator and Consultant, Centre for Healthy Living and Chronic Disease Prevention

APPENDIX C– SHARED VISION OF THE INSTITUTE IN THE YEAR 2012
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I see:

- A research Institute that makes national headlines and the UBC Annual Report highlighting outstanding and innovative research
- An international player with a conference, journal and a place that sends out teams for international experiences
- A magnet that attracts people, ideas and innovations to create novel ways of addressing the mission
- A Centre for Excellence where students relocate to study
- An institute where graduate students study
- A centre that attracts and retains international scholars who focus on chronic disease and health promotion

- Sustained “BIG” funding to take the Institute into the next decade
- Substantive funding for infrastructure
- Lots of money for: infrastructure (e.g. space, computers, communications equipment, a wall to ceiling white board with ladders), clerical support, support folks to find money to navigate grant development funds, etc., time release/course buy out for professors so they can focus on research
- Increased opportunities for funding

- A Institute that utilizes new technologies to communicate knowledge
- A first-class , accessible website that is frequently accessed

- A physical entity with space, offices and a meeting area
- A geographic centre/location, an older home with computers and folks from Interior Health, NGOS and community members working together
- A Centre embedded in the community
- Healthy People working together, having fun, eating real food, moving bodies – light, air, water
- A hospitable place with people from a variety of backgrounds who are comfortable with each other
- A no-barriers place where someone without research background could come and talk with people
- A place where groups impacted by specific health issues have “equal” ownership over the generation and use of knowledge

- An Institute where policy makers come to share in the creation/generation of knowledge
- The unconventional, non-traditional involvement of disciplines
- Heavy involvement of those who can effect change at the ground level
- A strong base of engaged community partners, including those from the Aboriginal community

- Effective and productive research occurring in the community
- Lifestyle changes arising as a result of the Institute activity
- Research findings from the Institute teams shaping local development to support healthy living
- True integration of healthy behaviours that those affected are using

- A truly smoke-free campus
- Us recognized as the consultants for healthy living, healthy buildings, etc. and people coming to us for advice

APPENDIX D – DEFINITIONS OF KEY TERMS
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Healthy Living	<p>“Healthy living applies both to the population in general and to individuals. At the population level, healthy living refers to the practices of population and sub-population groups that are consistent with improving, maintaining, and/or enhancing health. As it applies to individuals, healthy living is the practice of health enhancing behaviors or living in healthy ways. It implies the physical, mental, spiritual capacity to make healthy choices. Healthy living means making positive choices about personal health practice such as healthy eating, not smoking, building a circle of social contacts and staying physically active. These choices are strongly influenced by the environments where people live, work, learn and play.” [Healthy Living Strategy, Public Health Agency of Canada, 2003]</p>
Chronic Disease	<p>Chronic (or non-communicable) diseases are typically characterized as having an uncertain etiology, multiple risk factors, long latency, prolonged affliction, a non-infectious origin, and can be associated with impairments or functional disability¹. Although chronic diseases are among the most common and costly health problems facing Canadians, they are also among the most preventable. Examples include cardiovascular diseases (heart disease and stroke), cancer, diabetes, arthritis, asthma, and mental illness [<i>mental health problems and addiction disorders</i>].... Chronic diseases share common risk factors and conditions. While some risk factors, such as our age, sex, and our genetic make-up, cannot be changed, many behavioural risk factors can be modified, as well as a number of intermediate biological factors including hypertension, being overweight, hyperlipidemia, and glucose intolerance. Societal, economic, and physical conditions influence and shape behaviour and indirectly affect other biological factors. The recognition of these common risk factors and conditions is the conceptual basis for an integrated approach to chronic disease. [Centre for Chronic Disease Prevention and Control, http://www.phac-aspc.gc.ca/ccdpc-cpcmc/topics/chronic-disease_e.html]</p> <p>Inequities in health are evident in all health conditions. These inequities are rooted in socio-economic conditions, educational attainment, working conditions, gender, and the social and cultural conditions experienced by First Nations people.... Efforts to reduce the burden of chronic disease must include a focus on cultural</p>

	inequities (Aboriginal people, women, men), socio-economic inequities (Aboriginal people, low income groups, women) while recognizing biological differences (males and females). [Framework for a Provincial Chronic Disease Prevention Initiative, BC Ministry of Health Planning, 2003]
Prevention	<p>“actions aimed at eradicating, eliminating, or minimizing the impact of disease and disability, or if none of these is feasible, retarding the progress of disease and disability (Last, 2003). There are 4 levels of prevention:</p> <p>a) primordial prevention – “Actions and measures that inhibit the emergence and establishment of environmental, economic, social and behavioural conditions, cultural patterns of living etc. known to increase the risk of disease” (e.g., improving housing availability, reducing child poverty)</p> <p>b) primary prevention – “Protection of health by personal and communal efforts, such as enhancing nutritional status, immunizing against communicable disease, and eliminating environmental risks”</p> <p>c) secondary prevention – “A set of measures available to individuals and communities for the early detection and prompt intervention to control disease and minimize disability, e.g., by the use of screening programs</p> <p>d) tertiary prevention – “Measures aimed at softening the impact of long-term disease and disability by eliminating or reducing impairment, disability, and handicap, minimizing suffering, and maximizing potential years of useful life (Last, 2001).</p> <p>Last suggests that these are, respectively the task of public health policy and health promotion, public health services, preventive medicine, and rehabilitation.</p>
Health Promotion	<p>Health promotion is the process of enabling people to increase control over, and to improve their health.[World Health Organization. Health Promotion Glossary. Division of Health Promotion, Education and Communications (HPR) and Health Education and Health Promotion Unit (HEP), Geneva: Switzerland, 1998. Available from:</p> <p>http://www.who.int/hpr/NPH/docs/hp_glossary_en.pdf</p>
Population Health	<p>Population health is an approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health. [Public Health Agency of Canada. Population health approach. [cited Sept. 20, 2006] Available from:</p> <p>http://www.phac-aspc.gc.ca/ph-sp/phdd/approach/index.html]</p>

Knowledge Translation	Knowledge translation potentially includes all sectors of society and all activities from creation of knowledge to its application to yield positive health outcomes. More specifically, knowledge translation is the exchange, synthesis and ethically-sound application of researcher findings within a complex system of relationships among researchers and knowledge users. In other words, knowledge translation can be seen as an acceleration of the knowledge cycle; an acceleration of the natural transformation of knowledge into use. [CIHR http://www.cihr-irsc.gc.ca/e/7518.html]
Intersectoral Collaboration	“Intersectoral collaboration” is the joint action between health and other government sectors, as well as representatives from private, voluntary and non-profit groups, to improve the health of populations. It requires coordination and action within the health sector while engaging interests outside health. Intersectoral collaboration is based on the understanding that health is determined by multiple, interrelated factors, and that creating and maintaining health requires action from those sectors whose work aligns with the various health determinants. Within a population health approach, the health sector works with other sectors not only to implement actions to improve population health, but also to realize the goals of the other sectors. Inter-sectoral action makes possible the joining of forces, knowledge and means to understand and solve complex issues whose solutions lie outside the reach of a single sector. [Canadian Best Practices Portal for Health Promotion and Chronic Disease Prevention, http://cbpp-pcpe.phac-aspc.gc.ca/steps/index_e.cfm?step=6]
Determinants of Health	Determinants of health are non-medical factors including the social and economic conditions in which people live that increase or reduce their risk for disease. They include: education and literacy; social support networks; income and social status; physical environments; social environments; working conditions/employment; healthy child development; personal health practices and coping skills; gender; culture and biology and genetic endowment. (Public Health Agency of Canada and WHO)

APPENDIX E: List of Steering Committee Members and/or Institute planning Committee members

Peter Arthur – Director, Centre for Teaching and Learning ; and Senior Instructor, Faculty of Education

Gordon Binsted - Assistant Professor, Human Kinetics

Lianne Bilodeau – Manager, Workplace Health and Sustainability, Human Resources

Joan Bottorff - Director, Centre for Healthy Living and Chronic Disease Prevention; Professor, FHSD; Chair in Health Promotion and Cancer Prevention

Claire Budgen – Director, Health and Counselling, Health and Wellness Centres and Associate Professor Emeritus Nursing

John Burton - Instructor, Faculty of Management

Jennifer Carkner – Research Officer, Health and Ethics, Research Services Office

Shirley Chau - Assistant Professor, School of Social Work

Tom Fulton - Adjunct Professor, Health Studies, and Leader of Professional Practice and Chief Nursing Officer, Interior Health

Linda Hatt – Associate Dean, Curriculum and Student Affairs, Irving K. Barber School of Arts and Sciences

Rachelle Hole - Assistant Professor, School of Social Work

Jennifer Jakobi - Assistant Professor, Human Kinetics

Gareth Jones – Assistant Professor, Human Kinetics

Eric Kowalski – Manager, Chronic Disease Prevention and Community Action, Interior Health

Barb Pesut – Assistant Professor, School of Nursing

Carole Robinson – Associate Professor and Acting Associate Dean, Faculty of Health and Social Development

Ed Taylor – Director and Associate Professor, School of Social Work

Mike Evans – Associate Professor, Unit 1, Barber School

Pam Thompson – Facilitator and Consultant, Centre for Healthy Living and Chronic Disease Prevention

Appendix F: Beginning Invitation List for the Institute
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<u>Name</u>	<u>Position</u>	<u>Affiliation</u>
Dr. Joan Bottorff	Director, Centre for Healthy Living, Professor (Nsg)	FHSD, UBCO
Dr. Barbara Pesut	Ass't Prof (Nursing)	FHSD/UBCO
Dr. Kathy Rush	Assoc Prof (Nursing)	FHSD/UBCO
Dr. Marvin Krank	Dean, Professor (Psych)	Grad Stud/UBCO
Dr. Susan Wells	Professor (SW and Psych)	FHSD and Barber/UBCO
Dr. Alan Jones	<i>To begin position as Reg Assoc Dean in Spring of 2009</i>	Med/UBCO
Dr. Peter Hutchinson	MSFHR/CIHR Postdoctoral Fellow	FSHD/UBCO
Dr. Cynthia Mathieson	Acting Dean and Professor (Psych)	Barber School / UBCO
Dr. Mike Evans	Associate Prof (Indigenous Studies)	Barber School/UBCO
Dr. Collin Reid	Ass't Prof (Health Studies)	FHSD /UBCO
Dr. Craig Mitton	Ass't Prof (Health Studies) + CRC	FHSD /UBCO
Dr. Gene Krupa	Lecturer (Health Promotion)	FHSD, UBCO
Donna Kurtz	Assoc Prof (Nsg)	FSHD, UBCO
Pam Thompson	Res Facilitator, Center for Healthy Living	Centre for HL/UBCO
Leslie Bryant Maclean	Res Facilitator	IH
Dr. Jennifer Miller	Res Facilitator	IH
Dr. Bill Nelms	Thoracic Clinic	IH + PHSA
Trish Hill	Snr Tobacco Coord	IH
Dr. Paul Hasselback	MOH	IH
Dr. Andrew Larder	Chief Medical Health Officer	IH
Dr. Chris Spooner	Naturopath	Vernon
Lorne Friesen	Director	iQuest, Kelowna
Daryl Roberts	Director	Positive Living, Kelowna
Dr. Sally Stewart	Consultant	Vernon
Zahra Hussein	Snr Tobacco Reductionist Coord	IH
Roger Parsonage	Ass't Dir, Health Protection	IH
Dr. Lynn Baillie	Res Scientist	Southern Interior Cancer Centre
Sandra Broughton	Reg Admin	Southern Interior Cancer Centre
Kelly Kubic	Director	OK Métis Comm & Family Serv
Dr. Gordon Binsted	Ass't Prof	Human Kinetics
Lianne Bilodeau	Mgr, Workplace Health & Sustainability	HR /UBCO
Dr. Claire Budgen	Director + Assoc Prof Emeritus Nursing	Health & Wellness/UBCO
Dr. John Burton	Instructor (Management)	Mgmt/UBCO
Dr. Shirley Chau	Ass't Prof (SW)	FHSD/UBCO
Dr. Rachelle Hole	Ass't Prof (SW)	FHSD/UBCO
Tom Fulton	Chief of Professional Practice, Nursing and Quality Improvement; Adjunct Prof (Health Studies)	IH
Dr. Linda Hatt	Assoc Dean, Professor (Psych)	Barber School/UBCO

Dr. Jennifer Jakobi	Ass't Prof (HK)	FHSD/UBCO
Dr. Gareth Jones	Ass't Prof (HK)	FHSD/UBCO
Eric Kowalski	Mgr, Chronic Disease Prevention & Community Action	IH
Dr. Mark Holder	Assoc Prof (Psych)	Barber School/ UBCO
Prof Linda Allan	Assoc Prof (Psych)	Barber School/UBCO
Dr. Carolyn Szostak	Assoc Prof (Psych)	Barber School/UBCO
Prof. Rob Johnson	Assoc Prof	Education/UBCO
Dr. Virginie Magnat	Ass't Prof	Creative Studies/UBCO
Prof. Fern Hefland	Assoc Prof	Creative Studies/UBCO
Dr. Mary Ann Murphy	Assoc Prof (SW & Sociology)	FHSD & Barber School/UBCO
Dr. Carole Robinson	Acting Assoc Dean + Assoc Prof (Nsg)	FHSD/ UBCO
Dr. Edward Taylor	Director + Assoc Prof (SW)	FHSD/UBCO
Dr. Meredith Lilly	Research Associate	College of Grad Studies

Appendix G: IHLCDP Business Plan

Strategic Direction: Building Core Teams to Address Identified Priority Areas

Objective	Strategy	Performance Measures	Targets
IHLCDP attracts high quality health researchers, community partners and students to develop core research teams on research priorities	Recruit/invite committed high quality health researchers/ community partners/students	Attraction and retention of researchers and community partners	2009/2010 <ul style="list-style-type: none"> - 20-30 members - 1 core research team is established - 1 community partnership formalized with IHLCDP - 2 team grant applications submitted lead by IHLCDP researchers directed to research priorities - .5 FTE Research-Community Coordinator position 2010/2011 <ul style="list-style-type: none"> - ↑in membership - 1 new core research team is funded - 1 new community partnership formalized with IHLCDP - 2 new team grants applications submitted lead by IHLCDP researchers - 1 FT Research-Community Coordinator position filled - Hire part-time transcriptionist/secretary - Hire Statistician 2011/2012 <ul style="list-style-type: none"> - ↑in membership - 1 new core research team is funded - 1 new community partnership formalized with IHLCDP - 2 new team grant applications submitted lead by IHLCDP researchers - 2 FT Research-Community Coordinators in place
	Establish research priority themes as a focus	% of Institute affiliated researchers/grants/publications in priority themes	
	Create Research-Community Coordinator positions to foster development of and support mechanisms for linking community-based partners and researchers, and university researchers to ensure growth of collaborative research programs.	New research initiatives/funds for: 1) programs of research in priority themes; 2) projects (pilot studies, feasibility studies)	
	Create incentives and seed funding to support development of research partnerships, and pilot and feasibility studies in priority areas	Number of community members/organizations collaborating on research with university-based researchers	
	Secure infrastructure team grants (CIHR, MSFHR, etc.)	Number of research teams supported by infrastructure grants in priority theme areas	
	Build research capacity for community-based health research (research workshops, training opportunities)		
	Establish transcriptionist/secretary position to provide secretarial support to research teams and provide transcription services		
Provide statistical consulting service to core teams.			

Strategic Direction: Providing Research Training Opportunities

Objective	Strategy	Performance Measures	Targets
IHLCHP builds capacity in community-based health research by engaging students and community members in research training opportunities	<p>Obtain funding for research internships, training awards (graduate scholarships and postdoctoral fellowships)</p> <p>Implement CIHR Strategic Research Training Program in Community-based health research</p> <p>Design and conduct Seminars/workshops</p>	<p>Number of students/trainees obtaining training awards in priority areas of the IHLCDP</p> <p>Number of seminars/workshops and other training events conducted</p>	<p>2009/2010</p> <ul style="list-style-type: none"> - ↑ in student internships/training awards - 2 seminars and/or workshops conducted <p>2010/2011</p> <ul style="list-style-type: none"> - ↑ in student internships/training awards granted - 3-4 seminars and/or workshops conducted <p>2012/2013</p> <ul style="list-style-type: none"> - ↑ in student internships/training awards - 3-4 seminars and/or workshops conducted - One-day conference or institute symposium held

Strategic Direction: Securing Funding for Infrastructure and Research

Objective	Strategy	Performance Measures	Targets
IHLCDP is supported by basic operating funds from UBCO and secures additional funds from external sources for research and other needs to enable it to function as an innovative world class research Institute	<p>Annual funding provided from Provost's office to meet basic operational needs</p> <p>Apply for team grants to support priority research areas</p> <p>Research-Community Coordinators to assist with securing funding for infrastructure and research</p> <p>Meet with government representatives (e.g. B.C. Ministry of Healthy Living and Sport) and major NGOs (e.g. Heart and Stroke Foundation, Cancer Society) re funding support for research activities and people (e.g. Research Chairs and scholarships)</p> <p>Maintain connections with UBCO Development Office to present interested donors</p>	<p>Resources for basic operating costs received from Provost's Office</p> <p>Number of team grants awarded to the Institute</p> <p>Position created and individual in place to focus on securing funding</p> <p>Number of meetings conducted with government and NGO representatives</p> <p>Support received from external funders (\$ value)</p> <p>At least one serious donor commits to support the Institute</p>	<p>2009/10</p> <ul style="list-style-type: none"> - 2 team grant applications submitted lead by IHLCDP researchers directed to research priorities <p>2010/11</p> <ul style="list-style-type: none"> - 2 new team grants applications submitted lead by IHLCDP researchers <p>2111/12</p> <ul style="list-style-type: none"> - 2 new team grant applications submitted lead by IHLCDP researchers

	<p>with options for supporting the Institute’s research activities and infrastructure needs</p> <p>Build connections and/or partnerships with community organizations to promote resource sharing</p> <p>Host a fun fundraiser that community members and organizations would support</p> <p>Take advantage of funding opportunities through the Canadian Foundation for Innovation, and other funding opportunities</p>	<p>Number of partnership agreements/MOUs signed with community organizations that include resource sharing</p>	
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Strategic Direction: Developing Partnerships and Engaging a Broad Range of Stakeholders

Objective	Strategy	Performance Measures	Targets
<p>IHLCDP develops a range of partnerships with community members and organizations and meaningfully engages them in collaborative research projects</p>	<p>Create Research-Community Coordinator positions to foster liaison with service settings, universities, and diverse communities to share information, etc.</p> <p>Explore local, provincial, international, and community needs and global interests</p> <p>Identify strategic partners and stakeholders (related to identified priority areas that may change over time) and nurture these</p> <p>Establish a membership process</p> <p>Develop MOU template and process; (for data sharing, etc.) for use with community partners</p> <p>Develop a community involvement protocol/plan and strategy to assist in recruiting and engaging relevant community members/leaders in the Institute’s research</p>	<p>Research-Community Coordinator in place to facilitate development of partnerships and engaging stakeholders</p> <p>Number of formalized community partnerships/MOUs in place</p> <p>Number of Institute members from a variety of categories of membership</p> <p>Community Involvement Plan in place</p>	<p>2009/10</p> <ul style="list-style-type: none"> - MOU/partnership agreement signed with IH - 30 Institute members <p>2010/11</p> <ul style="list-style-type: none"> - 1 or 2 Additional MOUs signed with community partners - 15 new members <p>2012/13</p> <ul style="list-style-type: none"> - 1 additional MOU signed with community partner - 15 additional new members

	Work with Interior Health Research Facilitators and others who can build research partnerships		
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Strategic Direction: Translating Research into Action

Objective	Strategy	Performance Measures	Targets
IHLCDP is recognized as a leader in Knowledge Translation and models innovative knowledge translation (KT) strategies in its work	<p>Create Communications Officer position to collaborate with research teams to support KT activities, share information, etc.</p> <p>Create new forums and events to facilitate multi-sectoral knowledge exchange (e.g., among policy makers, healthcare providers, other stakeholders etc.)</p> <p>Annually showcase Institute research activities</p> <p>Develop strategies to share impacts of health research and ensure access to results</p>	<p>Communications Officer hired to assist with KT activities, newsletters, website, etc.</p> <p>Number of KT forums and events organized by the IHLCDP</p> <p>Research-Community Coordinator position filled to assist with organization of events and annual Institute.</p> <p>Successful Institute Research Symposium conducted</p> <p>Well attended Annual Institute sponsored conference held</p>	<p>2009/2010</p> <ul style="list-style-type: none"> - ↑ in press releases regarding the Institute - Hire part-time Research-Community Coordinator and part-time Communications Officer <p>2010/2011</p> <ul style="list-style-type: none"> - FT Research-Community Coordinator, and .5 FT Communications Officer - Newsletters (at least 2 finalized and emailed to all members) - ↑ in press releases - Symposium related to Institute's research held at provincial health conference <p>2011/2012</p> <ul style="list-style-type: none"> - Increase to FT for Communications Officer - Newsletters (at least 4 finalized and emailed to members) - ↑ in press releases - Initial annual Institute sponsored conference held

Strategic Direction: Building our Profile and Increasing our Visibility

Objective	Strategy	Performance Measures	Targets
IHLDP recognized as a leader in creating and using new knowledge to enhance healthy living and chronic disease prevention through interdisciplinary and community-based collaborations	<p>Design Logo and branding</p> <p>Design and develop website</p> <p>Develop a communications strategy and plan</p> <p>Host annual open houses</p> <p>Organize research events</p> <p>Create a downtown research office/space for the Centre to</p>	<p>Communications Officer position established</p> <p>Communication infrastructure developed for the website, e-newsletter, Annual Report</p> <p>Communications strategy and plan in place</p> <p>Number of annual open houses held</p>	<p>2009/2010</p> <ul style="list-style-type: none"> - Logo designed - Initial website developed - Annual report completed - Initial communications strategy and plan developed - Initial open house held <p>2010/2011</p> <ul style="list-style-type: none"> - Updates to website completed - Office space (e.g. house)

	connect with the community	Number of community research events held Institute presence in the community a reality (e.g. a house in Kelowna)	in community secured - Second annual open house held - Collaboratively organized 2 community research events
			2011/2012 - Updates to website completed - Third annual open house held - Community research office in temporary location in community

Institute Budget Projections:

Strategic Directions	Forecast 2009/10			Forecast 2010/11			Forecast 2011/12		
	Provost commit	Other Resources in hand	Additional Resources Required	Provost commit	Other Resources in hand	Additional Resources Required	Provost commit	Other Resources in hand	Additional Resources Required
Base Operating Budget (FT admin/financial assistant, operating costs, honorarium for Director)	√			√			√		
Communications Officer (web development, newsletters, KT activities etc.)			\$15K			\$30K			\$60K
Research-Community Coordinator(s)		\$40K*	\$30K			\$105K			\$140K
Transcriptionist/Secretary						\$25K			\$25K
Statistician						\$10K			\$20K
Trainee internships/scholarships, etc.			\$40K			\$60K			\$80K
Meetings/Workshops/community research events/annual institute		\$10K*	\$20K			\$40K			\$60K
Pilot/ Feasibility studies			\$75K			\$100K			\$125K
Community-based research unit (operating costs)									\$20K

* Funding received from the BC Child and Youth Health Research Network

Sources of Additional Revenues (for required funding as per Budget Projections)

- Donations - on-going discussions with Development office; profiled in UBCO research brochure
 - Chronic diseases have the attention of the general public, and individuals have donated generously to organizations such as the Cancer Society and the Heart and Stroke Foundation. Already individuals have come forward with donations for research in the area of cancer prevention (e.g. Grant and Bryce Carnine recently donated money to the FHSD to establish a new endowment for cancer research in memory of their late son; and Leida Tymchuk established an endowment at UBCO to support cancer prevention research in memory of her late husband).
 - UBCO Development Office is in a major fund raising campaign
- Strategic partnerships – e.g., MSFHR network funding for workshops, team development meetings, IH, etc.
 - IH has provided research funding to the FHSD and College of Graduate Studies, and there are indications they are interested in continuing to support research in this way
 - MSFHR, a major source of health research funding in BC, was just allocated \$15M in the latest provincial budget. This allocation assures the continuation of the MSFHR and as such new funding opportunities will be announced in the near future.
 - Our efforts to work with the MSFHR funded BC Health Research Networks have had positive results in that we have been able to secure resources to support the development of health research teams in this region (e.g., BC Child Health Youth Health Research Network has provided us with \$40K this year to support the development of research teams on this topic). We anticipate that these opportunities will continue to be available to us and augment the resources we have for team building.
- Indirect funding from research grants, contracts, etc.
 - Indirect funding is provided by selected research organizations based on the amount of funding directed to the university. With current CIHR funding levels and increases expected with new grants from CIHR and SSHRC, the indirects to the university will be considerable. In addition, there may be some opportunities to conduct contract research where a 25% overhead is included. We will develop a policy in collaboration with the UBCO Deans and the Provost regarding the indirects that will flow directly to the Institute.
- Partnerships with community-based organizations
 - Through strategic partnerships there are multiple opportunities for resource sharing. For example, some organizations have offered in-kind resources to support health research in their communities, as well as financial resources.
- Grant applications
 - Funding agencies such as CIHR offer a full menu of funding opportunities. In addition to operating grants to fund research projects, there are funding opportunities to obtain financial resources for research meetings, public events related to research (e.g., Café Scientifiques) and a range of knowledge translation activities.
 - There are a wide range of organizations providing funding for health research that is in line with the priorities of the Institute – including CIHR, SSHR, MSFHR, Vancouver Foundation, BC Medical Services Foundation, Heart and Stroke Foundation, Canadian Cancer Society, the Canadian Diabetes Association, the Alzheimer Society of Canada, Kidney Foundation of Canada, Canadian Breast Cancer Foundation, Canadian Mental Health Association, etc.

CHARACTERISTICS OF RESEARCH INSTITUTES AT UBC OKANAGAN

A research institute

- Requires Senate approval to exist.
- Is not identified with a single faculty.
- Is intended to be permanent, i.e., intended to exist for more than three years.
- Generally involves external funding as well as the UBC Okanagan base operating budget and is normally allocated a budget.
- Houses paid administrative personnel, including a director.
- Adheres to standard university research policies.
- Is governed through a steering committee which shall include senior administrators as well as faculty and the institute director. There may also be a separate external advisory board.
- Submits annual reports to the Senate on activities. If the institute does not perform to the Senate's expectations three years in succession, Senate may vote to dismantle the institute.
- Does NOT offer undergraduate or graduate programs or degrees; undergraduate and graduate work is the purview of faculties, schools, colleges, and departments.
- May initiate, develop, and/or undergraduate and graduate courses in partnership with one or more faculties, schools, colleges, or departments.
- Participating faculty members are appointed to a Faculty, rather than to the Institute itself.

DEVELOPMENT AND APPROVAL PROCEDURE FOR RESEARCH INSTITUTES

1. Proposal initiated by faculty, Dean, or other university personnel.
2. Preliminary plan submitted to Associate Vice-President, Academic & Research.
3. Associate Vice-President, Academic & Research establishes a committee to develop a full proposal and informs Okanagan Senate Learning and Research Committee.
4. The full proposal, including a business plan, the structure, procedures, plans for a review following a specified period of operation, and an indication that the institute will be fully viable within three to five years, submitted to Senate Learning & Research Committee. The Learning & Research Committee ensures the academic credibility of institutes.
5. Learning & Research Committee reports to Senate with a recommendation.
6. Senate consideration for approval.
7. Senate recommends approval by the Board of Governors.
8. Once approved, the proposal returns to the Associate Vice-President, Academic & Research for implementation oversight.

Applicability Note

The policy is intended to apply to all UBC Okanagan research institutes established in future. Institutes that were established prior to the creation of this policy, may wish to consider proposing (and submitting for approval as appropriate) certain adjustments, e.g., to their names, to bring existing units in line with the new policy.

**Vision Statement (current)**

The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.

Vision Statement – proposed

The University of British Columbia, as one of the world's leading public universities, is committed to creating an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and inspires outstanding research to serve the people of British Columbia, Canada, and the world.

Mission Statement (current)

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading –edge research.

The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable, flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

Mission Statement - proposed

Rewrite the mission statement as values and commitments, pulling these out of the current mission statement and results of the consultations that have happened since August 2008. (see next section)

VALUES*Academic Freedom*

The University is independent and cherishes free inquiry and scholarly responsibility.

Advancing and Sharing Knowledge

The University supports scholarly pursuits that contribute to new knowledge and understanding, and seeks every opportunity to share them broadly.

Excellence

The University, through its students, faculty, staff, and alumni, strives for excellence, and educates students to the highest standards, developing abilities that improve the world.

Integrity

The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

Mutual Respect

The University values and respects all members of its communities, each of whom makes a contribution to create, strengthen and enrich our diversity.

Public Interest

As a public institution, UBC embodies the highest standards of service and stewardship of resources.



COMMITMENTS

Aboriginal Engagement

The University engages Aboriginal people in mutually supportive and productive relationships and opportunities, and works to integrate understandings of Aboriginal culture and history.

Alumni Engagement

The University engages its alumni fully in the life of the institution as valued supporters and advocates who contribute to and benefit from connections to each other and to the University.

Creating an Exceptional Learning Environment

The University provides a rich learning experience that develops communication skills, critical thinking and creativity, facilitates social engagement and service, and helps individuals be global citizens.

Creating an Exceptional Work Environment

The University provides a fulfilling environment in which to work, learn, and live; maintains our values of academic freedom, mutual respect, integrity, dignity, and inclusivity; and encourages the open exchange of ideas and opinions.

Effective Use of Resources

The University marshals its financial, human, information and physical assets, and integrates academic, environmental, and societal needs to create a community that models effective stewardship.

Excellence in Research

The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination and application of research across a wide range of disciplines, and aims to engage all students in primary research.

Excellence in Teaching

The University supports innovative and transformative teaching that actively engages students in building their own learning experience.

External Relationships

The University facilitates opportunities to bring together scholars and the wider community to enhance societal good.

Internal Collaboration

The University promotes connections among faculties and units to create, develop, and share vital initiatives that advance the interests of UBC and its many communities.

International Excellence

The University envisions and strives for robust internationalization, and collaborates and communicates to influence globally.

Navigating Cultural Differences

The University engages in reflection and action to build cross-cultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life.

Sustainability

The University explores and exemplifies all aspects of sustainability, from stewardship to dissemination of effective practices.